
Report to: People Committee

Date of Meeting: 3 October 2019

Subject: Forth Valley West Lothian (FVWL) Improvement Collaborative Progress Report

Report by: Anne Pearson, Chief Education Officer for
RIC Lead Officer Dr E Cook, Asst. Chief Executive WL

1.0 Purpose

The report provides an update on the work of the FVWL Regional Improvement Collaborative (RIC).

2.0 Recommendations

2.1 The People Committee is asked to note and comment on:

- (1) the contents of this report; and
- (2) that progress reports are presented to the People Committee twice per year.

3. Background

3.0 At its meeting of 14 March 2019 the People Committee noted the progress of the Phase 2 Forth Valley and West Lothian (FVWL) Regional Improvement Plan and the development of the Governance Plan to accompany the Phase 2 Plan. It was agreed that the Chief Education Officer would provide further reports which would detail:

- the offer received from Education Scotland to support the Phase 2 Regional Improvement Plan;
- the use of funds to support the delivery of the Phase 2 Plan, received from the Scottish Government;
- the level of support the FVWL Collaborative will receive from the Scottish Government.

3.1 This report provides information regarding the above and progress with recruitment to support the plan's delivery, progress with delivery of the plan and information about next steps.

Progress of the offer from Education Scotland

3.4 The Lead Officer and the Directors from each Local Authority within the RIC met with Education Scotland's new Senior Regional Advisor (SRA) in May 2019. The SRA provided an outline of the role of the national team who will support our RIC; this will include specialist Curriculum support, Attainment Advisors (one for each Local Authority), Community Learning and Development (CLD) officer, Parental Engagement officer and Digital Learning officers.

- 3.5 The Lead Development Officer's FVWL has met with the individual team members from Education Scotland to outline progress of the work-streams and discuss future plans and proposals for Education Scotland colleagues to engage with the work of the RIC.
- 3.6 One outcome of this process, is that a full planning day will take place in September 2019 between RIC Lead Quality Improvement Officers and the Education Scotland team.
- 3.7 A number of key 'asks' of Education Scotland will be requested by FVWL RIC including:
- Support with developing the Curriculum- Broad General Education and Senior Phase
 - Support with addressing recommendations in key Scottish Government reviews for example, the Personal and Social Education (PSE) curriculum
 - Developing digital technology to support a virtual online campus for pupils across the Regional Collaborative, and also to support the development of a Continuous Lifelong Professional Learning (CLPL) programme for teachers, support workers and partners in CLD and the Education Psychology team.

Scottish Government Funding Support

- 3.8 The FVWL RIC received an offer of grant for £899,270 from the Scottish Government on 1 November 2018. This grant covers the period from 1 August 2018 to 31 July 2019.
- 3.9 A grant return on use of funds was submitted to the Scottish Government in August 2019. (Appendix 1)
- 3.10 The main use of the grant was to recruit a team of lead officers to develop and progress the aims of the Phase 2 plan. The Lead Director and Lead Development Officer for the RIC have both been funded from the grant, and from February 2019 the following posts have been appointed to support the work stream priorities: Lead Quality Improvement Officers – Numeracy (2), Literacy (1), CLPL (1); Performance Officer (Data Analysis); Support Officers (4, one for each Local Authority); Data Coaches (4, one for each Local Authority); Numeracy Pedagogues (2); Business Management Support (0.5); Admin Support (to be recruited-September 2019).
- 3.11 The appointment of full time lead officers to each of the work streams has led to an increase in the pace of development and delivery of objectives. This is evidenced in the work of the Numeracy work stream where a full Numeracy Academy has been developed and will be launched in August 2019. This will support the aims to close poverty related attainment gaps in numeracy from early years through to secondary level. Specific schools have been targeted with bespoke programmes to develop teachers and support staff in using intervention strategies to improve numeracy.

Progress with the Phase 2 plan

- 3.12 A key element of the Phase 2 Plan was to devise and deliver a Communication and Engagement Strategy. This has been successfully developed and implemented. The Phase 2 plan was shared with schools along with regular news bulletins, power-point presentations for inset meetings, and the lead teams regularly attending Head Teacher and Local Authority meetings.
- 3.13 The new FVWL Digital Platform was launched in February 2019 and provides information and updates about the work of the Improvement Collaborative. This is supported by a RIC twitter feed and new You Tube Channel.
- 3.14 A FVWL Consultation on the 'Ask and Offer' of the RIC was carried out in January 2019 with a full analysis and summary paper produced to highlight key outcomes, and inform further planning.
- 3.15 Primary and Secondary Head Teachers Reference Groups have been established and are useful sounding boards and advisers to the work streams and Directors group.
- 3.16 A range of engagement events have been undertaken to provide practitioners with the opportunity to become more involved with the work of the RIC ,network and develop relationships across the four local authorities. Events have included an Early Years Practitioners Conference in February 2019 attended by 250 people, and a Middle Leaders conference, 'It's a Good Time to Collaborate' in May 2019 attended by 300 professionals.
- 3.17 The first set of termly meetings took place in May and June 2019 where all the Primary/Early Years Head Teachers and Heads of Establishments met, followed by all the Secondary Head Teachers. It has been agreed to hold these events four times a year with each Local Authority hosting and leading a meeting. A further development will be to hold themed conferences in Session 2019-20 led by each work stream, and so for example, there will be a FVWL Numeracy Conference in November 2019.
- 3.18 To fully support the implementation of the Phase 2 Plan and deliver on the key 'asks' conveyed by respondents in the FVWL Consultation (January 2019), a substantial CLPL programme has been developed and will be launched in September 2019. This involves approximately 40 facilitators partnering with the RIC's CLPL Team and engaged from a wide range of areas such as Universities, Police Scotland, Unions (Teaching and Non), schools, CLD, 3rd Sector.
- 3.19 The plan has been further progressed by building and widening partnerships that are supporting a range of projects being undertaken to support the RIC priorities (from May 2019). Some of the partners are:
- Winning Scotland Foundation – Numeracy and Literacy Mindsets (75 practitioners)
 - Forth Valley and West Lothian Colleges- STEM Strategy
 - Stirling University- 2 Professional Learning programmes (school senior leaders), Consultation role and supporting self -evaluation
 - Scottish College for Educational Leadership- Columba 1400 programme for Head Teachers, Officers and Education Scotland Colleagues (20 x 3 cohorts)

- Scottish Coaching for Leadership Improvement Programme- Scottish Government initiative to support Improvement Methodology, bespoke FVWL Collaborative engagement (30)
- Scottish Book Trust- National pilot of Reading accreditation programme with 40 schools
- Gateway – CPD Manager- to support the co-ordination of, access to and evaluation of FVWL CLPL programmes.

3.20 The next step for the FVWL RIC is to create the Phase 3 plan (September 2019). This will be informed by the interim report (March 2019), School Improvement Plans for Session 2019-20, Education Scotland input and evaluation from key engagement events. (Appendix 2)

3.21 The Phase 3 plan and progress report will be shared with the Regional Board (Chief Executive Officers and Lead Spokespersons of each Local Authority) within the FVWL RIC at their bi-annual meeting in October 2019. The Phase 3 plan's progress will be shared at the next People committee meeting.

