# NORTH AYRSHIRE COUNCIL

**27 September 2022**

**North Ayrshire Council Cabinet**

| | |
|---|---|
| **Title:** | **South West Educational Improvement Collaborative (SWEIC) Report and Plan 2022-23** |
| **Purpose:** | To report on progress made towards the SWEIC Plan in 2021-22 and to present an updated SWEIC Plan for 2022-23. |
| **Recommendation:** | That Cabinet agrees to:<br><br>(a) Note the progress outlined in the 2021-22 annual SWEIC report; and<br>(b) Approve the draft SWEIC Plan for 2022-23 for submission to Scottish Ministers |

## 1. Executive Summary

1.1 The SWEIC Annual Plan 2022-23 outlines the Regional Improvement Collaborative's (RIC) approach to partnership working across North Ayrshire, East Ayrshire, South Ayrshire and Dumfries and Galloway. The plan aligns with the ambitions of the National Improvement Framework and complements the work of the four constituent authorities.

1.2 The 2022-23 plan builds upon the SWEIC's progress to date noted in the Annual Report 2021-22, attached at appendix 1.

1.3 The SWEIC Annual Plan 2022-23 is structured around three key workstreams and is attached in full at appendix 2:

- Curriculum Innovation
- Equity and Equality for All
- Getting it Right for All Learners

## 2. Background

2.1 The SWEIC has been a Regional Improvement Collaborative across Ayrshire and Dumfries and Galloway since 2017. Its ongoing purpose is to add value by building collaborative capacity through opportunities to meet, share effective practice and provide peer to peer, school to school and authority to authority learning and challenge.

2.2 In session 2021-22 the Regional Lead Officer role moved from Douglas Hutchison, Depute Chief Executive of South Ayrshire Council to Dr Gillian Brydson, Director for Skills, Education and Learning in Dumfries and Galloway Council.

2.3 The SWEIC Plan in 2021-22 focused on improvement in the context of the ongoing pandemic and had as its overarching aim to Recover, Reconnect and Renew. The three key workstreams for session 2021-22 were:

- Planning for learning, teaching and assessment
- Closing the poverty-related attainment gap
- E-Learning

2.4 Alongside these three key areas, early years and leadership outcomes were embedded throughout the plan.

2.5 All SWEIC events and professional learning opportunities in 2021-22 continued to be delivered online. By offering SWEIC opportunities digitally, it has been possible to engage with a much broader group of practitioners however, ongoing challenges created by the pandemic limited our capacity to deliver all aspects of the plan.

2.6 The SWEIC Annual Report 2021-22 is attached at Appendix 1. Key highlights of progress made against the three workstreams are summarised in paragraphs 2.7-2.9 below:

2.7 <u>Planning for learning, teaching and assessment</u>: This workstream has continued to make good progress towards its outcomes over the last year despite the challenges COVID-19 has presented. The scope of this workstream has continued to evolve during the last year and there are now several regional sub-groups reporting progress to this workstream. New additions to the sub-groups include a 1+2 Languages group, a curricular Health and Wellbeing group and a number of secondary subject network groups. Regional practice sharing events have been hosted by each local authority on the theme of quality assurance in moderation. An online resource has been produced to support practitioner professional learning in the use of the regionally agreed 4 stages of progress in learning. The SWEIC maths and numeracy curricular group provided ongoing support and a focused twilight professional learning programme in effective numeracy and mathematics pedagogy across the South-West. Finally, the Early Level literacy pedagogy programme was developed to provide a forum for collaboration, specifically to address gaps in skills as a result of the pandemic.

2.8 <u>Closing the poverty-related attainment gap</u>: Building on previous years' success in building networks of families of primary schools, an online event was held for primary headteachers, which over 120 attended. This event was welcomed as a well-timed opportunity to reconnect across the region, drawing on a wider network of experience to collaborate on improvement priorities with schools facing similar challenges. 'SWEIC Blethers', online facilitated, themed conversations, have continued to be organised on a regular basis for different networks of practitioners. These sessions covered a wide range of topics from differentiation, remote learning, equity and equality, ASN, parental engagement and effective use of data. Representatives on this workstream regularly share guidance, policies and practice related to Covid-19 recovery e.g. supporting vulnerable children particularly around self-isolation and recovery; use of PEF to support recovery and the rollout of digital devices.

2.9   E-Learning: In August 2021 @South West Connects was launched. This is a new virtual learning platform to support the delivery of learning and teaching across the SWEIC. Initial plans to offer SCQF Level 7 have gone very well with over 120 young people from across the four local authorities engaging in learning across the 9 subjects being offered. This has enabled, expanded and improved curricular offer at SCQF 7 across the SWEIC, equity of opportunity to access courses at this level across the SWEIC an opportunity for young people studying at this level have a high-quality learning experience and develop skills and competencies in learning virtually as a preparation for next steps in employment, college or university in the post Covid world. At the same time, it has helped manage staffing resources efficiently and equitably and to address areas of teacher shortage in certain areas as well as creating the capacity within schools to support diversification of their curricular offer by freeing up teacher time.

2.10  The SWEIC Plan for 2022-23, attached at appendix 2, builds on the progress noted above and in the attached report. The regional improvement collaborative will have a strong focus on "**coming back together, stronger**". An extensive evaluation and stakeholder consultation exercise took place in the spring of 2022 to agree the refreshed plan for the year ahead. Three workstreams will be established for 2022-23 with associated subgroups. These workstreams are:

- Curriculum Innovation
- Equity and Equality for All
- Getting it Right for All Learners

## 3.   Proposals

3.1   It is proposed Cabinet:

(a)   Notes the progress outlined in the 2021-22 annual SWEIC report; and
(b)   Approves the draft SWEIC Plan for 2022-23 for submission to Scottish Ministers

## 4.     Implications/Socio-economic Duty

**Financial**

4.1   It is anticipated that costs associated with the RIC will be covered by additional funding from the Scottish Government or from within existing education budgets.

**Human Resources**

4.2   Proposed staffing implications through the appointment of SWEIC staff will be agreed across the collaborative and will be managed through temporary secondments.

**Legal**

4.3   None

**Equality/Socio-economic**

4.4   The work of the collaborative will enhance existing efforts to reduce the poverty related attainment gap and improve the quality of outcomes for children and young people.

## Climate Change and Carbon

4.5 Engagement in the SWEIC provides a range of opportunities for education practitioners to develop and enhance approaches in relation to learning for sustainability. This includes a network that meets 2/3 per year. In addition, several other SWEIC groups have planned activity on Climate Change or Learning for Sustainability. A hybrid model of online platforms and in person activities are scheduled, which helps to mitigate unnecessary emissions associated with travel and contributes towards North Ayrshire's net zero ambition.

## Key Priorities

4.6 Council priorities:

- Children and young people experience the best start in life.
- Active and strong communities.

## Community Wealth Building

4.7 Better educational outcomes for children young people and adults, as well as increased capacity building and resilience in communities are required to underpin a strong local economy.

## 5. Consultation

5.1 Consultation is a key component of the SWEIC's approach and is carried out throughout the development and implementation of planned activity.

Audrey Sutton
Executive Director (Communities & Education)

For further information please contact **Andrew McClelland, Head of Service (Education),** on **01294 324413**.

**Background Papers**
Appendix 1: SWEIC Report 2021/22
Appendix 2: SWEIC Plan 2022/23

## Report 2021/22                                    July 2022

The South West Educational Improvement Collaborative is a collaboration of four local authorities across the south west of Scotland: Dumfries and Galloway, East Ayrshire, North Ayrshire and South Ayrshire. It represents 512 educational establishments, early learning centres, primary, secondary and special schools and over 5000 teachers delivering to over 80,500 children and young people serving both urban and rural communities.

This report covers the period April 2021 – March 2022 detailing the work and of the SWEIC's three key workstreams – Closing the Poverty Related Attainment Gap, Planning for Learning Teaching and Assessment and e-Learning Implementation. Alongside these three key areas Early Years and Leadership outcomes have been embedded throughout the plan.

During this time, the country continued to deal with the impact of the COVID -19 pandemic with social distancing, school closures, working from home and self-isolating pupils and staff being among the constant mitigating factors facing schools throughout this time.
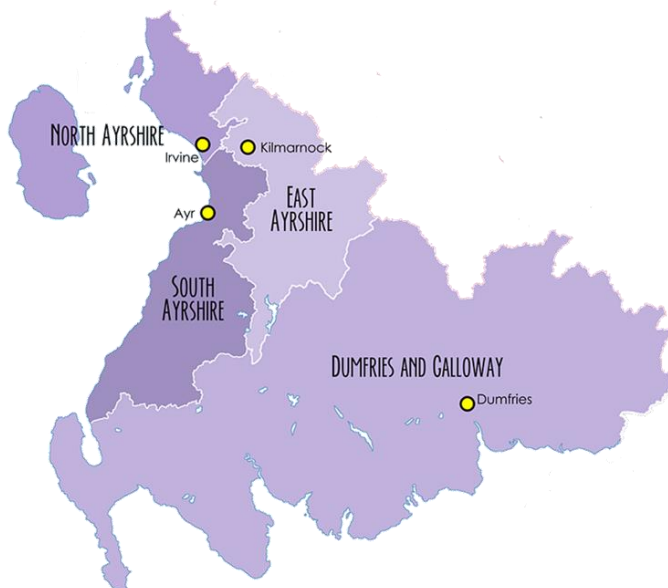
**512**
early learning centres, primary, secondary and special schools

**5000** teachers

**80,500** children and young people

# Contents

# Background

In preparing the SWEIC Regional Improvement Plan 2021/22, it recognised and respected the enormous pressures that education staff at all levels were under, responding to rapidly changing situations in schools and appreciated that staff were fully focussed on engaging with children, young people and families. Our plan for 2021/22 therefore reflected our intention to support school recovery, reconnect with staff and learners and take forward our learning from lockdown.

Due to social distancing measures, school closures and lockdown, all SWEIC events and professional learning opportunities have continued this session to be delivered online. By offering SWEIC opportunities digitally, we have made very good progress towards implementing the SWEIC's recovery plan and have been able to engage with a much broader group of practitioners however it has not been possible to deliver all aspects of the plan due to limited capacity during education's response to the pandemic. In moving forward our new plan 2022/23 will very much build on what has been achieved so far and will have a strong focus on '**coming back together, stronger**'.

Throughout the session we have continued to facilitate peer to peer, school to school and authority to authority collaboration using digital technologies, allowing colleagues to engage with each other in ways which suit them best at this time of uncertainty and constant change. The successful development and launch of @South-West Connects has provided a forum for greater collaboration across our secondary schools and is providing a platform from which we can build.

## SWEIC Team

Session 2021/22 saw changes in the personnel leading the operational and day to day management of the SWEIC. The Regional Lead Officer (RLO) and the SWEIC Quality Improvement Manager (QIM), both from Dumfries and Galloway took up their positions in summer 2021 replacing previous post holders from South Ayrshire. Part funding of Regional Lead Officer (RLO), funding of 0.6fte Quality Improvement Manager (QIM), three x 0.4fte seconded workstream officers, alongside a part time data analyst and a digital support officer continue to increase the operational and leadership capacity of the regional improvement collaborative.

The SWEIC strategic leadership team comprising of the RIC lead and the other local authority strategic leads, Education Scotland Senior Regional Advisor (SRA) and the SWEIC QIM meet regularly to discuss progress within the plan and next steps along with next steps for planned activity. This forum has also proved to be a very useful and supportive platform to share practice and discuss issues during the pandemic.

A monthly report is produced for the SWEIC local authorities' Chief Executives. This is followed up with a meeting with the RIC lead where the content of the report is further discussed. This is providing a valuable endorsement and is raising awareness of the work being undertaken more widely.

Following a review of milestone and impact measures to support the impact reporting and evaluation of the improvement plan, the QIM along with the seconded workstream officers have since been better able to review progress and agree next steps.

This work continues to be supported by the regional improvement team and is providing a framework to support the SWEIC demonstrate coordinated and collective impact.

The part time Data Analyst has supported collaborative approaches to improvement by providing data to support RIC planning, evaluating and reporting of workstream activity. Given the wide range of qualitative and quantitative available and consultation with other RICs, Power BI training has been undertaken to support the data analyst develop wider connections across the data.

A Governance structure has been developed for the SWEIC to support improvement in communication channels and to provide a clear structure which demonstrates the interlinking of the various groups.
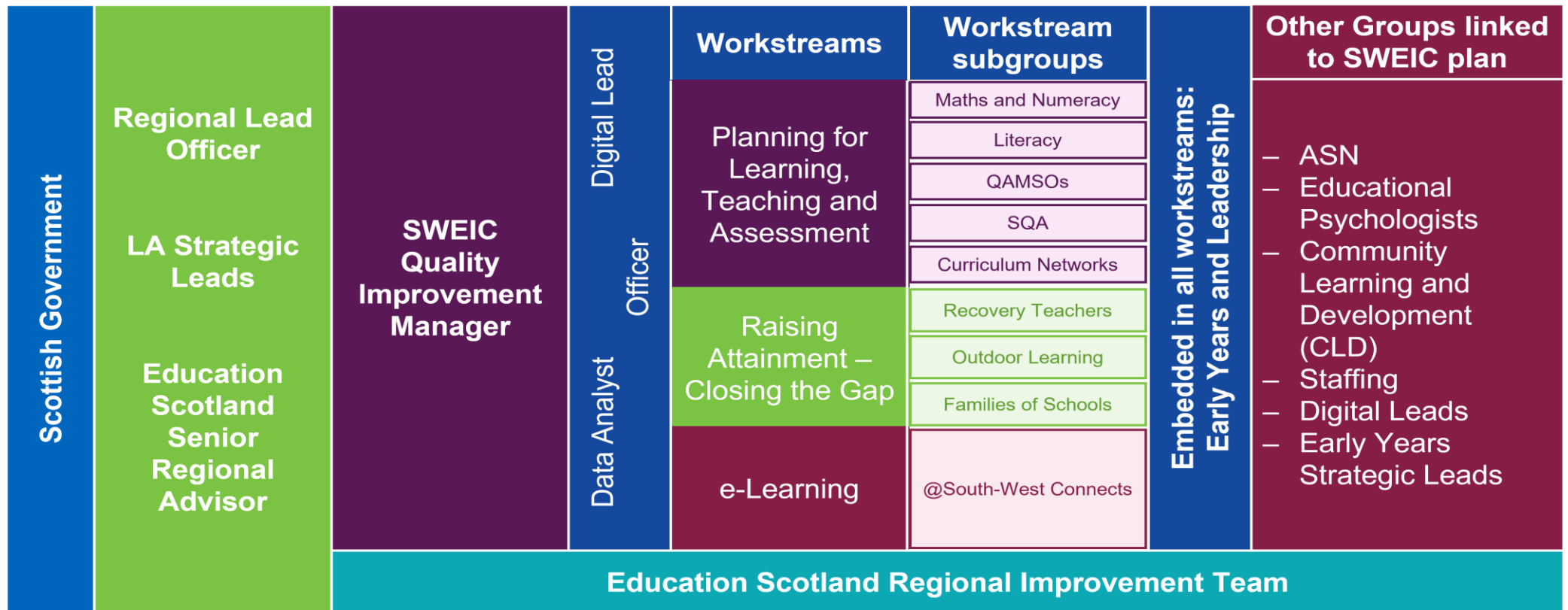
Throughout the 2021/22 session the SWEIC team of seconded officers and regional improvement team members have jointly undertaken professional learning led by Education Scotland Evolving Systems Thinking Team.

