South West

Educational Improvement Collaborative

Phase 2 Plan

September 2018

Excellence through collaboration

Introduction and Rationale

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

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

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

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

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

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

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

In 2015 the OECD published a review of schools in Scotland with one of the conclusions being that in order to take Curriculum for Excellence forward and build on what has already been accomplished, there was a need to strengthen professional leadership of Curriculum for Excellence and the "middle":

> "Having implemented CfE at the system level, the centre of gravity needs to shift towards schools, communities, networks of schools, and local authorities in a framework of professional leadership and collective responsibility. . . . . We believe in reinforcing the "middle" through fostering the mutual support and learning across local authorities, together with schools and networks of schools." (OECD, 2015, p.21).

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

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

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

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

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

We will monitor the progress we make on our priorities and commitments to make sure we are meeting what we set out to do. Our authorities have all published Standards and Quality reports which set out what we know about education in the South West and the context in which our children and young people learn. Our standards and quality reporting tells us what we are doing well individually, and where we should look to improve collectively. This Phase 2 plan now sets out the actions we will take during the coming year and the performance measures which tell us how we know we are making a difference as an improvement collaborative.

Collaboration and Advantages in Scale

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

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

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

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

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

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

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

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

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

National Priorities

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

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

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

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

Priority Focus	Priority Outcome 1	Why is This An Issue?	What Will We Do	Our Targets Are
Collaborative Scale	Ensure children benefit from the highest quality of early learning and child care.	27 – 30 month child health review shows poorer outcomes for children living in Quintile 1 of the Scottish Index of Multiple Deprivation	**Priority Workstream 1** Build leadership capacity by collaborating on professional learning, with a focus on closing the gap between the most and least deprived children and ensure high quality outcomes for all.	Improve outcomes for children living in Quintile 1 of the Scottish Index of Multiple Deprivation as measured by the 48 month child health review.

Priority Focus	Priority Outcome 2	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism (NIF)	Improve attainment in literacy and numeracy through the broad general education for all learners.	Teacher professional judgment data across the Broad General Education across the south west shows a degree of inconsistency	**Priority Workstream 2** Improve pace and challenge for learners by improving processes for planning learning, teaching and assessment in the BGE and by developing consistency in teacher professional judgements.	Improve attainment data for all cohorts assessed by achievement of Curriculum for Excellence levels and Scottish National Standardised Assessment results.

Priority Focus	Priority Outcome 3	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism & Closing the Gap (NIF)	Improve attainment more quickly for children and young people who are most disadvantaged.	Almost all measures of attainment and engagement show a significant gap in outcomes between the most and least deprived children and young people.	**Priority Workstream 3** Share effective practice on the use of Pupil Equity Fund and strategies for closing the gap, further develop systems for tracking and monitoring pupil progress and measuring the impact of PEF.	Improve attainment, attendance, leaver destinations and reduce exclusions for the most deprived children and young people.

Priority Focus	Priority Outcome 4	Why is This An Issue?	What Will We Do?	Our Targets Are
Leadership (NIF)	Ensure all our learners are ready for learning, life and work by ensuring teachers and head teachers across SWEIC are confident in supporting learners and delivering appropriate pathways for all.	Post school participation measures are generally poorer for young people vulnerable due to deprivation or having been looked after. Engagement of young people is better where the curriculum is relevant.	**Priority Workstream 4** Build leadership capacity to improve the learner journey.	Raise attainment and engagement for all young people and improve post-school destinations across the South West, especially for the most vulnerable groups including those deprived or care experienced.

Strategic Approach and Priorities

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

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

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

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

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

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

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

3. **Collaborative Scale.**
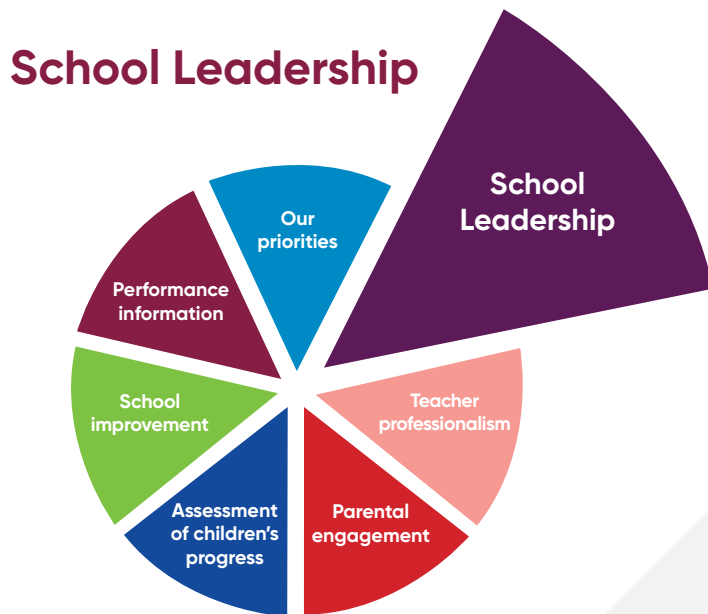
School Leadership