4.0 Considerations

Readiness for Empowerment

4.1 The FVWL RIC and Clackmannanshire Education Service will consider the recommendations within the Education Scotland report in the coming months and ensure that our practice and engagement continues to reflect the aspirations of an empowered school system.

5.0 Consultation

5.1 The Phase 1, 2 and Phase 3 Plans have been developed in collaboration across all four local authority areas.

5.2 The Lead Officer and Senior Officers from across the Collaborative continue to engage with wider stakeholders including trade union and parent representatives.

5.3 Further consultation is ongoing through the implementation of the Phase 3 Plan and is outlined in the Communication and Engagement Strategy within the plan.

6.0 Implications

Financial

6.1 As outlined at paragraph 3.8 above, the FVWL Regional Improvement Collaborative has received a grant from the Scottish Government of £899,270 for all expenditure incurred between 1 August 2018 and 31 July 2019. A new bid will be placed in September 2019 for Session 2019-20.

Resources

6.2 The staff resources of the four participating councils have been allocated as appropriate by the senior education officers of each council to achieve the necessary progress to develop the Phase 1, 2 and 3 Regional Improvement Plans. The new lead Quality Improvement Officers for each work stream will further develop the work of the Regional Improvement Collaborative in partnership with Clackmannanshire Education Services and the Education Scotland team.

Legal

- 6.3 There are no legal implications arising from this report.

Risk

- 6.4 No risk implications have been identified.

Equalities

- 6.5 There are no equalities implications arising from this report.

Sustainability/Environmental Impact

- 6.6 There are no implications for sustainability or environmental impact arising from this report.

7.0 Conclusions

- 7.1 The work of the FVWL RIC is ongoing and it is acknowledged that the pace of progress is increasing with the appointment of seconded staff to various development roles. Inevitably, and given the stage of implementation, there has been additional workload and pressures on the Education Service without significant added value yet. This is more of an issue for Clackmannanshire as the only Scottish Attainment Challenge (SAC) Authority in the FVWL RIC. The SAC Plan is already covering many of the developments now being addressed by the RIC.
- 7.2 The various themed groups are working effectively and have identified approaches to engage with front line staff to exemplify and improve practice in our classrooms. A programme of professional learning will support the skills development of staff (teaching and non) and build collaborative networks that will work towards improving the quality of learning and teaching in a cohesive manner with the aim to improve attainment outcomes for children and young people.
- 7.3 Further reports will be presented to future meetings of the People Committee to provide updates on the work of the collaborative and progress with the "Empowering Schools" agenda.

8.0 Exempt Reports

- 8.1 Is the report exempt? No

9.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

- (1) **Our Priorities** (Please double click on the check box)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all



- Our families; children and young people will have the best possible start in life
- Women and girls will be confident and aspirational, and achieve their full potential
- Our communities will be resilient and empowered so that they can thrive and flourish
- The Council is effective, efficient and recognised for excellence

(2) **Council Policies** (Please detail)

Not applicable.

10.0 Equalities Impact

10.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

No

11.00 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

10.0 Appendices

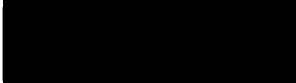
Appendix 1: FVWL RIC, Progress Report, March 2019
Appendix 2: Grant Return

12.0 Background Papers

Author(s)

NAME	DESIGNATION	TEL NO / EXTENSION
Dr. Elaine Cook	Lead Officer FVWL RIC / Asst. Chief Executive WL Council	01506 283050

Approved by

NAME	DESIGNATION	SIGNATURE
Anne M Pearson	Chief Education Officer	



**Forth Valley & West Lothian Regional Improvement Collaborative
Progress Report
March 2019**

Vision for the FV&WL RIC

The vision for the Forth Valley and West Lothian Improvement Collaborative is founded in the twin aims of the National Improvement Framework for Education in Scotland:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Strategic Priorities

The overarching key strategic priorities set out in the National Improvement Framework are reflected in all local authority and school plans. The priorities of the FV&WL RIC also align with the NIF set:

- ☐ Improvement in literacy and numeracy
- ☐ Closing the gaps
- ☐ Improvement in health and well being
- ☐ Increased sustained positive destinations

The FV&WL priorities for 2018-2019 are:

Priority	Aims
Numeracy	Reduce the poverty related attainment gap from early to first level. Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.
Literacy	To develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all.
Early Learning and Childcare	By the end of 2020, 100 % of children aged 2-3 years old will experience good or very good quality ELC in establishments in the FVWL RIC.
Career Long Professional Learning	To address expectations of the NIF which are being taken forward by each of the work-streams To empower our teachers, head teachers, parents and communities to deliver excellence for our children and young people.
Performance Information	Maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology. Evidence is used across the Collaborative to gain a deeper understanding of improvement. Practitioners across the Collaborative are more confident in data literacy.

A summary report of progress for each work stream is attached at the end of this report.

Feedback on the Phase 2 Plan

The Phase 2 Plan was reviewed by colleagues from Education Scotland who provided two main areas for improvement:

1. Provide stronger Governance arrangements for the FV&WL Collaborative.
2. Develop a more detailed Performance Profile demonstrating performance measures, tracking and progress.

Progress with addressing the feedback points:

Strengthening Governance arrangements

The Governance arrangements of the Collaborative have been discussed between the Chief Executive Officers, Education Spokespersons and the lead Directors. The outcome is that a FV&WL RIC Governance Plan has been written which provides an overview of each RIC group including the creation of a new Regional Board (membership: CEOs and Education Spokespersons of each Local Authority). The membership, purpose and reporting mechanism is explained for each group within the Governance plan. The Governance plan and an 'Achievements to Date' paper have been shared with Elected Members at each of the LA committee meetings.

It has been agreed that the CEO, RIC Lead Director and RIC Development Officer roles will sit within one LA for an 18 month period and will then be reviewed. The first period has been completed and on the 1st March 2019, Robert Naylor (Director of Children's Services, Falkirk) completed his tenure as RIC Lead and Elaine Cook (Depute Chief Executive Officer, West Lothian) took up the position.

Developing the Performance Profile

The Performance Team has developed a suite of performance measures that align with those within the National Improvement Framework. They have collated relevant data and are now able to demonstrate progress with at least one comparative figure in some of the measures.

For the profile to be fully populated, a RIC Data Sharing Agreement is required. This is currently in progress, and a draft version is being reviewed by legal teams in each of the four local authorities.

The aim of the profile is to provide a progress overview with a high line set of measures, and also provide progress measures for each of the work stream priority aims. A further data set under early development is a directory map of 'next practice' schools who will share evidence based progress of intervention strategies that are demonstrating improvements in raising attainment and closing the poverty related attainment gap.

Communication & Engagement Strategy

The Communication and Engagement Strategy was launched in October 2018 and is supported by the creation of a RIC Communication Team. As well as sharing the phase 2 plan, a range of communication updates have been provided to schools and educational establishments through e-bulletins, power-point presentations for inset meetings, and the RIC lead team regularly attending HT and ELT LA meetings.