Three bespoke training sessions were planned and delivered which had a specific focus on leadership for system improvement, capacity building practices and data use and planning priorities. These proved to be very useful sessions with the teams collaborating well together.

# SWEIC Governance Structure 2021/22

| Scottish Government | Regional Lead Officer<br><br>LA Strategic Leads<br><br>Education Scotland Senior Regional Advisor | SWEIC Quality Improvement Manager | Digital Lead Officer<br><br>Data Analyst | Workstreams | Workstream subgroups | Embedded in all workstreams: Early Years and Leadership | Other Groups linked to SWEIC plan |
|---|---|---|---|---|---|---|---|
| | | | | Planning for Learning, Teaching and Assessment | Maths and Numeracy<br>Literacy<br>QAMSOs<br>SQA<br>Curriculum Networks | | – ASN<br>– Educational Psychologists<br>– Community Learning and Development (CLD)<br>– Staffing<br>– Digital Leads<br>– Early Years Strategic Leads |
| | | | | Raising Attainment – Closing the Gap | Recovery Teachers<br>Outdoor Learning<br>Families of Schools | | |
| | | | | e-Learning | @South-West Connects | | |
| | | **Education Scotland Regional Improvement Team** | | | | | |

**Local Authority Chief Executives and Education Convenors**
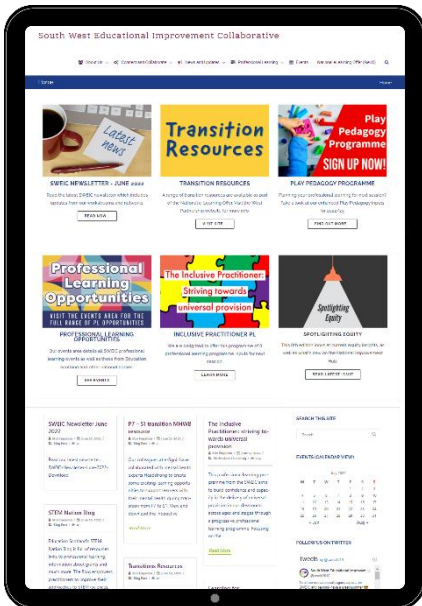
## Communication



As part of the concentrated focus across the SWEIC to improve communication and ensure information gets to the class teacher a new SWEIC website was launched in August 2021. This work is led by our part time Digital Support Officer who also provides technical support for @South-West Connects.

Monitoring, which is reported on a monthly basis has shown a good level of engagement in the SWEIC blog and therefore improved opportunities for collaboration for all. An example of this would be in January 2022 the Blog received 8878 views up 48% on the previous reported month (Nov 21). 62% of Blog visitors come direct to the Blog, 15% via Twitter and 14% from search engines. Twitter followers also continue to grow.

In addition to the new SWEIC blog, termly Sway newsletters have been produced. Through this forum and the website, staff are actively encouraged to contribute to share their thoughts around what they want from the SWEIC as well as highlighting ways to become involved and share good practice. Recent professional learning which was recorded can also be accessed on the site for those unable to attend.

## Data

Due to the challenges facing schools at this time our schools have not been able to carry out their normal full range of ongoing assessment, standardised assessments, SNSA assessments and moderation activities that they would normally undertake to enable them to gather robust achievement of a level information and pupil progress data in a common format. Despite this however all primary schools submitted to the Scottish Government in June 2021 teacher judgement ACEL (Achievement of a Level) data for P1, P4 and P7. No national data was collected during session 20/21 for S3.

Given the unique set of circumstances schools have found themselves in over the past two years it is difficult to make accurate comparisons or to draw any conclusions from attainment data. Mindful of this our High-Level Critical Indicators (Appendix 1) have been updated but no detailed analysis has been undertaken beyond that that would support workstream activity planning.

In 2021, further cancellation of exams and external assessment of coursework took place. All secondary schools were required to use the SQA Alternative Certification Model. This model was based on demonstrated attainment over the course of the session with robust assessment judgements being made by teachers and lecturers and submitted to the SQA.

The impact of this and the previous year's disruption to SQA has meant that care has to be taken when making comparisons over time. So, although there are High Level Critical Indicators (Appendix 1) taken from our benchmarking tool Insight, advice on the use of this data is that the results for 2021 should not be directly compared to those in previous years or future years. The 2021 Insight data cannot be used to directly demonstrate subject, school, authority or RIC improvement compared with previous years.

## Professional Learning

A wide range of professional learning opportunities and facilitated, themed online conversations organised by workstream seconded officers, and the regional improvement team have continued to take place throughout the session. Professional learning has been delivered using a range of platforms, Glow, MS Teams and V-scene. Whilst attendance has varied over the course of the year due to Covid, with a number having to be cancelled, feedback from professional learning online events has been positive with participants appreciating the time and space to collaborate with colleagues, sharing their experiences, their practice and potential solutions to common challenges being faced.

The online events have generally had a focus on recovery so have been able to impact positively on school recovery. In February 2022, an online event was held for primary headteachers which over 120 engaged in. The activities for this session focussed on supporting the development of a culture of collaborative action research within groups of 'similar' schools across the SWEIC, providing a framework to support schools inform recovery planning for session 2022/23, support the gathering and analysis of data to inform improvement planning session 2022/23 and planning for refreshed SAC funding spend using a data driven template.

Feedback from this relaunch of the families of schools' event indicated that it was welcomed as headteachers felt that through this reconnecting and introductions opportunity they have accessed wider networks in which to collaborate and share their practice. The event was supported by the Education Scotland Evolving Systems Thinking team. Secondary heads who previously had not engaged in families of schools' events have asked for the introduction of secondary groupings for a similar purpose. This is very positive and evidence of reach and recognition of the perceived benefit of working across the RIC by secondary HT. It is hoped that these networks will continue to expand with evidence of practitioners being proactive in this and taking ownership of their own development.

**1,500 +**

**Participants**

**60 +**

**Events**

## Collaborative Opportunities during session 2021/22 included:

| Date | Target Audience | Theme/Title |
|------|----------------|-------------|
| Apr | EYPs | Transitions in a Covid world |
| May | EY leaders | Parental Engagement – Sharing Practice |
| Apr/May | P1 & P2 practitioners programme | P1 Literacy Pedagogy and Practice |
| Apr/Jun | Practitioner networks – EYP, Early, 1st & 2nd level; Covid education recovery teachers; secondary staff. | Various facilitated themed conversations – remote learning; transitions; interventions & impact. |
| Apr | EYPs | Transitions in a Covid world |
| May | EY leaders | Parental Engagement – Sharing Practice |
| May | EY Froebel Leaders' network | Froebel |
| Sep/Jun | Practitioners in first four years of teaching | Maths and Numeracy Professional Learning for NQT's |
| Aug/May | Early / First Level teachers | Building Block of Literacy |
| Sep/May | QAMSOs | QAMSO |
| Sep/May | EY – teachers, EYPs | Play Pedagogy Moving Forward |
| Sep | BGE Practitioners | Effective Differentiation in the BGE (2 sessions) |
| Sep/Oct | Recovery Teachers | Focus on Recovery Interventions |
| Oct | SWEIC Numeracy Leaders | Introduction/Reengagement and Plans for the session as NLs |
| Oct | SWEIC NQT/RQTs | Drop-In Session 1 Introduction |
| Nov | Practitioners – all sectors | Outdoor learning's place "within a holistic, coherent, and future-oriented approach to learning 3-18." |
| Nov | Froebel leaders | Remote learning – Support and Collaboration |
| Nov | EY leaders | SWEIC Families – an EY model |
| Nov | Practitioners – all sectors | SWEIC QAMSO Sharing Practice Event – SA |
| Dec | SWEIC Numeracy Lead | Bar Modelling Discussion Forum |
| Jan/Feb | Practitioners – all sectors | SWEIC Languages Week Engagement across week from primary and secondary practitioners – 32 inputs |
| Jan | Practitioners – all sectors | SWEIC QAMSO Sharing Practice Event - EA |
| Jan | SWEIC Numeracy Lead | Mathematical Reasoning using Manipulatives |

| | | |
|---|---|---|
| **Jan** | Practitioners – all sectors | Moderation for all |
| **Feb** | Practitioners – all sectors | CLD – Sharing good practice in supporting families in poverty |
| **Jan** | Early Level Focus - Practitioners – all sectors | SWEIC Outdoor Learning Blether |
| **Jan** | First Level Focus - Practitioners – all sectors | SWEIC Outdoor Learning Blether |
| **Jan/ Mar** | Practitioners – all sectors | Equity and Equality Blethers (3 sessions) |
| **Feb** | HT's - primary | SWEIC Families of Schools Relaunch & Reconnect Event |
| **Feb** | Practitioners – all sectors | 4 Stages of Progress – a launch and feedback event |
| **Feb** | Second Level Focus - Practitioners – all sectors | SWEIC Outdoor Learning Blether |
| **Mar** | EY Excellence & Equity Leads | Network Launch |
| **Mar** | Practitioners in all sectors | SWEIC Literacy Fortnight |
| **Mar** | EY - all practitioners (Webinar) | Parental Engagement – moving forward to recovery |
| **Mar** | All practitioners | SWEIC QAMSO Sharing Practice Event – NA |
| **Mar** | Practitioners – all sectors | SWEIC Outdoor Learning |
| **Mar** | EY leaders | What does Leadership Mean? Reconnecting with core values in challenging times |

# Workstream Successes and Achievements 2021/22

## Planning for Learning Teaching and Assessment Workstream Highlights

This workstream has continued to make good progress towards its outcomes over the last year despite the challenges COVID 19 has presented.

The scope of this workstream has continued to evolve during the last year and there now is several regional sub-groups reporting progress to this workstream. New additions to the subgroups have included a 1+2 Languages group, a curricular Health and Wellbeing group and a number of secondary subject network groups. These groups are in the early stages of development and have been supported both by RIC officers and RIT team members as appropriate.

## QAMSO network

The SWEIC QAMSO work supported by the Education Scotland Regional Improvement Team continues at pace. A MS Team has been set up enable access and sharing of training materials.

A discussion forum is now well established and used by practitioners. QAMSO Sharing Practice Event have been led by each local authority. These events have proved to be very popular, and the range of materials used have been shared. These events were recorded to ensure wider access.

Building on the shared QAMSO training each local authority took forward its own moderation and assessment activity. SWEIC officers representing this workstream have met with colleagues from other RICs to share approaches to online moderation activities.
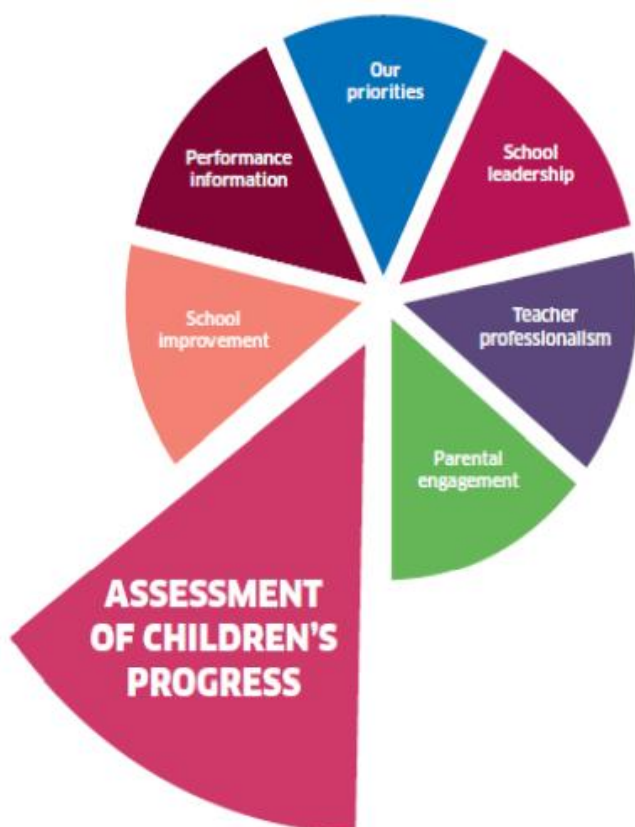
## Languages Week

One of the new subject network groups 1+2 Languages held the first online SWEIC Languages Week in late January / early February 2022, running in conjunction with Languages Week Scotland. The four local authority 1+2 leads were instrumental in the planning and running of the week along with support and input from Education Scotland 1+2 link officer and SCILT Scotland's National Centre for Language Teaching. The week comprised of bite size sessions for practitioners which were run on a twilight basis but also recorded to provide a resource bank for use in the future. The idea was to provide inputs for all sectors and all practitioners regardless of their language proficiency. The organisation and delivery of this event was an excellent example of collaboration across the RIC. It was well supported by each local authority and feedback from the wide range of inputs showed it was well received. Evaluation indicates this should now develop into an annual event and plans are in place to do so.

## Four Stages of Progress

An online resource has been produced to support practitioner professional learning in the use of the 4 stages of progress. – a SWEIC resource which considers progress through a level. The resource has been developed to be of use to practitioners in all sectors and was launched by local authority workstream leads



in December. A SWEIC launch event was held in February to share the resource further, discuss its use so far and to allow an opportunity for practitioners to feedback on its value. The use of the resource and a more thorough evaluation and its impact will continue.

## Read the case study

## Maths and Numeracy Group

The SWEIC Maths and Numeracy group continues to collaborate to increase the pace and reach of their work by providing ongoing support for practitioners across the South-West in planning learning, teaching and assessment in numeracy and mathematics.



The group have held a number of twilight sessions over the course of the year. Feedback from these has been very positive and analysis is informing a way forward for future events.

A full day event for the SWEIC Numeracy Leaders network was unfortunately cancelled due to current circumstances, however all planned inputs for this event were offered as virtual twilights, held within the Numeracy Leaders channel in the SWEIC Numeracy and Maths PL Team.
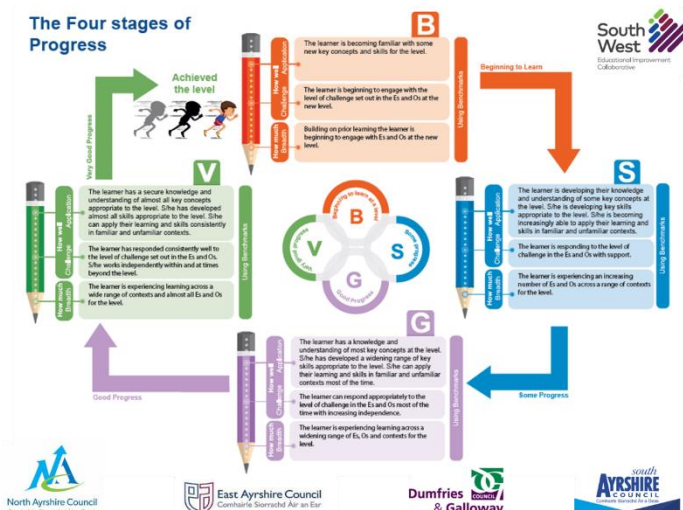
The Maths and Numeracy group have continued to progress developments with initial teaching education (ITE) partners at UWS (Ayr Campus) and University of Glasgow (Crichton Campus). ITE under-graduate and post-graduate courses and modules incorporate synchronous and asynchronous CLPL inputs provided by the SWEIC maths group. The group has further progressed developments with UWS partners in the establishment of a Critical Friends Programme for numeracy leaders. The Critical Friends Programme will be offered to SWEIC Numeracy Leaders prior to Easter 2022 to align with self-evaluation and improvement planning with the delivery of the modules to commence September 2022.