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

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

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

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

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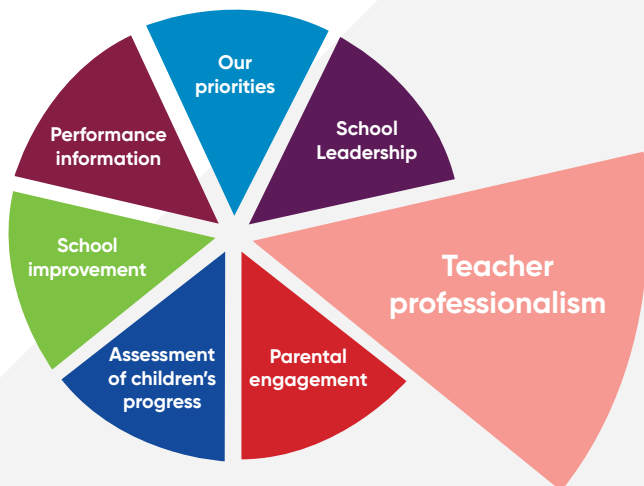
Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on learners' progress and achievement.

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

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

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

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

Associated Collaborative Activities/Workstreams

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

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

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

Workstream Progress

January – August 2018
and Phase 2 High Level Action Plans
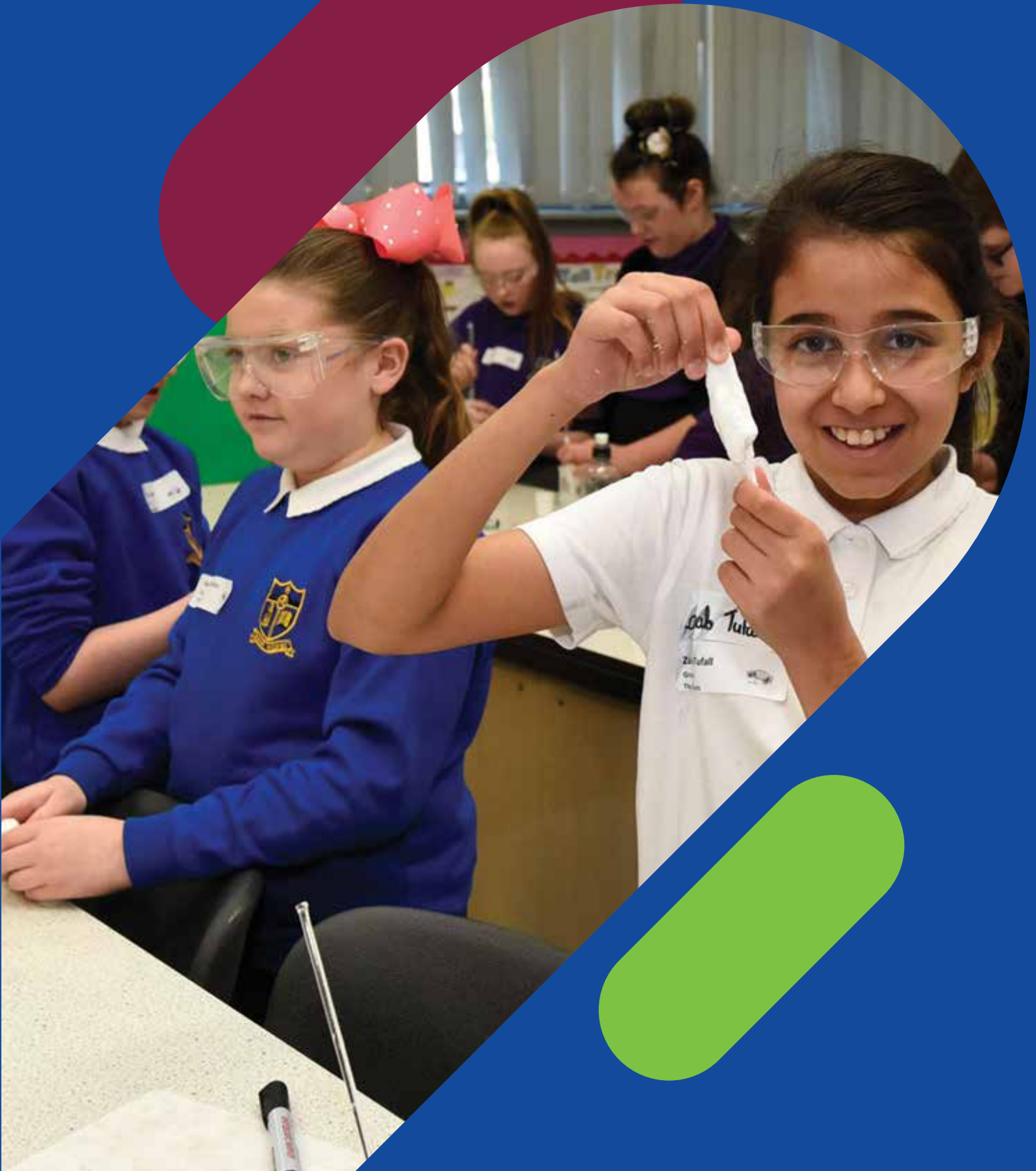
SWEIC Priority focus	Priority work streams	Impact/Progress: Jan 2018 – August 2018
Collaborative Scale	1. Early years: maintaining high quality experiences for children while delivering 1140 hours provision.	• All authorities met in August to revise the initial action plan. All agreed there will be a strong focus on improving learning, teaching and assessment and building leadership capacity in ELCC settings across the collaborative.
Teacher Professionalism	2. Broad general education: improving pace and challenge for learners through consistency in teacher professional judgements (moderation of assessment).	• Survey (801 responses) seeking views of staff on all aspects of assessment and moderation. Feedback letter sent to all. • All authorities have agreed on criteria for 4 stages of assessment within a level to ensure consistency of expectations when moderating across the RIC. All authorities have agreed to pilot new levels 2018/19. • Consultation with QAMSOs to plan next steps in response to survey. QAMSO and subject specialist event planned for November 2019.
Teacher Professionalism & Closing the Gap	3. Closing the gap: sharing effective practice on the use of Pupil Equity Fund.	• Head teacher PEF event , February 2018: keynote speakers and range of workshops from all 4 authorities sharing good practice in the use of PEF. • Maths Event, March 2018: staff from SWEIC attended presentations from Glasgow's Improvement Challenge, Glasgow Counts and EAC – Growth Mindset. • Principal Teacher PEF event, June 2018: key note speakers and a range of workshops from all 4 authorities sharing good practice in the use of PEF. • Working with SCEL to offer a bespoke leadership programme for Principal Teachers.
Leadership	4. Building leadership capacity to improve the learner journey.	• Secondary Head teacher Event, May 2018: consultation to identify school level priorities. • School priorities organised into themes. Analysis will match schools identifying priorities with schools offering to share their practice. • Increased collaboration across SWEIC secondary head teachers.