The new FV&WL RIC Digital Platform was launched on the 12th February 2019 and provides information and updates about the work of the RIC. This is supported by a RIC twitter feed.

A FV&WL RIC Consultation on the 'Ask and Offer' of the RIC was carried out in December 2018 and January 2019 with a full analysis and Summary paper being produced to highlight key outcomes. Key points from the summary include:

- 64 schools/educational establishments responded (29%)
- A significant ask is for schools to share good practice especially PEF interventions and to be supported in building confidence in the use of data for improvement.
- Professional Learning asks: Self- evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Moderation- provide bank of holistic assessments in literacy and numeracy; moderate beyond council context; create example pieces and bank of holistic assessments/benchmarked.
- The preferred means of communication to engage with other schools and staff across the RIC is to develop a seminar/RIC events programme and build up networks.
- The top area of professional learning that schools and educational establishments would like to be offered through the support of our RIC is Developing the Curriculum (73%).
- The main curriculum areas that would benefit from regional collaboration are H&WB, Numeracy and maths, and Languages.

- 91% of respondents asked for learning from other schools' good practice.

The Primary and Secondary HT Reference Groups have met to discuss the outcomes of the Consultation and have provided further feedback with proposals for taking the 'Offer' forward.

The RIC Development Officer and Lead Directors keep partners updated on RIC progress and have attended meetings with teaching and non-teaching unions, Ed Psych teams, CLD and FE/HE.

A range of engagement events are planned which will provide practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism. Some of the planned activities are:

- Leadership and Improvement Methodology programme delivered by national Improvement Advisers- RIC SCLIP (Scottish Coaching and Leading for Improvement), December 2018 and February 2019, 6 days training event for 30 practitioners.
- 'It's a Good time to be Two', 12th February 2019, 250 Early Years practitioners conference.
- A series of 4 HT meetings per session (Primary/Early Years and Secondary) are being planned with each LA hosting and leading on the themes for each session. The first meetings take place in May 2019.
- 'It's a Good time to Collaborate', 29th May 2019, 350 teachers and middle leaders with representation from every school/educational establishment, conference engaging with the work-stream priorities.
- 'Exploring the emotional well-being and involvement of Children' Conference, Prof Ferre Laevers, 24th June 2019, open to all practitioners.
- FV&WL RIC CLPL Programme has delivered two symposiums (November and December 2018, 70 practitioners attending each) with two more planned for April and May 2019.
- Local Authorities inviting partner RIC LAs to events for example, the West Lothian PEF Conference (15th March, 2019); The Falkirk Learning Festival (15th June 2019); STEM@the Helix event for all secondary schools.
- RIC Columba 1400 (September 2019) will bring 18 HTs together for a systems leadership activity including 2 conferences and a 3 day residential experience.

The RIC Grant and Recruitment

The FV&WL RIC received a grant of £899270 in November 2018 (to run from August 1st 2018 – 31st July 2019) and developed a recruitment plan to enlist staff to each post. To date, the following posts have been appointed:

Post	Local Authority	Start Date
RIC Lead	Falkirk West Lothian	Aug 2018-Feb 2019 1.3.2019
RIC Development Officer	West Lothian	August 2018
Numeracy leads (FT)	West Lothian Clackmannanshire	1.3.2019 18.3.2019
Literacy lead (FT)	Falkirk	(tbc)
CLPL lead (FT)	Stirling	25.3.2019
RIC Performance Officer (FT)	West Lothian	1.2.2019
Data Coach (FT)	West Lothian	1.3.2019
Data Coach (FT)	Falkirk	8.5.19
Data Support	Stirling/Clacks	tbc
ELCC Officers x 4 (FT)	Clacks/Falkirk/Stirling/West Lothian	August 19
Admin officer (FT)	West Lothian	11.3.2019
Comms Officer (0.2)	West Lothian	1.3.2019
Business Manager (0.2)	West Lothian	1.3.2019

The grant will also pay for professional learning activities, the Winning Scotland Foundation project, and research support from Stirling University.

Building Collaborative Relationships

A number of partnerships are developing across the RIC. The Principle Educational Psychologists have completed a joint numeracy project together and, although they started as a self-generated RIC team, they are formalising work with the RIC Numeracy team to be built in to the next stage of the RIC plan.

The RIC Development Officer has met with both Forth Valley and West Lothian Colleges and explored possible developments together with schools. Discussions are developing with a focus on curriculum development, in particular STEM pathways.

The Lead Director and RIC Development Officer have planned to meet with colleagues from Stirling University in March to discuss how the university will work with the RIC to support professional development and the offer outlined in consult outcomes. A proposal to work with a research assistant and produce research based evidence of improvement is being developed.

The Winning Scotland Foundation (WSF, registered charity) presented a successful pitch to a representative group from the FV&WL RIC and as a result their project with the RIC will start in August 2019. This entails a 1 Year training programme: Numeracy and Growth Mindset being offered to teams of 3 practitioners/senior leaders per school and up to 40 schools. This is Masters level (15 points accredited by Glasgow Caledonian University).

The WSF and the FV&WL RIC will also start a joint development programme in the summer term to co-design 'Literacy and Growth Mindset' with support from Strathclyde University.

To support collaborative networking, the new Admin Officer is creating a directory of people and this will inform the RIC map being designed and developed by the Communication and Performance teams. The map will align neighbourhood school groups, priority themes, and high quality practice in achieving quality indicators.

The phase 3 plan is under current development and will be supported by a bid for further grant funding from the Scottish Government.

Progress Report

Work Stream: Early Learning and Childcare

Aims of the work-stream and how they support the overarching vision of the RIC

Early Learning and Childcare (ELC) Worksteam Aim:

By the end of 2020, 100% of children aged 2-3 years old will experience good or very good quality ELC in establishments in the FVWL RIC.

RIC Vision:

The aim of the ELC work-stream supports the overarching aim of the RIC that high quality early learning and childcare is key to raising attainment and achieving equity. The Blueprint for the Expansion of Early Learning and Childcare puts quality at the heart of delivery and each authority in the Forth Valley and West Lothian Collaborative is currently undertaking work to improve practitioner professionalism and to raise standards across ELC settings.

Each authority recognises the benefit to practitioners in 'looking outward' at other practice. The collaborative has provided a platform for more frequent sharing of practice and to highlight best practice on a wider scale than is currently the case.

Data from each authority shows that uptake of entitled 2 year olds remains low and work remains to be done in this area. Each authority has plans to improve uptake of entitled 2 years olds. This, and some feedback from inspection activity, provided the impetus for a focus of initial collective work to be on improving outcomes for 2 year olds.

4 main drivers - leadership, workforce, use of national practice guidance and collaboration – were identified as being key to securing improvements.