## Literacy Group

The new to this session appointment of a Regional Improvement Team officer for Literacy and English has provided a welcome addition to the SWEIC Literacy group. The group are working closely with the Scottish Book Trust regarding 'Reading Schools' accreditation ahead of the SWEIC rollout in session 22/23 for interested schools with the group discussing ways in which support could be offered to SWEIC practitioners/schools undertaking the accreditation.

Following on from the success of the SWEIC Language Week held in January 2022 the Literacy group held a' Focus on Literacy fortnight' in March 2022. This work was led by the planning learning teaching assessment workstream lead and seconded officer. The fortnight launched on World Book Day (3rd March) with 'Storytime with SWEIC': a virtual offering of stories from Early to Second level that can be used by practitioners in the classroom.

The fortnight of activity included a number of keynote speakers who spoke of the importance of placing high quality learning and teaching as a key element for literacy learning. The fortnight consisted of a series of twilight inputs covering a range of ages, stages and areas of literacy. These inputs created a rich offering of opportunities for practitioners to self-select from. Inputs were recorded and uploaded to the SWEIC Literacy page on the blog for practitioners to access as required.

**Read the case study.**

## Early Level Literacy Pedagogy Programme

The Planning for Learning Teaching and Assessment workstream in conjunction with the Early Years lead continues to support the SWEIC Early Level Literacy Pedagogy programme delivered as an online professional learning offer. This has been extended to include Early Years, P2, 3 and 4.

This highlights the gaps identified in aspects of literacy skills across Early and First Levels which have become more apparent as a result of school closures. The networks established as a result are now well established and are proving to be an excellent collaboration forum.

The programme sessions this year included: Language & Communication + Phonological Awareness (2 sessions), Phonics, Spelling and Handwriting (2 sessions), The Balanced Reader and Writer (2 sessions).

There has been engagement from across the SWEIC in this programme with 151 teachers /practitioners engaged in the programme.

## Evolving Systems Thinking

A cohort of 39 senior leaders from across the Local Authorities and the Regional Improvement Team was recruited for the Evolving Systems Thinking programme. Unfortunately, however, this was unable to be progressed following a review by the Evolving System Thinking team to halt the programme meantime because of the current strains schools are under. It was felt that it would be very difficult to ask school and system leaders to commit to such a significant engagement at this time. It is hoped however that this programme will however be able to be offered again later in the year.

## Growth Mindset Programme

Over 40 school leaders and practitioners from the South West engaged with Winning Scotland Foundation's Growth Mindset Teams programme which began in June.2020 and completed November 2021. The programme offered a blend of independent online learning, tutor guidance, collegiate discussion and supported project delivery, empowering teaching professionals to have a greater understanding of growth mindsets and embed approaches within their schools. A number of participating school teams reluctantly dropped out of the programme due to lack of capacity due to the pandemic. A good number from the 2020-21 cohort are now delivering projects in their schools. This progress has been very encouraging considering the very challenging circumstances schools find themselves in currently. A case study from the 2019-20 cohort – St Matthew's HS in Saltcoats, North Ayrshire shared widely and has received a lot of positive feedback.
winningscotland.org/store/p53/st-matthews-growth-mindset

## Leadership of Pedagogues

The 'Leadership of Pedagogues' programme successfully took forward two cohorts of secondary middle leaders during session 2021/22. The programme which is designed specifically to bridge the gap identified in the professional learning opportunities for secondary middle leaders across the South-West Educational Improvement Collaborative (SWEIC). A consensus workshop, with middle leaders, identified the area of focus for each session allowing the programme to be planned effectively to meet participants needs.

The inaugural cohort has provided excellent feedback so far and indeed generate sufficient interest to offer and progress a second cohort concurrently. The sessions are designed to be progressive and inter-related, as indeed is the art of becoming a proficient leader of pedagogues.

This programme which has recently received GTCS Professional Recognition for Secondary Middle Leaders. It will continue to be expanded during session 2022/23 and will include the development of a middle leaders' programme for Primary practitioners.

## Leaders of Pedagogues Programme

| Participants | Theme |
|---|---|
| Secondary Middle Leaders | 1.Reflection on self-measured self-reflection to explore leadership strengths. |
| Secondary Middle Leaders | 2.Recognising and meeting needs – use tools to identify the professional needs of colleagues to support their learning trajectory. |
| Secondary Middle Leaders | 3.Modelling behaviour & Skills – explore how modelling is embedded in practice & its power in leading pedagogues. |
| Secondary Middle Leaders | 4, Examine skills and behaviours essential to supporting the professional development of your team. |
| Secondary Middle Leaders | 5.Ambitious risk-taking – take a critical look at professional judgement and determining the right climate for that leap of faith. |
| Secondary Middle Leaders | 6.Developing others – develop strategies to unlock the professional development of others through the art of visionary leadership. |
| Secondary Middle Leaders | 7.Communication Skills – hone communication skills to elicit the professional needs of the pedagogues you lead. |
| Secondary Middle Leaders | 8.Managing resources – focus on the managerial skills of leadership to support processes in your context. |
| Secondary Middle Leaders | 9.Critical reflections |

## Closing the Gap Workstream Highlights

This workstream has continued to make good progress towards its outcomes. The workstream lead officer, seconded officer, senior officers representing each local authority and a representative from the Education Scotland Regional Improvement Team continue to meet online monthly to progress the plan. Members of this workstream are committed to working collaboratively to close the poverty related attainment gap.



### SAC Leads Network

The SWEIC team in conjunction with RIT attainment advisers have set up a SAC Leads group. The purpose of SWEIC SAC Leads Network / Forum will be to provide opportunities for SAC Leads and Attainment Advisors to get together to share successes, challenges, national key messages, discuss current issues e.g., how LAs are measuring impact, planning and reporting. This network will be led by the local authorities and will meet on their request.

### Families of Schools

Building on previous years' success in building networks of families of primary schools, an online event was held for primary headteachers which over 120 engaged in. This was the result of an extensive consultation carried out in November by members of this workstream to seek the views of the purpose of the network and how it might be redeveloped to ensure it met needs.

The activities for this session, therefore, were developed as a result of information gathered and focussed on supporting the development of a culture of collaborative action research within groups of 'similar' schools across the SWEIC, providing a framework to support schools inform recovery planning for session

2022/23, support the gathering and analysis of data to inform improvement planning session 22/ 23 and planning for refreshed SAC funding spend using a data driven template.

Feedback from this relaunch of the families of schools' event indicated that it was welcomed as headteachers felt that through this reconnecting and introductions opportunity they have accessed wider networks in which to collaborate and share their practice. The event was supported by the Education Scotland Evolving Systems Thinking team.

## Blethers

'SWEIC Blethers', online facilitated, themed conversations, have continued to be organised on a regular basis for different networks of practitioners. Some have been more successful than others with numbers signing up and attendance variable throughout the year. Blethers offered have covered a wide range of topics from differentiation, remote learning, equity and equality, ASN and parental engagement and effective use of data. Feedback indicates that where participants have attended, they find these collaborative opportunities useful, realising that everyone is facing similar challenges and sharing effective practice and creative solutions.



Links have been established across all four local authorities to establish a SWEIC group to support learners, inclusion and integration in order to build capacity across the sector. The work of this group will be aligned with all current workstreams. Initial steps have been taken to form a leadership network and to share current practice around planning for ASN. Plans are in place to establish a cross authority collaborative network which will support this area of priority for all four local authorities who are working through similar challenges. It is proposed that this will be emphasised as a key theme for work in the SWEIC plan for 2022/23.

## Outdoor Learning Network

A successful virtual Outdoor Learning professional learning event was held in November with over 100 attendees from across all four local authorities. Two keynote speakers provided information and challenge around the theme of 'outdoor learning's place within a holistic, coherent, and future-oriented approach to learning 3-18'. Feedback from attendance at this event was very positive. A follow up event took place in March as a result of this. The focus of this event was on sharing practice, pedagogy and links to the curriculum.

Local authority representatives on this workstream regularly share guidance, policies and practice related to Covid-19 recovery e.g., supporting vulnerable children particularly around self -isolation and recovery; use of PEF to support recovery; the rollout of digital devices. Workstream representatives have continued to find this extremely useful in informing their work at Local Authority level.

## Community Learning and Development (CLD)

Good links with colleagues in CLD are being developed across the SWEIC with outcomes embedded in the work of the closing the gap workstream. A planned partnership CLD blether to share good practice in supporting families in relation to poverty took place. CLD are now regularly contributing to the SWEIC Blog where relevant to raise awareness of their work and how it might impact on SWEIC practitioners.

Across the SWEIC CLD Family Link Officers are collaborating together and have completed an audit of practice to share ideas and effective practice particularly in engaging families in learning and supporting families in relation to poverty support. This will inform the next steps for SWEIC / CLD planning moving forward.as well as support the focus of this workstream's plan moving forward.

Following the national launch of the Excellence and Equity Leads (EELs), a SWEIC network will offer a further opportunity for collaboration, sharing practice and support.
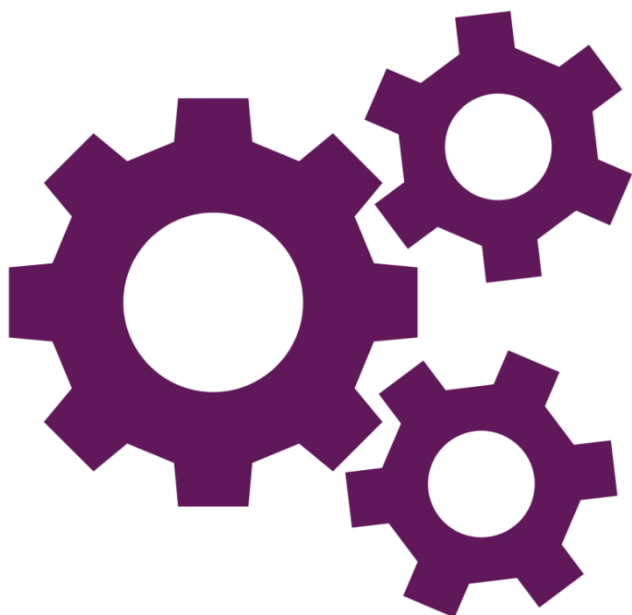
## Education Recovery Teacher Network

The Education Recovery Teacher (ERT) Network has successfully run for the past two sessions. Due to the changing deployment needs of ERTs across all four local authorities; the network met only once in session 2021-2022. The session was held in September and was entitled 'Education Recovery Teacher Collaborative Practice Event'. It explored the following themes: Recovery and renewal journey; Impact on children and young people; lessons learned and future actions
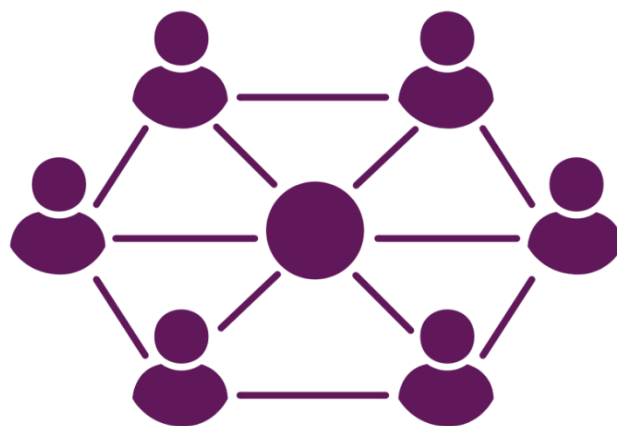
Education Recovery Teachers from South Ayrshire and East Ayrshire shared their experiences and reflections of the previous session. All delegates present were subsequently provided with opportunities to discuss and compare their own experiences and goals for the coming session in breakout groups; before coming back together and sharing key messages with the whole group.

## e-Learning Implementation Workstream Highlights

This new for this session workstream has made considerable progress in meeting its outcomes as identified within the 2021/22 SWEIC plan. The evaluation of work this year will help inform the development of the national digital academy, as reported in the recently published Economic plan for Scotland.

This will be an important development to increase access to breadth of qualifications for learners across Scotland, with the @SWConnects already having taken steps to design this model across the four Local Authorities.

## @South-West Connects

In August 2021, through this workstream SWEIC launched @South West Connects a new virtual learning platform to support the delivery of learning and teaching across the SWEIC. Initial plans to offer SCQF Level 7 have gone very well with over 120 young people from across the four local authorities engaging in learning across the 9 subjects being offered. This has enabled, expanded and improved curricular offer at SCQF 7 across the SWEIC, equity of opportunity to access courses at this level across the SWEIC an opportunity for young people studying at this level have a high-quality learning experience and develop skills and competencies in learning virtually as a preparation for next steps in employment, college or university in the post Covid world.

At the same time, it has helped manage staffing resources efficiently and equitably and to address areas of teacher shortage in certain areas as well as creating the capacity within schools to support diversification of their curricular offer by freeing up teacher time. This work is being led by the workstream lead officer, seconded officer along with HT / DHT lead from each local authority. An interim evaluation of this offer showed engagement and participation measures very positive – 95% excellent or good for attendance, engagement, homework on tracking reports. Working grades in early January – indicated 94% pass rate and feedback from stakeholders very positive. A number of points identified the next steps for the group in particular a need to continue to develop and pilot this model – increased number / range of subjects and add 'niche' SCQF6 courses. Evidence also suggests a need to consider the addition of vocational options and short courses/ opportunities for wider achievement using the same infrastructure. Following publication of attainment data in August 2022 this model will be fully evaluated.

## National e-Learning Offer

The SWEIC e-Learning Implementation group continues to take forward and promote locally the National e-Learning Offer (NeLO), agreements and expectations as well as support e-Learning transformation across the SWEIC.

This group has delivered a number of CLPL webinars and blethers to support digital learning and pedagogy. These have been well received and supported by practitioners across the SWEIC. The group is ensuring the 'voice' of SWEIC is appropriately representing all four local authorities on the National e-Learning working group. A member of the group is also engaged with WEST OS technical group.

To support schools and class teachers to use available resources, this group developed a Sway 'One-Stop Shop' for all things NeLO. The Sway is updated each week with links to the latest supports and resources.



## Digital Needs Analysis

The e-Learning Implementation group is currently engaging with Education Scotland following completion of a digital needs analysis focusing on digital learning and teaching. The results of the analysis have set out the systematic/strategic support required in this area across the RIC and individually for each local authority. This is being taken forward in conjunction with the digital leads across each authority and is progressing well.

## Enhancing Opportunities

A pilot proposal to meet need for a widening access programme has been developed and will be piloted through April to June across the four local authorities. This collaborative @SWConnects Enhancing Opportunities Programme has a clear shared purpose, role and function and will initially be piloted with S1 – 3 pupils.

## Developing the Young Workforce (DYW)

DYW representatives from each authority, DYW regional groups and the Senior Education Officer from the Education Scotland Regional Improvement Team continue to meet regularly to identify and share good practice in local authorities and to discuss challenges/opportunities presented by the current position. Professional learning opportunities have been offered across the collaborative and these have been well attended and received positive feedback.

A DYW regional network has been developed to allow sharing of good practice. The workstream seconded officer attends as a member of this group

## Early Years Highlights

Early years is now firmly embedded in all of the workstreams. In addition to this the SWEIC Early Years lead continues to meet in a separate forum with representatives from the South West early years operational network, strategic lead officers, Care Inspectorate, SSSC and South West RIT officers on a regular basis. This ensures a relevant focus is central to the individual workstreams agenda. The SWEIC early years leads attends all workstream meetings to support and progress pre-5 SWEIC priorities.

The SWEIC early years lead officer attends the Scottish Government's Deferral Working Group, feeding back to the strategic early years leads as required. This supports their local authority work. She has also been invited to join the Scottish Government focus group to be involved in joint work to support the extension of eligibility to 2-year-olds with a care experienced parent. This session in conjunction with the Planning Learning

Teaching and Assessment workstream there has been a focus on early years assessment and moderation as highlighted in the SWEIC plan. As a result of a previous online opportunity for early years staff to focus on planning for assessment and moderation and discussions / consultations with SWEIC early years staff at all levels, a gap was identified in this area. The SWEIC early years officer has worked with a range of colleagues to create a bespoke programme to address this which is more relevant than ongoing QAMSO work. This is now being rolled out as a professional learning opportunity for all early years staff across the SWEIC which will underpin and support their work in assessment and moderation.

## Play Pedagogy Programme

A session long SWEIC Play Pedagogy programme took place. This professional learning opportunity ran on a monthly basis with 185 participants The aim of the programme was to enhance a shared understanding of the concept in the Early Years curriculum, increase confidence in implementing this and address the needs of participants. Prior to the course, 48.4% of participants indicated they were 'somewhat confident' in implementing the approach. An interim evaluation based on their participation, saw this figure rise to 79.2%.

The demand for the course has been overwhelming and as such, it is planned that it will run again next session.

A second course for the more experienced practitioner, will run alongside it which will explore key aspects of play pedagogy with a more in-depth approach. This will also require an element of practitioner enquiry.

**Read the case study.**

## Froebel

A SWEIC cohort continues to engage with University of Edinburgh's bespoke programme for early years leaders building on leadership capacity. This session there have been no face-to-face opportunities to collaborate with a virtual platform being used throughout. A consultation exercise of participants before Christmas to gauge impact, offer support and discuss next steps. This dialogue with practitioners is ongoing. A SWEIC Froebel Event took place in May. Participants were able to share their learning journeys so far, how this will impact on the improvement agenda and discuss the wider impact on the delivery of quality learning and teaching in the sector. A keynote address and presentation were delivered by colleagues from Edinburgh University. This was an open SWEIC event for all early years staff in order to focus on improvement and to provide an opportunity to share, collaborate and connect.

### Read the case study.

## Leadership

As a result of consultation with staff, a focus on leadership session was provided for EY leaders. This was presented in collaboration with Strathclyde University. The focus of the session was What does Leadership Mean? Reconnecting with Core Values in Challenging Times. This was a very well received event.

## Families of Schools

Moving forward, early learning centres have now been included in the SWEIC families of schools, which, taken with the engagement of the secondary sector, leads to a 2-18 collaboration across the four local authorities which is welcomed. The involvement of the ELC sector was as a result of a consultation exercise where leaders in the sector indicated an appetite to work together.

Virtual networks of early years practitioners have been set up and these are being used effectively as a forum to share practice, collaborate, signpost resources and improve outcomes for learners. They also provide an additional platform for communication for the SWEIC.

## Case studies

| 4 Stages of Progress | Families of Schools | Froebel | Literacy Fortnight | Play Pedagogy |

**Click on each shape to read the case study**

## Partnership with Education Scotland

SWEIC is well supported by the Education Scotland Regional Advisor who works closely with the Strategic Officers and the SWEIC QIM. The Senior Regional Advisor leads the Education Scotland Regional Improvement Team and works closely with officers in the SWEIC.

Each of the SWEIC workstreams have representatives of the Regional Improvement Team working with them as workstream members. A number of the SWEIC webinars and online events have been led or supported by the members of the SWRIT during session 2021/22 which is increasing opportunities for partnership working.
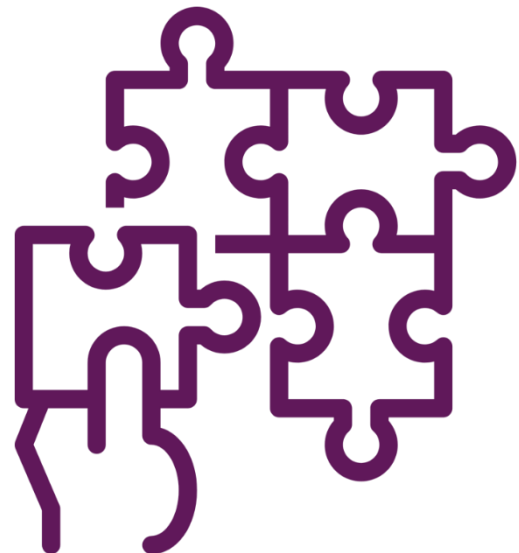
## Additional Groups

A number of additional groups are continuing to add to collaborative capacity across the South West and support the workstreams where applicable. The groups include for example staff focused on Additional Support Needs, Psychological Services, Information and Communications Technology, Early Years, Staffing, and Community Learning and Development. The growth in the number of these groups very much demonstrates the willingness to work collaboratively across the South West and beyond. The impact will it is hoped increasingly focus on better outcomes for children and young people. Over the course of the development of the 2022/23 plan this list will continue to grow to include more staff/curriculum networks and opportunities for youth participation.

## Resources

Funding is provided to the SWEIC by Scottish Government. This has facilitated much of the workstream activity along with the secondments of experienced senior staff to lead and support the progress of the workstreams. The funding has created additional capacity which has added significantly to the pace of progress.

# Moving forward – next steps
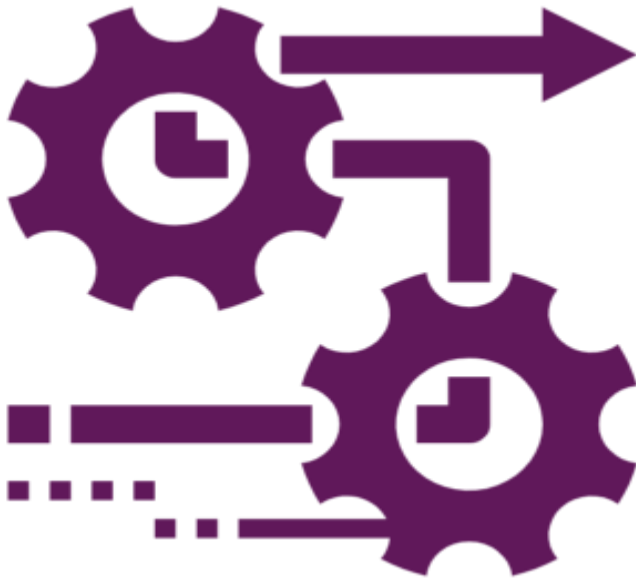
In April 2022, as part of the SWEIC plan's evaluation process the SWEICs strategic leads took the opportunity to consider workstream outcomes to ensure moving forward they more effectively align with individual local authority plans and current local and national priorities. To support this alignment our three key workstreams will be renamed, Equity and Equality for All, Getting it right for all Learners and Curriculum Innovation. Once again leadership will be embedded in all three workstreams along with a clear focus on inclusion, recovery and 2-18 to reflect their aims and priorities more effectively.

This it is hoped will enable us to place front and centre in our plan the principles of Getting It Right for Every Child (GIRFEC), placing our children and young people and their interests at the heart of all that we do. This approach will be underpinned by children's rights and its principles and reflect the United Nations Convention on the Rights of the Child (UNCRC) which will be embedded in all our planned workstream activity moving forward.

As a Regional Improvement Collaborative, we are very aware of the pressures that our schools across the South West are facing at this time and therefore it is important that what is planned for is fit for purpose and meets needs. To that end the SWEIC is committed to ensuring that moving forward our plan reflects the views and ambitions of our key stakeholders across the four local authorities helping to achieve our vision of improving 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'. Our plan for 2022/23 will therefore be fully consulted on which it is hoped will enable us to develop and deliver a plan which meets their aspirations.

## Appendix 1 High Level Critical Indicators

| Indicators | 2016/17 Baseline | 2017/18 Value | 2018/19 Value | 2019/20 Value | 2020/21 Value | Stretch Aim/Target |
|---|---|---|---|---|---|---|
| % of Children Meeting Developmental Milestones 27 – 30 month review | 78 | 82 | 83 | 83 | 82 | 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 | 72 | | 60 | 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 | 63 | | 48 | 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 | 84 | | 72 | 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 | 21 | | 24 | 16 |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy | 74 | 78 | 78 | | 69 | 81* |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy **SIMD 20% most disadvantaged** | 66 | 72 | 70 | | 59 | 75 |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy **SIMD 20% least disadvantaged** | 84 | 87 | 89 | | 81 | 88 |

| Indicators | 2016/17 Baseline | 2017/18 Value | 2018/19 Value | 2019/20 Value | 2020/21 Value | Stretch Aim/Target |
|---|---|---|---|---|---|---|
| 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 | 19 | | 22 | 13 |
| % of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) | 84 | 88 | 86 | | | 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 | 75 | | | 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 | 90 | | | 95 |
| Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) **Gap between most and least disadvantaged** | 19 | 15 | 14 | | | 10 |
| % of S3 pupils achieving third level or better in numeracy | 85 | 90 | 90 | | | 91* |
| % of S3 pupils achieving third level or better in numeracy **SIMD 20% most disadvantaged** | 75 | 85 | 83 | | | 84 |
| % of S3 pupils achieving third level or better in numeracy **SIMD 20% least disadvantaged** | 95 | 95 | 96 | | | 96 |
| Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy **Gap between most and least disadvantaged** | 20 | 10 | 13 | | | 11 |
| % of leavers achieving 1 or more awards at SCQF Level 6 or better | 64.1 | 64.9 | 63.97 | 65.82 | 68.61 | 71* |
| % of leavers achieving 5 or more awards at SCQF Level 6 or better | 33.7 | 31.9 | 32.65 | 36.33 | 38.52 | **40.16 |

| Indicators | 2016/17 Baseline | 2017/18 Value | 2018/19 Value | 2019/20 Value | 2020/21 Value | Stretch Aim/Target |
|---|---|---|---|---|---|---|
| % of school leavers achieving SCQF Level 5 in Literacy | 80.5 | 80.8 | 81.25 | 80.9 | 83.25 | **81.8 |
| % of school leavers achieving SCQF Level 5 in Numeracy | 70.3 | 69.6 | 68.05 | 70.62 | 71.62 | **71.03 |
| Exclusion Rates – All Pupils (Rate per 1000 pupils) | 26 | | 18 | | 12.72 | **11.87 |
| Exclusion Rates – LAC status Pupils (Rate per 1000 pupils) | 77 | | 118 | | | **152 |
| Attendance Rates – All Pupils | 93.0 | | 92.66 | | 91.8 | **92.0 |
| Attendance Rates – LAC status Pupils | 91.0 | | 87.0 | | | **87.0 |
| Initial School Leaver Destinations (% in positive destinations) | 94.1 | 94.2 | 94.38 | 94.3 | 95.8 | 95 |
| % 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) | 76.2 (16/21) | | 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) | 72.7 (8/11) | | 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) | 85.7 (12/14) | | 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) | 81.8 (9/11) | | 80 |

* Midpoint value from NIF indicators

** National Average

# Glossary

| | |
|---|---|
| @South-West Connects | SWEIC Virtual Learning Platform |
| ACEL | Achievement of Curriculum for Excellence Level |
| ASN | Additional Support Needs |
| BGE | Broad General Education |
| CLD | Community Learning and Development |
| DG | Dumfries and Galloway |
| EA | East Ayrshire |
| EEL | Excellence and Equity Leads |
| ERT | Education Recovery Teachers |
| EY | Early Years |
| EYP | Early Years Practitioner |
| GIRFEC | Getting it right for every child – a Scottish Government Policy that supports families by making sure children and young people can receive the right help, at the right time, from the right people. https://www.gov.scot/policies/girfec/ |
| GLOW | Glow is the Scottish Schools National Intranet. This is a major national ICT and telecommunications programme managed by Education Scotland. |
| ITE | Initial Teacher Education |
| NA | North Ayrshire |
| NeLO | National e-Learning Offer – a resource for teachers and learners, consisting of live, recorded and supporting resources. https://education.gov.scot/nelo/ |
| NL | Numeracy Lead |
| NQT | Newly Qualified Teacher |
| PEF | Pupil Equity Funding |
| PL or CLPL | (Continuous Lifelong) Professional Learning – the learning activities practitioner engage in to develop their skills and knowledge and improve teaching practice. |
| QAMSO | Quality Assurance and Moderation Support Officer |
| QIM | Quality Improvement Manager |
| RIC | Regional Improvement Collaborative |
| RIT or SWRIT | (South West) Regional Improvement Team – our regional Education Scotland colleagues who work closely with our schools and SWEIC |

| | |
|---|---|
| | officers. https://education.gov.scot/education-scotland/what-we-do/supporting-regional-improvement/ |
| RLO | Regional Lead Officer |
| RQT | Recently Qualified Teacher |
| SA | South Ayrshire |
| SAC | Scottish Attainment Challenge - provides focused and targeted improvement activity in literacy, numeracy and health and wellbeing across Scotland. It also supports and complements a broad range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential. https://education.gov.scot/improvement/learning-resources/scottish-attainment-challenge/ |
| SCILT | Scotland's National Centre for Languages |
| SCQF | Scottish *Credit and Qualifications* Framework |
| SIMD | Scottish Index of Multiple Deprivation |
| SNSA | Scottish National Standardised Assessments |
| SQA | Scottish Qualifications Authority |
| SRA | Education Scotland Senior Regional Adviser |
| SWEIC | South West Educational Improvement Collaborative – a regional improvement collaborative in the South West of Scotland that brings together four local authorities with the aim of improving outcomes for our children and young people through collaboration. https://blogs.glowscotland.org.uk/dg/sweic/ |
| UNCRC | United Nations Convention on the Rights of the Child – an international human rights treaty that grants all children and young people a comprehensive set of rights. It is incorporated into Scots Law. https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ https://www.gov.scot/policies/human-rights/childrens-rights/ |
| UWS | University of West Of Scotland |

# South West Educational Improvement Collaborative:

# Plan 2022/23

**South West**

Educational Improvement Collaborative

# South West Educational Improvement Collaborative:  Plan 2022/23

## Introduction

I am pleased to introduce the South West Educational Improvement Collaborative plan for 2022/23.

Since the introduction of the Regional Improvement Collaboratives to the national educational landscape in 2017, our aim in the South West has been to add value to what hard pressed senior leaders, class teachers and education practitioners do each day. From the outset we have tried to add value by building collaborative capacity through opportunities to meet, share effective practice and provide peer-to-peer learning and challenge.