A range of change ideas have been identified to progress into the next phase of the plan:

- Regular training in national practice guidance for ELC

- Access to leadership and coaching support
- Support settings in revisiting self-evaluation
- Establish links with regional training providers
- Share CLPL activities across the RIC
- Parental engagement opportunities
- Access to multi-agency partner knowledge to support children's progress
- Promote use of outdoor areas for a variety of activities
- Opportunities for children's voice in all aspects of provision
- Develop a localised Q&A framework
- Use agreed and consistent tracking tools across key aspects of development

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

The ELC group agreed that a number of settings in each local authority would trial this work and measure the impact. The group commissioned a sub-group with representatives from each authority and from practitioner level. This has led to a collation of quality assurance activity and expertise from all four local authorities, and has resulted in improved understanding across the collaborative as to the successful approaches taken by individual authorities in quality assuring provision for 2 year olds.

A CLPL event to showcase high quality provision in working with 2 year olds and to showcase the work of the trials, was held for 50 members of staff from each local authority on 12 February 2018. The event was called "It's a Good Time to Be Two" and included a key note address from Education Scotland about high quality early learning and childcare for 2 year olds, a presentation from the RIC Improvement Advisor about the national Model for Improvement which can support measuring impact, a market place showcasing organisations such as the Scottish Childminding Association and Bookbug, and a series of workshops led by practitioners from across the 4 authorities showcasing examples of good practice in working with 2 year olds. The workshops focussed on music and early literacy, increasing practitioners knowledge in speech and language development, increasing parental engagement through quality conversations/improving educators skills in engaging with families, flexible and responsive planning , improving outcomes for children using personal learning plans and increasing expressive arts experiences for two year olds.

How do you know? What evidence do you have of positive impact on learners?

(Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)

It is at an early stage of measuring impact. Identified settings who were involved in the trial will establish a baseline involving the 4 process measures, the driver diagram and the measurement plan to test how ELC provision can be improved. The plan is to upscale by buddying each initial establishment with another and so on.

What are you going to do now? What are your improvement priorities in this area?

Michael Wood (ADES) is undertaking analysis for the group about recent Education Scotland reports for all themes reported on, including those not graded, and the Quality of Care and Support theme from Care Inspectorate inspections from January 2018 – December 2018. Once all information is collated, this data, feedback from the ELC conference on 12 February and local intelligence will inform next improvement priorities.

Plan to upscale use of measurement plan.

Ferre Laevers (Leuven Scale) is coming to Scotland in November, planning a half- day session for staff to attend a conference with him.

Evolving priorities

Refer to box above.

Progress Report
Work Stream: Literacy

Aims of the work-stream and how they support the overarching vision of the RIC:

Develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all.

Directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy which is proven to improve outcomes for children and young people.

Develop face to face and digital collaboration between practitioners within and across local authorities and health boards to promote leadership at all levels.

Strive to strengthen approaches to raise attainment for all and close the poverty related attainment gap by supporting reflection on the performance of learners to enable continuous improvement.

How have you organised the work of the Work-stream?

3 distinct working groups Developing Teachers’ Professional Judgement
 Building a Reading Culture
 Early Vocabulary Development

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

**Developing Teachers’
Professional
Judgement**

Literacy QAMSOs will work with the lead team to develop a high quality moderation pack for Reading in order to build practitioner confidence in professional judgement.

Developing a digital sharing space to support pedagogy CLPL .

	<p>Developing power-points and holistic assessments to support professional judgement in confirming CfE levels in Reading.</p> <p>Identifying best practice to share across the RIC.</p>
Building a Reading Culture	<p>Working group have developed approaches to build practitioners' skills in pedagogies required to engage learners in building a reading culture:</p> <p>Sharing research based approaches to developing positive reading attitudes and skills.</p> <p>Identifying a small number of teachers within each local authority to become lead teachers in reading.</p> <p>Developing capacity of lead teachers through collaborative delivery of CLPL, networking opportunities and supporting tests of change.</p> <p>Sharing outcomes of reading interventions and examples of effective practice.</p>
Early Vocabulary Development	<p>A framework of successful interventions currently used across the four authorities has been created.</p> <p>Exemplified good practice in vocabulary and early language development via "vox pop" and soundbite capture. These will be shared with practitioners across the RIC.</p> <p>Increased collaboration and networking opportunities through visits to see interventions in action.</p> <p>Developed partnerships with Scottish Book Trust to include vocabulary development activities in the Book Bug Bags.</p>

<p>How do you know? What evidence do you have of positive impact on learners? (Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)</p>	
<p>Developing Teachers' Professional Judgement</p>	<p>CLPL showcased at full Literacy RIC meeting for feedback.</p> <p>The CLPL pack has been uploaded to the RIC digital site for the Literacy work-stream and is available for practitioners to use.</p> <p>Once this is being accessed by school staff, evaluative feedback will be gathered.</p>
<p>Building a Reading Culture</p>	<p>Practitioners group engaging in a test of change in their contexts and within the network meetings. Qualitative feedback from the Kirkpatrick model of training evaluation activity (26 Feb 2019) shows:</p> <p>Level 1: Reaction (the degree to which participants find the training and network engaging and relevant to their jobs) key themes:</p> <ul style="list-style-type: none"> - Valuable to network with colleagues from across RIC to share experiences/challenges/ideas - Valuable to have a mix of presentations – researcher/practice of colleagues/model for improvement <p>Level 2: Learning (the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training/network) key themes:</p> <ul style="list-style-type: none"> - A feeling of confidence through collaboration and professional dialogue - Model for improvement – how to set specific aims that can be measured - Increased awareness of research / ideas for practice <p>Level 3: Behaviour (the degree to which participants apply what they learned when they are back in the classroom) key themes:</p> <ul style="list-style-type: none"> - Working with colleagues on test of change - Adopted some of previously shared practice in own class/applying research in class/started test of change - Sharing information with colleagues through dialogue and collegiate sessions - Attended further CLPL as a result of engaging with this network <p>● Level 4: Result (the degree to which targeted outcomes occur as a result of the training – impact on learners) – <i>This will be first measured after session 4 in May where the group will be sharing progress of their test</i></p>

	<i>of change.</i>
Early Vocabulary Development	<p>The number of practitioners who use the framework and the number who access the soundbites will be measured. An initial feedback on the framework will be gathered and further feedback at a later date.</p> <p>Sharing of practice to date:</p> <ul style="list-style-type: none"> ○ Word Aware at Allan’s Primary School, Stirling. ○ Box Clever at St Columba’s West Lothian ○ The LIFT project , SLT Clacks

	What have you measured	Baseline	Tracking progress values	Current progress	Target
Developing Teachers’ Professional Judgement			Practitioner evaluations once the pack is being used by practitioners.	1 st Level Evidence to be added.	
Building a Reading Culture	<p>Teacher group- Kirkpatrick model of training evaluation levels 1-3</p> <p>Baseline confidence levels around: Knowledge and understanding of research relating to promoting and sustaining positive reading attitudes; what effects motivation; influencing factors in reading choices; classroom practice such as storytelling/reading instruction.</p>				
Early Vocabulary Development	Measures will begin when framework is launched.				

What are you going to do now? What are your improvement priorities in this area?	
Developing Teachers' Professional Judgement	Literacy QAMSOs will work with practitioners, schools and clusters within their own local authority to build confidence in professional judgement on CfE levels in reading. Evaluate the effectiveness of staff development approaches.
Building a Reading Culture	Gather data on level 4: Result (<i>the degree to which targeted outcomes occur as a result of the training – impact on learners</i>). Evaluate the format of sessions and identify strengths and areas for improvement. Further consult the network on next steps for continuation of network and growth.
Early Vocabulary Development	Share effective practice gathered from the Children and Young People Improvement Collaborative (CYPIC) Language Meets Literacy Practicum.

Evolving priorities	
Developing Teachers' Professional Judgement	Literacy QAMSOs will organise and undertake a moderation exercise across the RIC for Early to Fourth Level in Reading. Report (along the lines of a principal assessor report) produced from the findings of the moderation. Possible rubric produced for levels of achievement.
Building a Reading Culture	Continue network into session 2019/20 to monitor and widen focus. Increase group numbers. Some of practitioner group taking on a supportive role to new colleagues who join group.
Early Vocabulary Development	Focus on an improvement project about early language development across a number of ELC settings in the RIC looking at the findings from the Children and Young People Improvement Collaborative (CYPIC) Language Meets Literacy Practicum.
Evolving Priorities Developing agreed measures Winning Scotland Foundation offer to develop Literacy Mindsets programme Developing a writing culture Improvement methodology development Symposia Developing digital collaboration	

Progress Report

Work Stream: Numeracy

Aims of the work-stream and how they support the overarching vision of the RIC

- To reduce the % gap from Early to First Level in Numeracy
- To use and enhance the expertise and talent within the Forth Valley and West Lothian RIC to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in First Level Numeracy.
- To develop CLPL strategies to support numeracy development at every level from 3-18

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

- 9 schools identified to take part in the intervention across FVWL RIC
- CLPL delivered to targeted schools
- Baseline Assessments completed with both staff and pupils
- Lesson Study Model implemented in most schools
- Authority wide visits implemented in a few schools

How do you know? What evidence do you have of positive impact on learners?

(Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)

- Classroom observations through the Embedded Model
- Qualitative feedback through professional dialogue/discussions with staff
- Run Charts tracking confidence of pupils

What you have measured	Baseline	Tracking progress values	Current progress	Target
Pupil's knowledge and understanding of Number Structure	Early Number Learning Trajectories Assessment		Pre-Assessment completed	By May 2019 80% of identified pupils in all schools will be secure at Phase 2 in early number structure
Teacher Confidence	Confidence survey		<ul style="list-style-type: none"> • Classroom observations through the Embedded Model • Qualitative feedback through professional dialogue/discussions with staff 	Staff scoring 4 or above on the confidence scale
Pupil Confidence	Confidence survey	Weekly Run Charts	<ul style="list-style-type: none"> • Weekly run charts being used in most schools • Qualitative feedback through professional dialogue/discussions with staff • Classroom observations through the Embedded Model 	Pupils scoring 4 or above on the confidence scale

What are you going to do now? What are your improvement priorities in this area?

- Arrange classroom visits across authorities to develop collaborative learning approaches which build staff capacity
- Promote the use of the Microsoft Teams area to share practice
- Target identified schools who require additional support

Evolving priorities

- Upscale the initiative to include Primary 1
- Develop cluster wide approaches to the model
- Develop a Numeracy Academy for the phase 3 plan. This will support practitioners from early years through to senior phase. It is a multi-faceted approach to professional learning which compliments and adds value to the work of each local authority in developing numeracy.

Progress Report

Work stream: Improving Performance

Aims of the work-stream and how they support the overarching vision of the RIC

- Ensure performance data and information is used across the collaborative to improve outcomes for young people and achieve the aims of the Regional Improvement Collaborative
- Build staff capacity in terms of data literacy across the Collaborative at all staffing levels to allow data to be used to improve outcomes

Support the vision and aims of the RIC: Excellence through Raising Attainment: use performance information around attainment and health & wellbeing to improve learning & teaching to allow pupils to succeed

Achieving Equity: use contextual information to identify potential barriers to learning, especially around deprivation, to ensure every child has the same opportunity to succeed.

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

The Performance & Improvement work-stream started the session by having each Local Authority identify a performance lead to establish a team to develop a plan that supports the aims of the RIC. The main work of the team has been focused around developing a profile of useful information on the context and work of the Collaborative, agreeing suitable measures to track performance which ensures aims are met, and share ideas and practice. In addition to working together the team have been supporting the other work-streams in order to develop their use of performance information and measures.

After recent recruitment a RIC Performance Officer is now in place and will now chair and co-ordinate the work of the group. In addition to the Performance Officer, Data Coaches have been appointed in each Local Authority. The Data Coaches will work predominately in their own Local Authority to improve data literacy of practitioners, the work of the individual Coaches will also be co-ordinated across the RIC to share knowledge.

What are you going to do now? What are your improvement priorities in this area?

Going forward the work stream will develop by building a sound understanding of the range of factors that contribute to a successful Collaborative. The main improvement priorities going forward will be:

- Work with the Data Coaches to develop an increased level of data literacy in order to build capacity to raise attainment
- Finalise the Regional profile of useful information and performance measures to be used in the RIC plan
- Collaborate with the other work streams, especially around use performance information to measure improvements resulting from work stream activity
- Complete mapping exercise of similar schools across the region to allow for benchmarking activities in schools
- Gather qualitative data on improvement activities in schools to identify and share best practice which can be used more widely across the Collaborative
- Review and inform phase 3 planning for the Collaborative
- Support the development of School Improvement Partnerships across the Collaborative
- Contribute to the Regional Conference, delivering sessions around the priorities of the work stream.

Progress Report, February 2019

Work Stream: CLPL

Aims of the work-stream and how they support the overarching vision of the RIC To use and enhance the expertise and talent within the Forth Valley and West Lothian Improvement Collaborative to develop and deliver high quality CLPL across the collaborative based on evidence based improvement priorities:

- Developing leadership at all levels
- Pace and challenge in learning
- Evidencing progress over time
- Curriculum development

How well are you doing? (Actions and Indicators of Progress; Achieved outcomes)

Action

Develop the Improvement Collaborative Professional Learning Programme (PLP) as the repository for all FVWL Work streams CLPL offers by September 2018

- achieved May 2018
- the sub group of professional learning and development officers manage the FVWLIC PLP and are currently planning the content for Session 2019 - 2020.

Practitioners, senior leaders and officers will be identified and commissioned to design and deliver sessions from across the FVWLIC by May 2018.

The Professional Learning Programme will bring together national expertise, university and international research and practitioner experience.

Achieved May 2018. The PLP and associated Symposiums have involved lead officers from Education Scotland, HMIE, Stirling University, SCEL, SLTs and practitioners from all 4 LAs and independent/ external speakers.

Use existing and commissioned data, to will focus on a shared need to improve the leadership and quality of learning, teaching , assessment and curriculum design.

Achieved using:

- NIF QI returns October 2017, August 2018
- Teacher Judgement Survey 2017, 2018
- HMI and LA review common themes of strength and recommendations for improvement
- Deeper analysis of Literacy and Numeracy data.