We know that there are no easy answers to the truly complex problems that face us in education today. Together, we are responsible for over 75000 children across East, North and South Ayrshire and Dumfries and Galloway.  As leaders at all levels throughout the SWEIC, we are working together to learn, plan and cultivate the conditions where collective wisdom emerges to help us respond to the challenges we face and improve the life chances for children and families who live in the South West.

### We have achieved a lot together over the past year.

Our SWEIC Blog and Twitter accounts continue to be used in tandem to share information across the four Councils and we have a growing audience. Following the consultation with you and young people across the schools in the South West we have agreed this plan for next session. While we know there are many planning and reporting requirements already on us, this plan is focussed and practical. It is based on themes we have been working on already and is a development aligned with your own authority Education Plans, as well as Community Learning and Development plans and the Child Poverty Plans from the four Councils.

# South West Educational Improvement Collaborative: Plan 2022/23

Our young people gave us a strong message on the importance of wellbeing and in having their say on education matters. Our plan, aligned with priorities you have set within your own Councils, reflects the common threads of inclusion with a particular focus on wellbeing, recovery and equity and equality for all.

The South West Education Improvement Collaborative is, at its simplest, us – working together to support one another to benefit the communities we serve. I know it has been a hard year for all of us and next year will bring its own difficulties, but this plan sets out our ambition to come back together stronger. I am very grateful to those who have shared their time and expertise to support colleagues across the SWEIC. In particular my thanks to Sheelagh Rusby, Liz Candlish, the workstream leads and my fellow Directors and Heads of Education across the four Councils for their support.

I hope you choose to be involved and I look forward to working with you over the coming year.

Dr Gillian Brydson, Strategic Lead, SWEIC

Director for Skills, Education and Learning in Dumfries and Galloway Council

# South West Educational Improvement Collaborative: Plan 2022/23

## SWEIC Plan

Since spring of 2020, children, and young people across the South West, as with the rest of Scotland, have faced a period of significant change and at times disruption in their learning as a consequence of the COVID 19 pandemic. Across our learning communities, staff have ably led flexible and creative responses to providing continued support for children and young people in their learning and wellbeing. There is an opportunity now to build on the innovation and positive outcomes which emerged at this time despite the challenges and ensure that every learner has the opportunity to build the resilience, skill and mindset that empowers them to become successful learners, responsible citizens, confident individuals, and effective contributors.

> As a Regional Improvement Collaborative in considering the challenges that lie ahead, we are well placed across the South West to work together to support our agenda of 'coming back together stronger'.

## The National Improvement Framework

The National Improvement Framework 2022 sets out an ambitious plan which working alongside partners the ambition to develop an empowered and collaborative system, where young people have an equal voice, and everyone's contribution is heard and valued and improving children and young people's outcomes is at the heart of everything that is done. The second phase of the Scottish Attainment Challenge also sets out the expectation for us to accelerate progress, without overburdening the system.

# South West Educational Improvement Collaborative: Plan 2022/23

## Key priorities of the National Improvement Framework (NIF) 2022

- Placing the human rights and needs of every child and young person at the centre of education.

- Improvement in children and young people's health and wellbeing.

- Closing the attainment gap between the most and least disadvantaged children and young people.

- Improvement in skills and sustained, positive school-leaver destinations for all young people.

- Improvement in attainment, particularly in literacy and numeracy.

**The drivers of improvement in the outcomes achieved by children and young people through education are:**

- School and ELC leadership

- Teacher and practitioner professionalism

- Parent/carer involvement and engagement

- Curriculum and assessment

- School and ELC improvement

- Performance information

# South West Educational Improvement Collaborative: Plan 2022/23
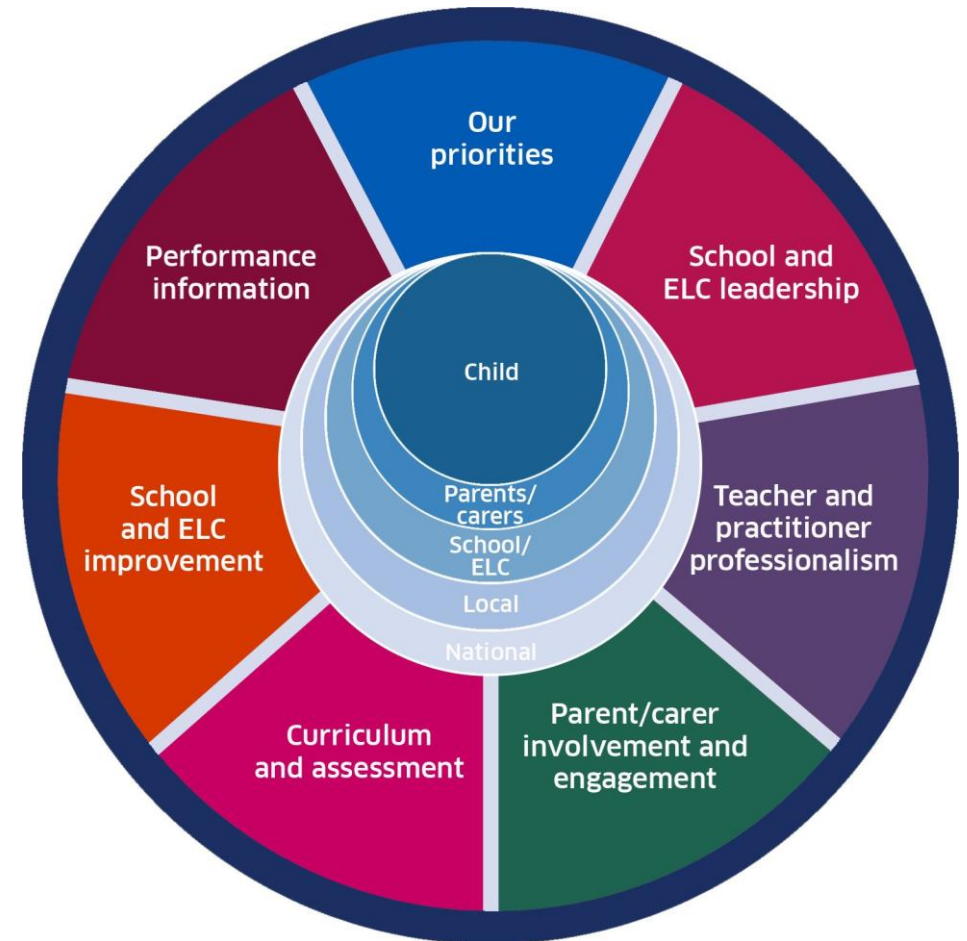
## Priorities

The four local authorities who come together as the South West Educational Improvement Collaborative had already broadly similar priorities within their Education Plans for 2022, as Councils aligned their priorities against key national agreements such as The Promise, the Morgan Report, and the Education Scotland Corporate Plan.

In considering how our SWEIC plan best supports this work, our aim is therefore to further develop our culture of collaboration through prioritising the NIF priorities and drivers alongside our focus on inclusion to improve the educational and life chances of the 75,000 children and young people who live and learn in East Ayrshire, North Ayrshire, South Ayrshire and Dumfries and Galloway.

This has enabled us to place front and centre in our plan the principles of Getting It Right for Every Child (GIRFEC), placing our children and young people and their interests at the heart of all that we do. This approach is underpinned by children's rights and its principles and reflect the United Nations Convention on the Rights of the Child (UNCRC) which are embedded in all our planned workstream activity.
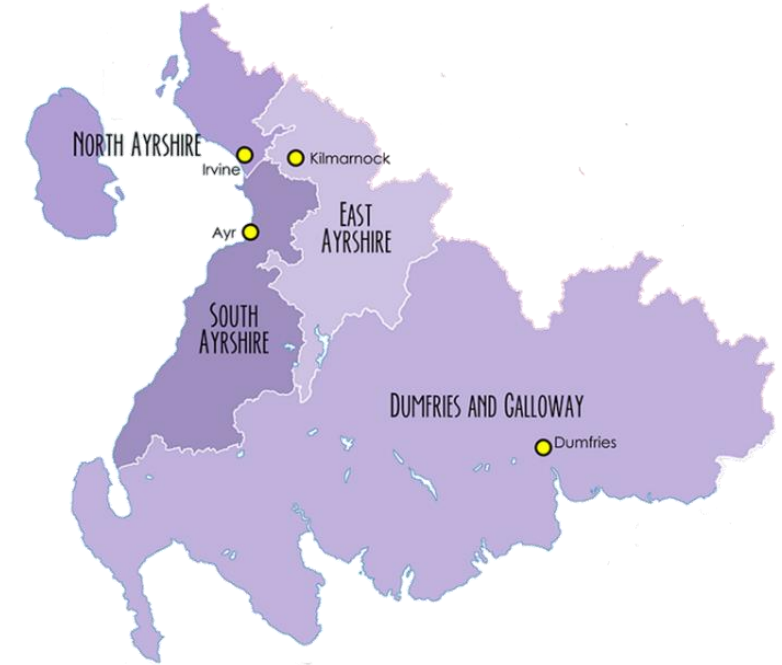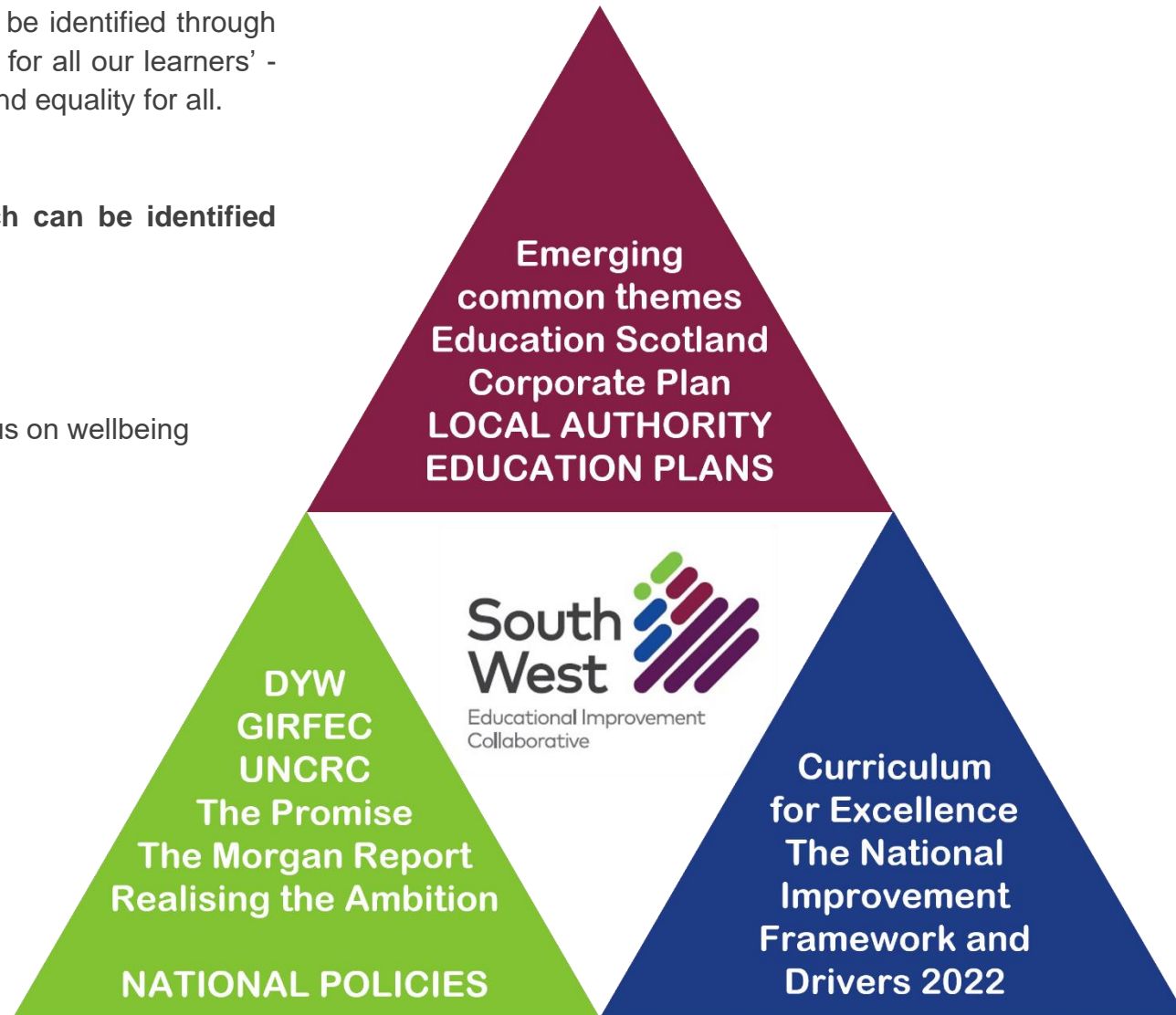
## Common Threads

Common threads for our planned inclusive approach can be identified through the strands of leadership, curriculum 3-18, 'getting it right for all our learners' - with a particular focus on wellbeing, recovery and equity and equality for all.

**Common threads for our planned inclusive approach can be identified through the strands of:**

- NIF priorities and drivers
- Curriculum 3-18
- 'Getting it right for all our learners' with a particular focus on wellbeing
- Recovery
- Equity and Equality for all
- Leadership
- Refreshed Scottish Attainment Challenge

**Emerging common themes Education Scotland Corporate Plan LOCAL AUTHORITY EDUCATION PLANS**

**DYW GIRFEC UNCRC The Promise The Morgan Report Realising the Ambition**

**NATIONAL POLICIES**

**Curriculum for Excellence The National Improvement Framework and Drivers 2022**

South West Educational Improvement Collaborative

# South West Educational Improvement Collaborative: Plan 2022/23

## Revised SWEIC Priorities and Drivers 2022-23

| Priority Focus | Priority |
|---|---|
| **Inclusion and Equalities** | Embrace diversity and equality by embedding inclusion as a priority for learning and teaching to remove systemic barriers to learning. |
| **Recovery** | Build on the innovation and strengths that have emerged over the past 2 years to support our children and young people move from pandemic to post pandemic, through a refocused approach with an emphasis on wellbeing and inclusion through Getting It Right For all Learners. |
| **Leadership** | Support empowerment and collaboration to enable leaders at all levels provide effective leadership at a time of significant change, prioritise appropriate learning experiences aligned closely with the needs of learners, targeting of resources, the school and its community's context. |
| **3-18** | Support the development of pathways which best meet the needs of our children and young people through the delivery of a progressive, inclusive curriculum, developing skills and knowledge required to cope and adapt to life in the 21$^{st}$century, regardless of the challenges and enabling them to thrive in a future which is increasingly unpredictable. |

# South West Educational Improvement Collaborative: Plan 2022/23

Having agreed these revised priorities and drivers through a range of consultation activities, the workstreams remits for 2022-23 have been refocused to support delivery by adding value and collaborative opportunity to enhance local authority activity. Each workstream will be supported by a number of additional subgroups which will report directly into the workstream.