The identified Improvement priority of pace and challenge in learning will be developed within the context of *How Good is Our School 4*:

2.3 Learning and engagement; and

2.3 Quality of teaching;

The identified Improvement priority of curriculum development and design will be developed within the context of :

2.2 Rationale and design

The identified improvement priority of evidencing progress overtime will be developed within the context of :

2.3 Effective use of assessment; and

2.3 Planning, tracking and monitoring;

- Achieved. The Professional learning programme events and Symposiums have supported these themes. This year's data suggests that they need to continue within the themes coming from the consultation of ASN, Curriculum and HWB.

The aim from our first meeting together working as a collaborative to develop and improve:

- Leadership development at all levels
- Co-creation and collaboration at all levels
- Relevant and reliable data to monitor, evaluate and inform planning and direction

Understanding of expectations and standards

- Consistency of message, expectation, understanding and delivery across the improvement collaborative

This has involved practitioners and school leaders, by working with colleagues across the other work streams to ensure that CLPL is designed and delivered directly and meets the priorities of the RIC.

From feedback received, for example the Symposiums, on average 96% evaluated the professional learning as very good or excellent.

How do you know? What evidence do you have of positive impact on learners?

(Relate to intended impact measures of success for each sub project undertaken; Please list schools/establishment names involved in projects)

At early stages of information gathering in terms of impact of Symposium events leading to long-term impact for learners.

Strong connections are being made as a result, especially with the Forth Valley College STEM hub, who have agreed to offer a set of CLPL sessions in session 2019-2020. Engaging other partners with the CLPL programme for session 2019-20.

Symposium feedback surveys were extremely positive from those who attended (see above).

Driver diagram and measurement plan being used to test improvements in provision for next session.

Working closely with the RIC Performance Officer to define key outcomes both quantitatively (e.g. time spent at BGE level / NQ Virtual Comparator scores / teacher confidence surveys) and qualitatively (e.g. interviews / case studies / focus groups).

What you have measured	Baseline	Tracking progress values	Current progress	Target
<ul style="list-style-type: none"> • NIF QI returns October 2017, August 2018 • Teacher Judgement Surveys(TJS) 2017, 2018 • HMI and LA review common themes of strength and recommendations for improvement 	<p>NIF QI Evaluations 2017</p> <p>Numeracy and reading Skills identified as priorities for improvement across all 4 LAs</p>	<p>NIF QI Evaluations 2018</p> <p>TJS 2017 2018</p>	<p>In 2017, 1.3 was the lowest evaluated NIF QI, in 2018 it was the highest</p> <p>2.3 (learning, teaching and assessment) remains the area requiring most improvement followed by 3.2 (raising attainment and achievement)</p>	

What are you going to do now? What are your improvement priorities in this area?

Recent analysis of HMI and School reviews along with the NIF QI returns have highlighted the following common areas for improvement;

- ☐ Learning, teaching and Assessment

- Further improvement in quality of L and T and consistency of approaches
- There is a need for more effective differentiation and planning to meet the needs of learners.
- An imbalance identified between teacher-directed learning and pupils taking ownership of their learning.
- Questioning needs to be further developed.
- Improving attainment in Literacy and numeracy
- Clear impact of PEF Initiatives, use of the model for improvement
- Curriculum- progression – need to carefully consider skills development and tracking.
- Refining and defining curriculum
- Further improving moderation processes
- Use of data:
 - Tracking & monitoring
 - To identify barriers to learning
 - To support teacher judgement
 - For moderation purposes
 - Pupils need to develop a better understanding of the language of health & wellbeing and the wellbeing indicators

Evolving priorities

- Organise CLPL programme for sessions 2019-2020 based on 'ask' from evidence gathered.
- Create a programme of more regular opportunities for CLPL throughout the session for colleagues – share this with colleagues by start of May 2019 to allow dovetailing with school and authority improvement planning.
- Develop clear communications pathways to share information about CLPL opportunities more effectively across the region, also offer to assist authorities with RIC bulletin.
- Establish a system to: offer an online system accessible from anywhere on any device; keep all CLPL information in the same place; engineer evaluation questions about CLPL sessions and collate these together into reports for regional data analysis; comprehensively share courses across authorities for colleagues to access; maintain a centralised record of training from a colleagues' perspective; and have the ability to submit this efficiently for Professional Update.
- Creation of 3 year plan to embed regional CLPL and Curriculum Development opportunities.

Regional Improvement Collaborative	Forth Valley and West Lothian Regional Improvement
Contact name / RIC Lead	Dr Elaine Cook
Position	Depute Chief Executive
Local Authority	West Lothian Council

Please provide details for the following:

1	What progress has been made in meeting the following objectives as outlined in grant offer letter of 11th November 2018 (para 2.6) and expected impacts of what it has helped to deliver.
1a	<p>Developing the work of the RIC</p> <p>A Lead Development Officer has been appointed and has been in post for Session 2018-19. A Communication and Engagement Strategy has been produced and fully implemented, which has resulted in an increased awareness and understanding of the work of the RIC in schools, educational establishments and with partners at Local Authority level, 3rd sector and with national organisations.</p> <p>The lead Development Officer worked with the work stream leads and lead Directors team to bring together information to develop the phase 2 plan for the FV&WL Regional Improvement Collaborative and led the writing of the plan. She is currently working on phase 3 (an interim report from each work stream-March 19- is informing planning for this phase).</p> <p>The lead Communication Team led by the Development Officer has undertaken a successful marketing campaign which has supported high profile regional events, developed a range of social media interactive activities and an increasingly used blog. The blog and twitter demonstrate the growing number of practitioners engaged with the work of the RIC as well as the increasing networking that is taking place throughout the 4 councils. A new website is currently under development.</p> <p>A full consultation with stakeholders was undertaken in December 18/January 19 with an analysis informing work stream and planning direction for the second half of session 19/20. This led to an agreement that Head Teachers from across the FV&WL RIC would meet 4 times a year (EY/Primary and Secondary) with agendas being developed by the HT Reference groups and Local Authority Officers. The first meetings took place in May 19. The development of the Curriculum was also a clear 'ask' from the consult and led to the establishment of 18 subject networks (secondary) with strategic direction being provided by the lead development officer. These have been evolving since February 19 and are ready to be opened out across the RIC from September 19. A scoping visit to Stornoway provided insight into the E-Sgoil which the FV&WL RIC are developing as a curriculum and CLPL provision tool to support equity and access for students throughout the RIC. A pilot model is underway for Session 19/20.</p> <p>Consultation with colleagues at Stirling University has led to an offer which has been formalised in June 19. This will provide a significant programme to</p>

	<p>support Curriculum Development and will involve Curriculum DHTs engaging with a leadership programme led by Prof Mark Priestley and Dr Valerie Drew. The partnership will also provide a consultancy role and evaluation support of professional learning.</p> <p>The lead development officer initiated a Connect Team in October 18. This comprised of the work stream leads, and led to a fully cohesive approach to planning and delivery of objectives. They meet on a monthly basis and provide updates and jointly work to develop and progress the Collaborative's plan.</p>
1b	<p>Leading the work of the RIC</p> <p>A lead director was appointed in November 17 (Falkirk) and moved to West Lothian in March 19. The 4 lead directors agreed to develop and produce a Governance Plan (December 18) which included agreement to consider rotation of the lead role on an 18 month basis. The plan also established a lead group comprising the Chief Executive Officers and Lead Spokespersons of each council. They meet on a bi-annual basis and discuss progress with 6 monthly reports providing a detailed overview and forward planning.</p> <p>The lead Director attends each Local Authority Committee meeting on a regular basis and provides an update on the work of the Collaborative. She also represents the Collaborative at National level and contributes to the National RIC Strategy Group and ADES. The lead provides updates on progress at each of these meetings. She also presents updates to the Unions (teaching and non) and across the Collaborative.</p> <p>The lead Director meets on a weekly basis with the RIC lead Development Officer and supports the development of strategy, scoping new ideas and planning to collaborate with partners such as Education Scotland and University/College links. She attends the Connect Work Stream leads meeting and has provided input to each of the work streams providing advice and guidance.</p> <p>The lead Director manages the budget from the grant provided by the Scottish Government, and oversees the use of funds. She ensures that timely reports on use of funding are completed and returned to SG.</p>
1c	<p>Numeracy</p> <p>A lead Numeracy team has been in place since Feb 18 consisting of lead officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. It was agreed that a focus on the numeracy gap at early to first level would be targeted with a plan of action being devised to address this area.</p> <p>The team worked with improvement advisors to identify key drivers and a plan that would be implemented initially on a small scale, and with baseline measures and a measurement process designed to monitor progress. A number of primary schools were identified with key staff engaging with the project over a number of months. In May 19, a report provided details of</p>

	<p>progress which showed positive and quantitative data evidencing a closing of the gap for pupils undertaking this intervention. The approach is currently being up-scaled and opened to selected schools.</p> <p>The raising of attainment and closing the poverty related attainment gap in Numeracy has been identified as a key priority for this Collaborative. As a result, 2 lead Quality Improvement Officers were appointed in February 19.</p> <p>They undertook a significant research phase where they identified a range of highly impactful and evidence based strategies to support closing the range of numeracy gaps from 3-18. As a result, they have created a Numeracy Academy with 8 programmes that provide CLPL that is concentrated on specific numeracy strategies and targeted at Early Years, Primary teachers, Pupil Support Workers and Maths teachers (secondary). Although, the programme is open to all, key people and schools have been targeted and invited to engage with specific programmes that are supported by Numeracy specialist mentors and coaches.</p> <p>A Data Coach has been appointed in each LA to support Numeracy and Literacy. Each Coach works with individual schools/staff to analyse their data, build the use of data literacy/confidence and identify strategies to support improved learning and teaching that will have a positive impact on numeracy/literacy outcomes. The West Lothian Coach has been established for 3 months and is working with a cluster of primary schools to develop consistency of approach and target specific pupils/classes where there are identified gaps. The use of CfE level data is being tracked and will inform progress, as well as teacher confidence feedback/observations.</p> <p>To support the work of the Numeracy Academy, 2 expert pedagogues have been appointed (end of June19) and will provide training and expertise from a national perspective.</p>
1d	Literacy
	<p>A lead Literacy team has been in place since Feb 18 consisting of lead officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. It was agreed that a focus on reading would be targeted with a plan of action being devised to address this area.</p> <p>This resulted in three sub-groups forming to focus on providing a moderation platform and materials, practitioner enquiry projects and supporting the development of a reading culture. 14 practitioners engaged with practitioner enquiries and formed a support network as they developed their projects. The content and progress of these have been shared at RIC events and are live on the blog. The evolving scale and reach of these projects is currently being measured.</p> <p>A Literacy lead QIO was appointed at the end of June 19. Difficulties with recruitment led to a delay in this appointment. With this now in place, the full plan will be taken forward at pace, and will include the development of a</p>

	<p>Literacy Academy and involvement with the National Reading pilot in partnership with the Scottish Book Trust. 10 schools from each LA have been identified and have signed up to take part in this innovative project.</p> <p>The FV&WL RIC has created a formal partnership with the Winning Scotland Foundation (WSF) to deliver Numeracy Mindsets. Approximately 80 leaders and practitioners have signed up for this Masters level accredited programme which will develop a significant network of colleagues working together on developing numeracy and Maths. The WSF is also developing a unique Literacy Mindset programme in partnership with the FV&WL RIC which is being supported by Sue Ellis (Strathclyde University). At an early stage, is also the concept development of a STEM Mindset programme which FV&WL RIC will pilot once it has been created.</p>
1e	Early Learning and Childcare
	<p>A lead Early Learning and Childcare team has been in place since Feb 18 consisting of lead officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. After consideration, the team agreed to focus on the quality of learning and teaching in light of the Early Years expansion of provision. They looked at recent inspection reports from the four councils and gauged learning and teaching on average as 'Good'. The aim was to maintain and further improve from a measurement of 'Good'. To do this, they worked on a Quality Assurance framework that would provide support for improvement teams in each Local Authority. They identified pilot Early Years centres to use the framework and monitor/share progress.</p> <p>The team also identified the need to build awareness and train staff in the use of self- evaluation tools. They made use of the FV&WL Blog to share practice and provide tools for use with ongoing feedback. This also helped to build a network of practitioners who supported each other in its development and use.</p> <p>The team designed and delivered a full day conference in February 19- 'It's a Good Time to be two' where nearly 300 practitioners attended. Speakers included HMI lead and an Improvement Advisor who provided initial training on the use of Improvement Methodology. The sub groups and practitioners who had piloted the use of the QA framework also provided work shop input. The feedback from the event was very positive with all attendees finding the event useful and engaging with the work of the RIC.</p> <p>The team with the support of the lead directors were going to appoint a lead QIO, but after considerable discussion decided to appoint 4 supporting improvement officers (one from each LA) who would lead on a project and work within their own LA. They would also link directly with the other work streams for Literacy, Numeracy and CLPL. The 4 officers were recruited in June 19 and will start in August 19.</p>