In order to achieve our priorities and our vision of **'improving 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'** each workstream has therefore developed their plans to:

**All workstreams aim to:**

- Support high quality learning, teaching and assessment 3 - 18
- Support the rights of the child, inclusion, equity and wellbeing
- Provide opportunity for connection and engagement to build capacity
- Support development of leadership capacity

# South West Educational Improvement Collaborative: Plan 2022/23

## SWEIC Structure 2022/23

| Scottish Government | SWEIC Management | | SWEIC Team | SWEIC Workstreams | Workstream Subgroups | | Families of Schools: Early Learning Centres, Early Years, Primary and Secondary | Other SWEIC Groups |
|---|---|---|---|---|---|---|---|---|
| Scottish Government | Regional Lead Officer<br><br>LA Strategic Leads<br><br>Education Scotland Senior Regional Advisor | SWEIC Quality Improvement Manager | Workstream Leads<br><br>Workstream Seconded Officers<br><br>Data Analyst<br><br>Digital Support Officer | Curriculum Innovation | @South-West Connects | | Families of Schools: Early Learning Centres, Early Years, Primary and Secondary | Staffing |
| | | | | | Digital Leads | | | CLPL LA Leads |
| | | | | | DYW | | | |
| | | | | | Curricular Networks | Early Years | | Education Psychologists |
| | | | | | | BGE: Primary/S1-3 | | Early Years Strategic Leads |
| | | | | | | Senior Phase | | |
| | | | | Equity and Equality for All | CLD | | | SAC LA Leads |
| | | | | | Wider Achievement | | | |
| | | | | | Outdoor Learning Network | | | Learning for Sustainability |
| | | | | | Recovery Teachers | | | |
| | | | | | Equity and Equality | | | CLD LA Network Leads |
| | | | | Getting it Right for All Learners | Inclusion | | | |
| | | | | | Literacy | | | |
| | | | | | Numeracy | | | |
| | | | | | Wellbeing | | | |
| | | | | | QAMSO | | | |
| | | | | | Leadership: Leaders of Pedagogues | | | |
| | LA Chief Executives and Education Convenors | Education Scotland Regional Improvement Team | | | | | | |

## Communication: Blog and Twitter

The SWEIC Blog is our main line of communication to teachers, staff and management across the collaborative. It lets us keep you informed and provide resources in a single location – a one-stop-shop. Content on the Blog is provided mainly by workstreams, and partners such as Education Scotland.

Each week we publish a post titled *"What's New?"*. The post is brief, providing a snapshot of news and upcoming events from across the SWEIC and nationally.

We also have a Twitter account, which we use in tandem with the Blog.

https://twitter.com/sweic2019
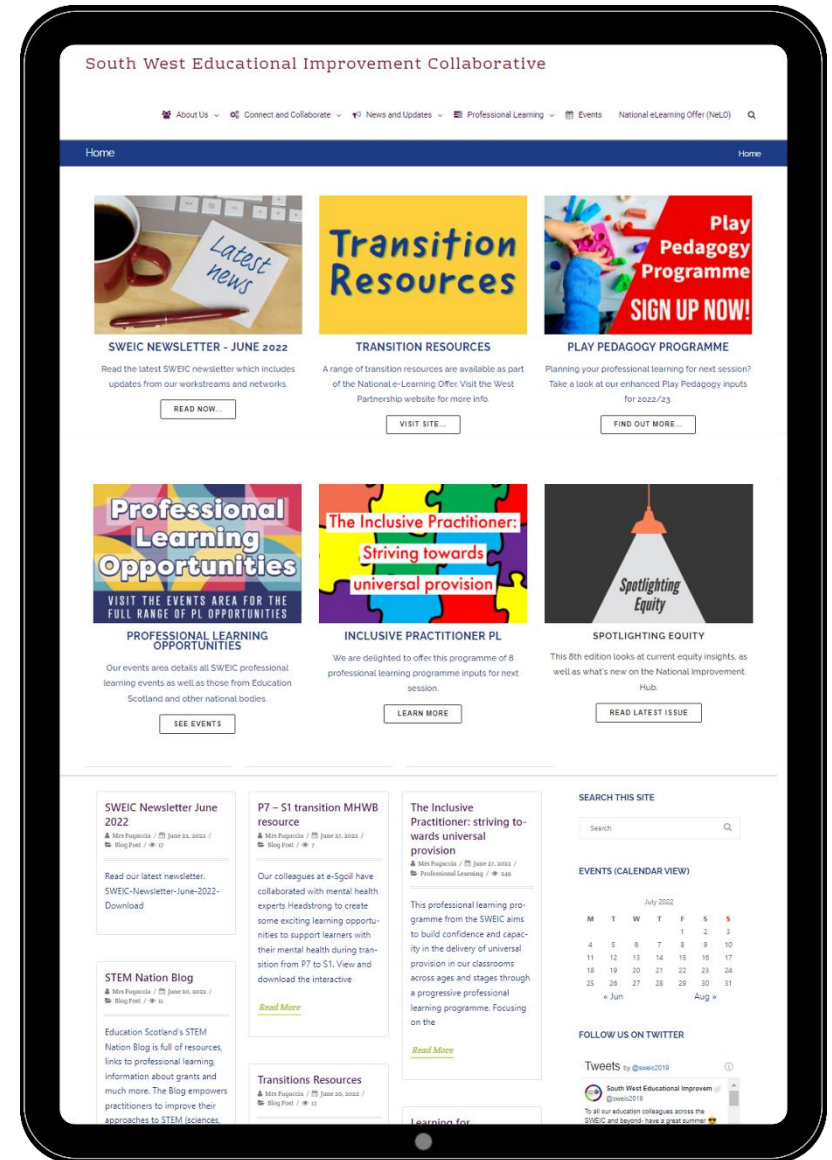
blogs.glowscotland.org.uk/dg/sweic/

## Curriculum Innovation

- Curricular Networks and Families of Schools
- Curricular Refresh
- Pedagogy/Play Pedagogy
- eLearning including @South-West Connects, NeLO and widening access opportunities
- Understanding and using relevant data
- Learning for Sustainability      ▪ DYW

## Equity and Equality for All

- Getting it Right for Every Child
- The Promise          ▪ UNCRC
- Understanding Poverty
- Wider Achievement / Outdoor Learning
- Family Learning
- Leadership
- Understanding and using relevant data

## Getting it Right for All Learners

- Inclusive practice in the Classroom – strengthening approach to universal provision
- Pedagogy/Play Pedagogy
- Literacy, Numeracy and Wellbeing
- Assessment and moderation
- Understanding and using relevant data
- Leadership            ▪ Youth Voice

## NIF: Key Priorities 2022

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

# South West Educational Improvement Collaborative – Our Plan on a Page

Working together across our local authorities, along with national colleagues the workstreams will focus their priorities on adding value to the following areas for improvement/development:
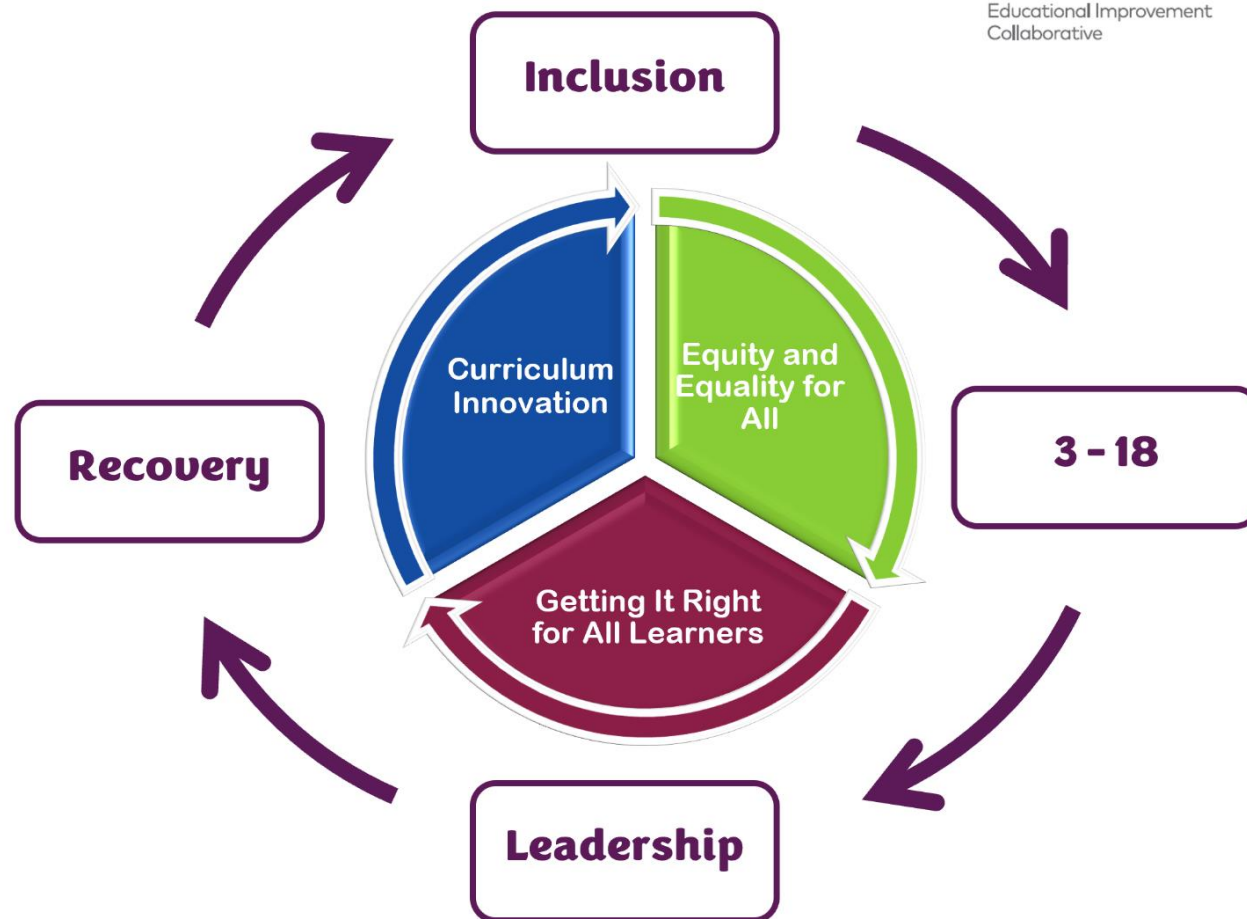
# Workstream Work Plans

- **Curriculum Innovation**

- **Equity and Equality for All**

- **Getting It Right for All Learners (GRIFAL)**

- **SWEIC Leadership Plan**

## GIRFAL Subgroups

- **Health and Wellbeing**

- **Numeracy and Maths**

- **Literacy**

South West Educational Improvement Collaborative

# Workstream Plan – Curriculum Innovation

| Priority | Summary of Action | Intended Outcome / Impact / Measures | Outcome Lead / Collaboration |
|---|---|---|---|
| **@South-West Connects:** | | | |
| Further develop @South-West Connects to enable widening access of the curriculum for young people across the SWEIC at SCQF level 6 & 7. | Building on the success of the year 1 pilot, extend the range of subject options available to young people to study via @South-West Connects.<br><br>To include activity around:<br><br>▪ Delivery of an increased offer and evaluation of year 2 of pilot<br>▪ Extend number of subjects on offer and develop system for identification of future offer based on key data (LMI etc)<br>▪ Build capacity of @SW teachers through provision of effective digital pedagogy programme<br>▪ Engagement in national developments and sharing of practice | E-Learning delivery model developed which provides learners from across all four LAs access to learning at SCQF Level 6 and 7 in a range of subjects.<br><br>▪ LA Case studies highlighting improved curricular offer<br>▪ Number of young people engaging in study via this model<br>▪ Number of schools actively engaging with @SW Connects<br>▪ Range of subjects offered / increased number of teachers delivering in model<br>▪ Engagement and Attainment data<br>▪ Stakeholder responses to evaluation activity | Donna Kirkwood-Emery<br>Lesley Watson<br>Liz Candlish<br>LA Leads –<br>Graeme Johnston (EA)<br>Alison Chambers (DG)<br>Barry Wilson (NA)<br>Gavin Pitt and Mark Anderson (SA)<br>SWEIC Team –<br>Gwyneth Fairbairn<br>Laura Fugaccia<br>RIT |
| Working with LA inclusion leads support the pilot of a virtual alternative curriculum offer. | Working with LA inclusion leads support the pilot of a virtual alternative curriculum offer for those young people with identified need post pandemic (interrupted learners).<br><br>To include activity around:<br>▪ Deliver and evaluate initial pilot over summer term 2022 | Improve education re-engagement of identified young people.<br><br>▪ Number of young people fully engaging in the pilot throughout timescale<br>▪ Baseline assessment and improvement data (attendance)<br>▪ Engaging IDL model piloted | Donna Kirkwood-Emery<br>Lesley Watson<br>Liz Candlish<br>Vicky McWilliam<br>LA Leads –<br>Hew Smith (D&G)<br>Scott Mulholland (SA) |

| | | | |
|---|---|---|---|
| | ▪ In conjunction with LA inclusion leads consider the evaluation and review possible next steps if appropriate<br>▪ Engagement in national developments through NeLO – i-Sgoil pilot and Tayside NQ 1-3 development | ▪ Establish links with NeLO interrupted learners' provision | Philip Gosnay (NA)<br>Catherine Rodger/Julie Muir (EA)<br>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia<br>RIT |
| Develop a sustainable model for @South-West Connects. | To include activity around:<br>▪ Review of current spending and financing.<br>▪ Identification of possible future funding models for consideration.<br>▪ Audit and review other models nationally.<br>▪ Prepare plan for sustainable model moving forward (funding / leadership). | Proposals ready to share with Directors by October 2022. | Donna Kirkwood-Emery<br>Lesley Watson<br>Sheelagh Rusby |
| **Digital Leads:** | | | |
| Share practice across the SWEIC to improve digital skills and access. | To include activity around:<br>▪ Establish SWEIC Digital champions network to ensure sustainable and appropriate change - education network group/IT staff network group<br>▪ From the digital needs analysis create a RIC digital vision which aligns with National digital learning and teaching strategy<br>▪ Share approaches to digital progression to support stakeholders<br>▪ Share approaches to supporting 1:1 devices (infrastructure and provision)<br>▪ Working together, share practice and development work around Cyber resilience, CEOP ambassadors, Wellbeing digital schools etc | SWEIC Digital champions network established to ensure sustainable and appropriate change.<br>RIC digital vision aligns with National digital learning and teaching strategy. Linked to digital needs analysis.<br><br>▪ SWEIC case studies and Examples of good practice and the work of the digital champions<br>▪ Number/% Staff reporting increased confidence in digital skills | Donna Kirkwood-Emery<br>Laura Fugaccia<br>LA Education Network/IT Network Leads:<br>Lynn Robertson and Amanda Brougham-Pickard (SA)<br>Susan Lauder (NA)<br>Rosslyn Lee (NA)<br>D. Kirkwood-Emery (EA) |

| | | | |
|---|---|---|---|
| | ▪ Offer a range of professional learning to support staff in delivering high quality learning and teaching | | David Maxwell and Anne Harkness (DG)<br><br>SW RIT<br><br>Links with ES National Technologies Network |