1f	Improving Performance
	<p>Initially, an Improving Performance Team was established in February 18 with a range of input from data analysts, improvement advisors, Heads of Education. The remit of the team took some time to develop, with the outcome that a review of the team's plan took place in September 18 (with the lead development officer) and as a result she took over the lead role and streamlined the team and its remit.</p> <p>The team developed a Performance Profile for the Collaborative and also shared approaches to data analysis and use of data for improving performance. A lead for the team was recruited and appointed full time in February 19 (Lead Performance Officer) with a Data Analyst background. He engaged with a range of people in each of the 4 LAs to put a Data Sharing Agreement in to place. This also necessitated an Impact Assessment and input from Legal, IT and Risk teams. This has been a lengthy process which is reaching completion but has held back some of the data share that would support detailed analysis of for example, areas of attainment, that would inform planning for the Collaborative.</p> <p>The team identified and compiled a set of neighbourhood schools for Early Years, Primary and Secondary establishments and these have been established at the first Head Teachers' meetings in May/June 19.</p> <p>The Lead Performance Officer supports each work stream by providing data to inform their planning and strategy. He attends each of the work stream meetings and is integral to the Connect Team's overarching plan for the RIC.</p> <p>The Performance team is currently designing a Professional Learning series of sessions for the RIC CLPL Programme 19/20. The target audience is varied and will support senior leadership teams, teachers, practitioners and probationers. The team has also had input at the recent FV&WL RIC Conference- 'It's a Good Time to Collaborate- where the team led a work shop to engage practitioners and middle leaders in its work.</p>
1g	Career Long Professional Learning
	<p>A lead Career Long Professional Learning (CLPL) team has been in place since Feb 18 consisting of lead CLPL officers from each Local Authority (LA). They shared their own LA strategies and gauged progress based on available data. They undertook a review of school improvement plans and recent HMI reports, and from these identified areas to support. The key areas were to improve the quality of learning and teaching, and also to improve practice in self- evaluation through evidencing progress. As a result, the team designed and delivered two symposiums for practitioners where they engaged input from colleagues in HMI and Education Scotland to lead CLPL in both key areas.</p> <p>The outcomes of the FV&WL RIC Consultation in January 19 provided information for the team which steered the direction of their planning for the new CLPL programme (19/20). Eleven themes were identified as an 'ask' form practitioners and each has been developed by the team who have</p>

scoped out expertise and modes of delivery which will engage practitioners fully with each programme.

In March 19, a full time lead CLPL QIO was appointed and this helped build the momentum of the plan into action. A significant programme has been designed, developed and will begin delivery in October 19. Over 40 lead people are involved and have been developing the programme together initiated at a lead conference in June 19 by the lead CLPL QIO.

The lead CLPL QIO has with the support of the Collaborative's lead development officer reviewed and significantly enhanced the plan for Session 19/20. A number of key partnerships have been put in place to support the scope of this programme- The University of Stirling, Winning Scotland Foundation, Numeracy specialists for example La Salle Education, CPD Manager (Gateway).

The Collaborative has developed a partnership with Gateway who provide CPD Manager which is a tool to support the co-ordination, facilitation and evaluation of CLPL programmes. The FV&WL Collaborative will support all practitioners-teaching and non-teaching staff in education including partner colleagues in CLD, Ed Psych and other related areas to use CPD Manager for their access to CLPL throughout FV&WL. This will enable the four councils to collaborate fully on the use of and development of CLPL programmes. They have already started to provide joint leadership and probationer programmes. The full roll out starts in August 19.

The lead Directors strategy group understand the importance of raising and maintaining the high profile of the FV&WL Collaborative and ensuring that its purpose and work is shared and understood throughout the four councils and wider at a national level. They are supporting a series of high profile conferences to engage people with the work of the RIC, get involved and build the networks in all areas of RIC activity. The lead Development Officer has worked with the Connect team (work stream leads) to design and deliver a large scale conference –It's a Good Time to Collaborate (May 19) with speaker input from Prof Mark Priestley and Prof Andy Hargreaves who discussed collaborative professionalism with an audience of 300 middle leaders and classroom practitioners. These high profile events will continue and it has been agreed that each work stream will host an event in session 19/20 so that there is a specific RIC theme for each.

To support ongoing CLPL, the team is developing a library and will also provide texts for specific courses. A library network already exists and is being increased in reach throughout the Collaborative.

Developing the Curriculum was a significant 'ask' in the outcome of the Collaborative's consultation. As a result, the lead Director and the lead Development Officer have researched the use of an online virtual CLPL Campus which would work alongside a similar model for pupils to access the curriculum (visit to Stornoway described in 1a. The Curriculum networks are also being developed (1a).

2. Eligible costs / confirmation of actual expenditure.

Items of Expenditure

2a. Please list in the table below confirmed of expenditure relevant to the grant period.

A	B	C	D
Item	2018/19 Grant offer (£)	March Drawdown (£)	Actual expenditure to 31st July (£)
Developing the work of the RIC	£ 93,000	£119,500	£ 91,786
Leading the work of the RIC	£ 56,000	£ 27,500	£ 56,000
Numeracy	£217,900	£ 81,000	£100,484
Literacy	£217,900	£ 81,000	£ 6,750
Early Learning & Childcare	£ 83,000	£ 81,000	£ Nil
Improving Performance	£ 74,970	£345,270	£ 49,429
Career Long Professional Learning	£156,500	£164,000	£146,346
TOTAL*	£899,270	£899,270	£450,795

2b	If you have an identified underspend, can you provide information on reason.
	<ul style="list-style-type: none"> • Numeracy leads started February 19 due to recruitment issues. • Literacy lead starts July 19 (delay explained below). • 3 Data Coaches (Improving Performance) start August 19 (delays explained below). • 4 Early Years support officers start August 19 (explanation below).

3. Further information

3a	Have you experienced any other issues / problems (e.g. difficulty in recruiting the additional posts identified)? If so what actions have been taken to deliver your workstream objectives through this funding.	
	Issues/problems	Action Taken
	<p>Recruitment issues- Literacy appointed twice but backfill not available (Jan-June19).</p> <p>Data Coaches- one LA with backfill issues, 2 others appointed and HR issues led to posts being rescinded.</p> <p>Job sizing, assessment panels, lead roles, adverts, vacancy periods, differences in recruitment times – lengthy process.</p>	<p>Re-advert and on 3rd attempt appointed. The original Literacy lead continued until resolved.</p> <p>Re-advert and on 3rd attempt appointed. Re-advert for 2 other posts and appointed.</p> <p>Developing guidelines for 4 HR teams to work together to agree and align procedure and protocol.</p>
	<p>Data Sharing (DS) and lengthy process to co-ordinate across 4 councils.</p> <p>Holding up sections of work of the Performance Team.</p>	<p>Work across 4 LAs to develop Data Sharing Agreement. Framework produced. Legal teams, IT and Risk assessments, data protection checks undertaken. Impact Assessment completed.</p> <p>Performance Team worked on other areas of the plan also contributing to the development of the DS agreement.</p>
	<p>Procurement- Difficulty getting projects approved. Delaying start times for projects.</p>	<p>Business cases written and the lead Director supporting the process to overcome challenges. Revision of start times of projects eg. CLPL programme (August moved to October 19).</p>

3b	Has the focus of your objectives changed significantly since your approved Phase 2 plan?	
	<p>The priorities of the Phase 2 plan remain unchanged and will be expanded to include a further priority- Health & Well Being. However, the focus within each priority has shifted with the appointment of the lead Development Officer and new full time lead work stream posts.</p> <p>The lead Directors Team, the Numeracy Team and the Connect Team identified the need to have a larger focus on Numeracy. This was due to the significant attainment gaps identified between various levels. As a result, it was agreed to appoint 2 lead Quality Improvement Officers. This has enabled the scale of development to be increased considerably and at pace.</p>	

<p>With the evolving development of the CLPL plan and as a result of the Consultation, a range of new opportunities became available to progress for example, the projects with Winning Scotland Foundation and Conference development which supports networking and engaging practitioners with collaborative projects throughout the RIC.</p>