## Developing Young Workforce (DYW):

| | | | |
|---|---|---|---|
| DYW practice is shared across the SWEIC to support a range of pathways, leading to improved positive and sustained destinations. | To include activity to support regional and national activity through key groups including:<br>▪ DYW Partnership forum - to meet quarterly to share practice and address key priorities.<br>▪ Established network of DYW Coordinators - regular meetings to share practice from the 4 local authorities.<br>▪ Skills working group.<br><br>Activity to include DYW priorities for example:<br>▪ Curricular innovation.<br>▪ Developing a Skills programme and offering professional learning around this.<br>▪ Effective use of data.<br>▪ Developing Pathways for all learners.<br>▪ Exploring digital opportunities to support DYW activity.<br>▪ Offering DYW education support programme for NQTs across the SWEIC. | DYW priorities embedded in approaches to curricular innovation.<br><br>SWEIC case studies exemplify positive approaches.<br><br>Professional learning offered to schools across SWEIC.<br><br>A DYW e-solution is supporting young people prepare to move into positive and sustained destinations.<br><br>Strong destinations data.<br><br>Number of schools engaging in events. | Lesley Watson<br><br>Klaus Mayer – SW RIT<br><br>DYP Partnership Forum<br><br>DYW Coordinators |

## Curricular Networks:

| | | | |
|---|---|---|---|
| Develop curricular stage networks to share practice. | Through the family of schools' networks provide opportunities to support schools and share practice.<br><br>Building on the success of the Early Years network establish further 'stage' networks of support for teachers/ practitioners and school leaders.<br><br>Make appropriate links with national curricular networks to provide opportunity for further collaboration share practice. | Self-sustaining curricular stage support networks established and are functioning.<br>▪ % of schools signed up and attend to be part of network<br>▪ Number of staff engaging in networks<br>▪ Engagement with national networks | Lesley Watson<br>Liz Candlish<br>Families of Schools<br>SWEIC Team – Gwyneth Fairbairn<br>Laura Fugaccia<br>All LA Workstream Representatives<br>SW RIT |
| Learning for sustainability (light touch sharing). | Facilitate sharing meetings (2/3 per year). | Improved sharing practice between LAs. | Lesley Watson<br>LA Leads - Learning for Sustainability |
| Support the facilitation of Initial curricular innovation discussions. | Facilitate as appropriate sharing meetings (2/3 per year - as appropriate) to meet need for example around curriculum redesign discussions/sharing practice around Innovation, Shaping, 3 – 18, Routes to success, and Curriculum to success. | Collaboration and sharing a of approaches and practice is supporting schools revisit curriculum redesign<br><br>▪ Sharing of case studies to highlight range and variety of approaches across the SWEIC | Lesley Watson<br>Families of Schools<br>LA Leads – Curriculum<br>Curricular Networks<br>SW RIT |

# Workstream Plan – Equity and Equality for All

| Priority | Summary of Action | Intended Outcome / Impact / Measures | Outcome Lead / Collaboration |
|---|---|---|---|
| Share practice to support improving outcomes for care experienced children and young people and other identified learners experiencing significant barriers to learning to achieve and attain their full potential. | Offer a range of professional learning opportunities to share practice and support the delivery of effective inclusive practices, raise awareness of appropriate legislation and in providing appropriate proportionate, proactive support for care experienced children and young people and other identified learners experiencing significant barriers to learning.<br><br>To include activity around:<br><br>■ A focus on the HGIOS 4 output QI 3.1 – Ensuring Wellbeing, Equality, and Inclusion<br>■ Creating a number of support networks to share practice e.g., care experienced teams, ASL staff<br>■ In conjunction with the GIRFAL workstream offer a range of professional learning opportunities to support staff in taking positive and proactive steps to ensure barriers to learning are minimised so improving outcomes for the most vulnerable and disadvantaged children and young people | Across the SWEIC qualitative and quantitative data shows improved outcomes for our care experienced children and young people and other identified learners experiencing significant barriers to learning:<br><br>■ Attendees at CLPL events reporting increased confidence in supporting inclusion<br>■ Case studies show how barriers have been removed/engagement increased and impact on attainment/achievement<br>■ Number of support networks created / Number of members involved in each network/number from each LA.<br>■ Number of staff who report opportunities to share information/resources/CLPL evaluations is good or better | Fiona McAvoy<br>Graham McGinn<br>Liz Candlish<br>All LA workstream representatives<br>SW RIT Attainment Advisors<br>LA Care Experience Teams<br>LA ASN<br>SWEIC Team – Gwyneth Fairbairn<br>Laura Fugaccia |
| Support the development of a shared understanding of how poverty (including hidden poverty) is affecting families | In conjunction with CPAG and other key partners offer a programme of poverty awareness sessions to complement existing LA work - identified by need offer a suite of on-going CLPL opportunities for schools, ELC settings and networks. | Schools across the SWEIC demonstrate in their policy and practice an understanding of how poverty including hidden poverty is impacting on the lives of children and young people. | Fiona McAvoy<br>Graham McGinn<br>Liz Candlish<br>All LA workstream representatives<br>SW RIT Attainment Advisors |

| | | | |
|---|---|---|---|
| within their context and place. | Through forums, networks and communication channels share practice around implementing poverty aware approaches to support raising attainment, attendance, family engagement across schools and ELC settings, including examples of policies and practices to support for example reducing the cost of the school day, the best use of Scottish Attainment Funds – e.g., Pupil Equity Fund and support income/benefits advice and management for families. | ▪ Percentage/Number of practitioners reporting increased awareness of the impact of poverty and have/or are reviewing practice/procedures as a result<br>▪ Number of schools using for example the equity and equality toolkit to support practice and policy development<br>▪ Number of participants over time engaged in CLPL<br>▪ Case studies to show changes to practice due to increased understanding | SWEIC Team – Gwyneth Fairbairn Laura Fugaccia CLD CPAG |
| Strengthen the professional capacity of staff by supporting the implementation of 'The Promise' and UNCRC through a professional learning offer. | Professional learning opportunities / sharing practice focussing on The Promise including as appropriate learning around the 5 Priority Areas:<br><br>▪ The rights to a childhood<br>▪ Whole family support<br>▪ Supporting the workforce<br>▪ Planning<br>▪ Building Capacity<br><br>The Promise Education Briefing Autumn 2020.pdf<br><br>Professional learning opportunities around UNCRC including as appropriate further opportunities to build capacity – train the trainer events. | Staff show an Increased awareness and understanding through everyday practice of their roles and responsibilities in the delivery of the expectations of The Promise and UNCRC.<br><br>▪ Number of staff having undertaken professional learning around The Promise and UNCRC<br>▪ Attendance and exclusion data<br>▪ Case studies to show changes to practice due to increased understanding | Fiona McAvoy Graham McGinn Liz Candlish All LA workstream representatives SW RIT SWEIC Team – Gwyneth Fairbairn Laura Fugaccia Champions Boards Representatives |
| Across the SWEIC work streams | In conjunction with young people and key LA partners explore ways to extend and support greater collaboration | Across the SWEIC there is increased youth participation and evidence of youth voice influence. | Fiona McAvoy Graham McGinn Liz Candlish |

| promote youth participation and voice. | and engagement with young people with a particular focus on capturing and celebrating wider achievement.<br><br>Establish a Wider Achievement network to support collaboration and share practice in capturing and celebrating wider achievement.<br><br>Share practice on accreditation and award pathways across the SWEIC area.<br>Amazing Things (5th edition) | Youth Scotland<br><br>In conjunction with young people develop a SWEIC youth forum and blog to support collaboration – linking to Curriculum Innovation and GIRFAL workstream activity on Climate Change/Learning for Sustainability. | ▪ Case studies to demonstrate impact of youth voice and participation<br>▪ Case studies sharing practice around wider achievement<br>▪ Data gathered through the wider achievement network demonstrates youth participation in awards and accreditation across the SWEIC | All LA workstream representatives<br>SW RIT<br>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia<br>CLD<br>Third Sector<br>Young People<br>MYP |
|---|---|---|---|
| Encourage collaborative partnerships between schools/ ELCs and their communities, parents and families. | Offer a series of professional learning and sharing practice opportunities around:<br>▪ Building strong, positive relationships with parents, families, and communities<br>▪ Getting it Right for Every Child (GIRFEC)<br>▪ Equality, diversity, and inclusion<br><br>And as appropriate working with PIE census data outcomes to support improvement. | Family engagement/learning programmes are providing opportunities for parents and carers to build capacity in supporting their children.<br><br>▪ Case studies sharing impact of partnerships/working with communities | Fiona McAvoy<br>Graham McGinn<br>Liz Candlish<br>All LA workstream representatives<br>SW RIT<br>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia<br>CLD |

# Workstream Plan – Getting It Right for All Learners (GIRFAL)

| Priority | Summary of Action | Intended Outcome / Impact / Measures | Outcome Lead / Collaboration |
|---|---|---|---|
| Strengthen professional capacity and teacher confidence to support robust assessment judgements. | Continue to extend the professional learning opportunities for practitioners which will improve the quality of Assessment and Moderation and bring about greater consistency in teachers' professional judgements of Curriculum for Excellence levels across the regional improvement collaborative.<br><br>To include activity around:<br>▪ A review of the 4 stages of progress<br>▪ Sharing practice sessions across all 4 LAs<br>▪ Learning, teaching and assessment cycle – professional learning to include specific input for NQT / ECT<br>▪ Continue to develop self-sustaining subject/specialist networks. To enable as appropriate subject networks moderation (NQ as appropriate)<br>▪ Local / Regional / National QAMSO activity – development of the QAMSO role | Across the SWEIC teachers are confidently and consistently making robust accurate assessment judgements.<br><br>Qualitative and quantitative data which shows:<br>▪ Increased number from 21/22 of practitioners attending moderation events<br>▪ Practitioner confidence evaluation data showing improvement from baseline<br>▪ Case studies that evidence deeper knowledge and understanding<br>▪ Local authority exemplification that demonstrates good moderation practice<br>▪ Number of NQT/ECT engaging with SWEIC activities<br>▪ Increased numbers of QAMSOs across LA<br>▪ Improved attainment outcomes | Liz Candlish<br>Julianna Gordon<br>Gavin Pitt (SA)<br>Alastair Young (DG)<br>Gail Elder and Robert McCallum (EA)<br>Fiona Hopkins (NA)<br>Sharon Johnstone (NA)<br>QAMSOS<br>SW RIT<br>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia |
| Develop and share practice to support improving outcomes for the most vulnerable | Deliver a range of professional learning opportunities to support staff in taking positive and proactive steps to ensure barriers to learning are minimised so improving outcomes for the most vulnerable and disadvantaged children and young people. | Across the SWEIC qualitative and quantitative data shows improved outcomes for our most vulnerable and disadvantaged children and young people. | Liz Candlish<br>Julianna Gordon<br>Gavin Pitt (SA)<br>Alastair Young (DG) |

| and disadvantaged children and young people. | To include activity around:<br>■ Development and delivery of an inhouse / partner developed inclusive practitioner CLPL programme<br>■ A sharing of ASL Review LA Plans – share practice to promote actions / support improvement<br>■ A CLPL programme focussing on support for ASN learners in the classroom<br>■ Sharing practice sessions in supporting care experienced young people and other identified learners experiencing significant barriers to learning to attain and achieve their full potential.<br>■ Play pedagogy CLPL with a focus on ASN<br>■ Development of SWEIC EAL /ESOL network | Qualitative and quantitative data which shows:<br>■ Improved attainment and achievement outcomes<br>■ Case studies that evidence improved outcomes to include partner engagement<br>■ Practitioner engagement and evaluation of inhouse / partner developed inclusive practitioner CLPL programme<br>■ LA evidence which reports improved inclusive practice | Gail Elder and Robert McCallum (EA)<br>Fiona Hopkins (NA)<br>Sharon Johnstone (NA)<br>LA ASN<br>CLD<br>Third Sector<br>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia |
|---|---|---|---|
| Develop opportunities to support collaboration to increase youth participation and youth voice influence. | In conjunction with young people and key LA partners explore ways to extend and support greater collaboration and engagement with young people to provide opportunities to increase youth engagement and youth voice influence across the South West regional improvement collaborative.<br><br>Working with partners:<br>■ Identification and sharing of current youth participation and representation structures in local authorities.<br>■ Create a baseline picture of youth participation and youth voice mechanisms across the SWEIC.to include information on barriers to participation<br>■ Offer professional learning and sharing practice opportunities around children's rights and participation<br>■ Create a network of LA youth participation leads to share practice<br>■ Explore the potential to create an opportunity to bring young people from across the SWEIC together to | Across the SWEIC there is increased youth participation and evidence of youth voice influence.<br><br>Qualitative and quantitative data which shows:<br><br>■ Young peoples' voice is recognised, recorded and implemented in the delivery of SWEIC GIRFAL and other workstream activity<br>■ Case studies that evidence increased youth participation and evidence of youth voice influence across LAs<br>■ Data from young people network collected and analysed to inform further work / identify need | Liz Candlish<br>Julianna Gordon<br>Gavin Pitt (SA)<br>Alastair Young (DG)<br>Gail Elder and Robert McCallum (EA)<br>Fiona Hopkins (NA)<br>Sharon Johnstone (NA)<br>SWEIC Team – Gwyneth Fairbairn Laura Fugaccia<br>CLD<br>MYPs / Children and Young People |

| | discuss need, current issues and identify ways to increase youth participation and youth voice influence | Young person network is empowering young people to undertake leadership opportunities | LA Pupil Forum Representatives |
| | Establish and contribute to a SWEIC Youth Person's network group | that will develop their skills for lifelong learning and the world of world evidenced through evaluation data | LA Representatives |

## GIRFAL Workstream Subgroups – Health and Wellbeing

| Priority | Summary of Action | Intended Outcome / Impact / Measures | Outcome Lead / Collaboration |
|---|---|---|---|
| Supporting recovery and building on previous collaborative work in health and wellbeing with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all.<br><br>Promote the use and development of research to increase the use of evidence-based | SWEIC HWB group members collaborate to enhance local authority developments and professional learning programmes through continued formal and informal collaboration taking place across the four authorities with Education Scotland.<br><br>Create leadership opportunities through building of professional networks and supporting practitioner development.<br><br>Signposting to CLPL and resources on the SWEIC HWB Team to support planning, learning, teaching and assessment for all SWEIC practitioners including:<br><br>▪ Sharing of LA practice<br>▪ Learning and Teaching fortnightly bulletin to be distributed SWEIC-wide<br>▪ NQT / ECT focus<br>▪ Inclusive Practitioner Programme | ▪ Programmes and CLPL supported and influenced by work across other authorities (shared practice)<br>▪ A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels<br>▪ Across the SWEIC qualitative and quantitative data shows improved outcomes in HWB for children and young people<br>▪ A culture of leadership professional learning is supporting improvement and outcomes<br>▪ Enhance collaboration and leadership opportunities within subject network spaces that support high quality learning, teaching, and teacher progress (engagement numbers and focus groups) | LA Leads - HWB network<br>SW RIT HWB Officer<br>SWEIC Leads |

| practice learning and teaching and outcomes. | Development of training programme of HWB mentorship. | ▪ Building partnerships across the SWEIC to enhance the experience of young people and support practitioners in high quality learning and teaching measured through engagement data and evaluative feedback (linking this to SCQF level 4 Mental Health and Wellbeing Award quantitative data) | |

## GIRFAL Workstream Subgroups – Maths and Numeracy

| Priority | Summary of Action | Intended Outcome / Impact / Measures | Outcome Lead / Collaboration |
|---|---|---|---|
| Supporting recovery and building on previous collaborative work in maths and numeracy with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all<br><br>Promote the use and development of research to increase the use of evidence-based | Strategic Leads within the SWEIC maths group collaborate to enhance local authority developments and professional learning programmes. | ▪ Continued formal and informal collaboration taking place across the four authorities with Education Scotland and ITE partners<br>▪ Programmes and CLPL supported and influenced by work across other authorities (shared practice) | LA Strategic Leads Numeracy/maths<br>SW RIT Numeracy and Maths Officer<br>University of West of Scotland (UWS)<br>University of Glasgow (UoG) |
| | Offer a range synchronous and asynchronous CLPL opportunities throughout the session via the SWEIC Numeracy and Maths Professional Learning MS Team. | ▪ Range of professional learning opportunities on offer for practitioners in relation to planning, learning, teaching, and assessment<br>▪ Number of practitioners engaging in CLPL opportunities<br>▪ Shared examples of classroom practice | LA Strategic Leads Numeracy/maths<br>SW RIT Numeracy and Maths Officer<br>UWS<br>UoG |
| | Supporting the development of the SWEIC Numeracy Leader Network. | ▪ SWEIC Numeracy Leaders collaboration<br>▪ Additional training<br>▪ Providing leadership opportunities | SWEIC Numeracy Leaders<br>LA Strategic Leads Numeracy/Maths |

| practice learning and teaching and outcomes. | | ▪ Delivery of training within education partnerships<br>▪ A range of Qualitative and Quantitative Measures | SW RIT Numeracy and Maths Officer |
|---|---|---|---|
| | Embed the National Response to Improving Mathematics (NRIM) recommendations into SWEIC Numeracy and Maths PL inputs. | ▪ Use the NRIM recommendations to inform SWEIC CLPL programmes<br>▪ Recommendations from NRIM embedded in PL inputs | SWEIC Numeracy Leaders<br>LA Strategic Leads Numeracy/Maths<br>SW RIT Numeracy and Maths Officer |
| | Develop and enhance partnerships with other RICs and the Education Scotland Numeracy and Mathematics Team to provide a wider range of professional learning and collaboration opportunities for SWEIC practitioners.<br>Build on current partnerships to share developments and CLPL provided by other RICs and by Education Scotland e.g., SWEIC/SEIC Higher Applications of Maths Group.<br>Representation of strategic member of the group in national working groups e.g., National Response to Improving Mathematics (NRIM) Partnership Board and Working Groups. | ▪ A range of Qualitative and Quantitative Measures | LA Strategic Leads Numeracy/Maths<br>SW RIT Numeracy and Maths Officer<br>NRIM Board Chairs<br>Strategic Lead Participation and Collaboration in NRIM Short Life Working Groups |
| | Arrangement and signposting to CLPL and resources on the SWEIC Numeracy and Maths MS Team to support planning, learning, teaching and assessment for all SWEIC practitioners. | ▪ A range of professional learning opportunities for NQT and Early Career Teachers in relation to planning, learning, teaching and assessment to support NQT and ECT programmes is available<br>▪ SWEIC CLPL available to all practitioners | LA Strategic Leads Numeracy/maths<br>SW RIT Numeracy and Maths Officer |

| | Continue to develop partnerships with UWS and University of Glasgow ITE to discuss developing collaborative work, develop CLPL modules and provide support for ITE programmes. | <ul><li>SWEIC CLPL integrated into ITE programmes</li><li>ITE supporting SWEIC professional learning modules including the Critical Friends Programme</li><li>A range of Qualitative and Quantitative Measures</li></ul> | LA Strategic Leads Numeracy/Maths<br><br>SW RIT Numeracy and Maths Officer<br><br>UWS<br><br>UoG |

## GIRFAL Workstream Subgroups – Literacy

| Priority | Summary of Action | Intended Outcome / Impact / Measures | Outcome Lead / Collaboration |
|---|---|---|---|
| Supporting recovery and building on previous collaborative work in literacy with a continued focus on pedagogy and practice which leads to improved learning teaching and assessment outcomes for all.<br><br>Promote the use and development of research to increase the use of evidence-based practice learning and teaching and outcomes. | Strategic Leads within the SWEIC literacy group collaborate to enhance local authority developments and professional learning programmes through continued formal and informal collaboration taking place across the four authorities with Education Scotland. | Programmes and CLPL supported and influenced by work across other authorities (shared practice).<br>A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels.<br>Across the SWEIC qualitative and quantitative data shows improved outcomes in literacy for all children and young people. | LA Strategic Leads Literacy<br>SW RIT Literacy Officer<br>SWEIC Leads |
| | Develop a focus to improve and enhance reading for pleasure through:<br><ul><li>Collaboration with Scottish Book Trust</li><li>Partner involvement<ul><li>Local libraries</li><li>Local authors</li></ul></li><li>Linking of schools / pupils</li><li>Linking of staff</li><li>Family learning and parental engagement networks</li><li>Monthly support sessions for staff facilitated by SBT/ Ed Scot / LA leads</li><li>Development of a shared space for resources</li></ul> | <ul><li>Improving reading for pleasure across the SWEIC evaluated through the number of schools undertaking SBT awards programme</li><li>Support achievement of SBT award through support networks evidenced by number of schools achieving SBT award in the academic session 22/23</li><li>Improve collaborative spaces and opportunities through increased</li></ul> | LA Strategic Leads Literacy<br>SW RIT Literacy Officer<br>SWEIC Leads<br>CLD |

| | | | |
|---|---|---|---|
| | <ul><li>SWEIC Celebration of success event</li><li>Setting up of mentor school programme to ensure sustainability</li><li>Creating opportunities for developing networks to enhance and develop reading for pleasure (out with SBT accreditation process)</li></ul> | number of stakeholder networks (quantitative data)<br><br>A culture of leadership professional learning is supporting improvement and outcomes. | |
| | Signposting to CLPL and resources on the SWEIC Literacy Team to support planning, learning, teaching and assessment for all SWEIC practitioners including:<ul><li>Sharing of LA practice</li><li>Focus on local contexts e.g., authors, texts, partners</li><li>Learning and Teaching fortnightly bulletin to be distributed SWEIC-wide</li><li>NQT / ECT focus</li><li>A Literacy focus within EY play pedagogy programme</li><li>1+2 focus extended</li><li>Development of SWEIC EAL/ESOL network</li><li>SWEIC Debate focus</li></ul> | <ul><li>Improve collaborative spaces and opportunities through network (quantitative data)</li><li>Enhance collaboration and leadership opportunities within subject network spaces (engagement numbers and focus groups)</li><li>Building partnerships across the SWEIC to enhance the experience of young people and support practitioners</li></ul> | LA Strategic Leads Literacy<br>SW RIT Literacy Officer<br>SWEIC Leads |
| | Develop and embed SWEIC Literacy Fortnight through:<ul><li>Collaboration with partners – focus on local/Scottish heritage</li><li>Involvement of parents/carers</li><li>Increase involvement of learners in developing inputs</li><li>Writing competition</li></ul> | <ul><li>Building partnerships across the SWEIC to enhance the experience of young people and support practitioners</li></ul> | LA Strategic Leads Literacy<br>SW RIT Literacy Officer<br>SWEIC Leads |

# SWEIC Leadership Plan – incorporated into all Workstreams

| Priority | Summary of Action | Intended Outcome / Impact / Measures | Outcome Lead / Collaboration |
|---|---|---|---|
| Increase range of opportunities for practitioners across the SWEIC to participate in high quality, collaborative leadership learning. | Working with partners and LA CLPL leads continue to extend the range of accessible leadership development opportunities which supports identified needs by sector/ stage/ theme/ subject.<br><br>To include activity to support:<br><br>• In conjunction with the North Ayrshire professional learning and leadership development team continue and extend delivery of 'Leaders of Pedagogues' to middle leaders – 2 Secondary cohorts / 1 Primary pilot cohort<br><br>• Promote and support the delivery of Evolving Systems Thinking programme<br><br>• Further develop systems to enable more effective: sharing practice /access to resources / signposting to guidance and support to support empowerment and leadership development<br><br>• Working across the four LAs share practice which could lead to the development of a collective coaching/ mentoring and associated CLPL framework to support leaders at all levels in aspects of their role and enable them to build capacity in others<br><br>• Through the Maths and Numeracy subgroup support the delivery of 'Critical Friends' programme by University of West of Scotland<br><br>• Through the GIRFAL workstream support the development and delivery of an inhouse/ partner developed inclusive practitioner CLPL programme | Across the SWEIC practitioners at all levels are benefitting from access to high quality, collaborative leadership learning programmes. A collaborative culture of sharing practice across the 4 LAs is supporting stakeholders at all levels within an empowered system.<br><br>Qualitative and quantitative data which shows:<br><br>• Increased numbers of practitioners engaging in professional learning activity supporting leadership learning<br><br>• Number of new leadership professional learning opportunities.<br><br>• Number of participants that report professional learning activities offer is a good or better opportunity to collaborate<br><br>• A culture of leadership professional learning is supporting improvement and outcomes particularly in relation to HGIOS 4 process QIs 1.2 and 1.3. (Leadership of Learning and Leadership of Change)<br><br>• A calendar of CLPL opportunities is delivering an increased number of | Sheelagh Rusby<br><br>SWEIC Workstreams<br><br>SWEIC Team<br><br>LA Leads - CLPL<br><br>Liz Candlish<br><br>Christine Grace<br><br>Joanne Maclean<br><br>Robert McCallum and Maths/ Numeracy subgroup<br><br>SW RIT |

| | | | |
|---|---|---|---|
| | ▪ Where relevant explore 'train the trainer' opportunities to develop capacity and sustainability | opportunities to support stakeholder professional learning and is meeting identified need | |
| Continue to develop a growing range of networks at all levels to enhance learning and leadership. | In consultation with practitioners continue to expand opportunities for sector specific families of schools and subject networks to support effective collaboration across the South West regional improvement collaborative.<br><br>To include:<br><br>▪ Continued improvements to SWEIC communication processes to share information, resources and CLPL activities/ opportunities across the SWEIC<br><br>▪ In conjunction with a representative group of headteachers further develop the families of school's networks (ELC/ Primary and Secondary) to include an optional calendarised offer reflecting workstream activity<br><br>▪ Extend facilitator training/ train the trainer opportunities for practitioners to collaborate to plan and facilitate professional learning and leadership activities for others across the themes of the SWEIC plan in a sustainable way<br><br>▪ Further develop approaches to online collaboration and engagement through the development of subject specific networks<br><br>▪ Through the networks provide opportunities to support and promote the use and development of research to increase the use of evidence-based practice learning and teaching and outcomes | An increase in the use evidence-based research is influencing classroom practice, learning and teaching and outcomes.<br><br>A culture of 'inhouse' train the trainer activity is supporting a self-sustaining CLPL programme.<br><br>Networks and families of schools are self-supporting and are supporting a culture of self-improvement and empowerment.<br><br>An active, refreshed and up to date SWEIC blog is supporting improved communication and processes to share information and resources across the SWEIC.<br><br>Qualitative and quantitative data which show:<br><br>▪ Families of Schools engagement<br><br>▪ Number of subject networks created | SWEIC Team<br><br>SW RIT<br><br>LA Leads - CLPL<br><br>Subject Networks<br><br>HTs – Families of Schools |

| | | | |
|---|---|---|---|
| | ▪ Further develop cross RIC opportunities to share practice | ○ Number of members involved in each network<br><br>○ Number from each LA<br><br>▪ Number of members who report opportunities to share information/ resources/ CLPL evaluations is good or better<br><br>▪ Numbers involved in cross RIC collaboration activities<br><br>▪ Number of stakeholders undertaking train the trainer activities and subsequently delivering<br><br>▪ Blog/Twitter engagement data | |

# Current High Level Critical Indicators for SWEIC

To be reviewed Session 22/23 in line with individual local authority stretch aims

| Indicators | 2016/17 Baseline | 2017/18 Value | 2018/19 Value | 2019/20 Value | 2020/21 Value | Stretch Aim/Target |
|---|---|---|---|---|---|---|
| % of Children Meeting Developmental Milestones 27 – 30 month review | 78 | 82 | 83 | 83 | 82 | 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 | 72 | | 60 | 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 | 63 | | 48 | 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 | 84 | | 72 | 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 | 21 | | 24 | 16 |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy | 74 | 78 | 78 | | 69 | 81* |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy **SIMD 20% most disadvantaged** | 66 | 72 | 70 | | 59 | 75 |
| % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy **SIMD 20% least disadvantaged** | 84 | 87 | 89 | | 81 | 88 |

| Indicators | 2016/17 Baseline | 2017/18 Value | 2018/19 Value | 2019/20 Value | 2020/21 Value | Stretch Aim/Target |
|---|---|---|---|---|---|---|
| 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 | 19 | | 22 | 13 |
| % of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) | 84 | 88 | 86 | | | 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 | 75 | | | 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 | 90 | | | 95 |
| Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) **Gap between most and least disadvantaged** | 19 | 15 | 14 | | | 10 |
| % of S3 pupils achieving third level or better in numeracy | 85 | 90 | 90 | | | 91* |
| % of S3 pupils achieving third level or better in numeracy **SIMD 20% most disadvantaged** | 75 | 85 | 83 | | | 84 |
| % of S3 pupils achieving third level or better in numeracy **SIMD 20% least disadvantaged** | 95 | 95 | 96 | | | 96 |
| Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy **Gap between most and least disadvantaged** | 20 | 10 | 13 | | | 11 |
| % of leavers achieving 1 or more awards at SCQF Level 6 or better | 64.1 | 64.9 | 63.97 | 65.82 | 68.61 | 71* |
| % of leavers achieving 5 or more awards at SCQF Level 6 or better | 33.7 | 31.9 | 32.65 | 36.33 | 38.52 | **40.16 |

| Indicators | 2016/17 Baseline | 2017/18 Value | 2018/19 Value | 2019/20 Value | 2020/21 Value | Stretch Aim/Target |
|---|---|---|---|---|---|---|
| % of school leavers achieving SCQF Level 5 in Literacy | 80.5 | 80.8 | 81.25 | 80.9 | 83.25 | **81.8 |
| % of school leavers achieving SCQF Level 5 in Numeracy | 70.3 | 69.6 | 68.05 | 70.62 | 71.62 | **71.03 |
| Exclusion Rates – All Pupils (Rate per 1000 pupils) | 26 | | 18 | | 12.72 | **11.87 |
| Exclusion Rates – LAC status Pupils (Rate per 1000 pupils) | 77 | | 118 | | | **152 |
| Attendance Rates – All Pupils | 93.0 | | 92.66 | | 91.8 | **92.0 |
| Attendance Rates – LAC status Pupils | 91.0 | | 87.0 | | | **87.0 |
| Initial School Leaver Destinations (% in positive destinations) | 94.1 | 94.2 | 94.38 | 94.3 | 95.8 | 95 |
| % 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) | 76.2 (16/21) | | 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) | 72.7 (8/11) | | 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) | 85.7 (12/14) | | 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) | 81.8 (9/11) | | 80 |

* Midpoint value from NIF indicators

** National Average