Additional Related Work	
Literacy	North Ayrshire Council and East Ayrshire Council have committed to the collaborative planning and delivery of a professional learning and development opportunity for practitioners. As stated earlier in this plan, the most important decisions are made in classrooms and we wish to develop and enhance the professional capacity of practitioners in Primary 1. This is a crucial stage where the building blocks of literacy and numeracy need to be in place in order to ensure young people are able to attain and achieve. A key element will be to match practitioners from similar localities across both local authority areas and support them in enhancing their pedagogical approaches to literacy learning at the later stages of the Early Level curriculum. They will be trained in the delivery of universal and targeted approaches to support learners at all levels.
Staffing	Recruitment challenges: The group agreed to make a joint bid to Scottish Government to seek funding to retrain de-registered teachers using local authority staff in order to increase teacher numbers in each local authority. Senior Leadership Development Opportunities: Agreed to consider advertising secondments/ temporary promoted post vacancies within SWEIC. Application processes: Agreement to seek standardisation of application processes across each local authority. Awareness of national supply database and possible single application. View to continue to progress for HT, DHT and PT application forms and references. Staffing formulae: Each local authority shared their staffing 'standard' to identify potential efficiencies. Transfer of surplus teaching staff: Agreed to consider transfer option for surplus staff across other LAs.
ASN	ASfL lead officers from each authority have initiated discussions on sharing good practice and expertise across the collaborative. The focus of regular meetings over the course of 2018-19 will be to share learning opportunities between services, in particular sharing interventions and strategies to support learners with all ASfL staff.
ICT	ICT Coordinators from all 4 authorities and Ayrshire College work collaboratively to support each other. When organising CLPL opportunities, a small number of places on training courses are offered to staff in the other authorities as well as college staff, where possible. The group are currently organising a pupil event in October involving approximately 200 P6 pupils from the collaborative coming together for a day of coding and programming. There will be mentors from local businesses as well as Computing and Engineering students from Ayrshire College supporting the young people.
Psychological Services	Principal psychologists have met and discussed how to support the collaborative workstreams. Training is being offered on measuring outcomes and impact using improvement science. Good practice and challenges have been identified across the collaborative and services are beginning to work together to share knowledge and expertise e.g. nurture training for foster carers. Psychologists will be consulted to identify strengths and development needs and a SWEIC conference is planned in January 2019 for all psychologists to share good practice around common themes including mental health and care experienced young people.

Theme	Immediate Outcome We will know we are making good steps along the way WHEN.....	Our Contribution So we need to.........	Critical Activities By..........
Ensure children benefit from the highest quality of ELC provision	SWEIC, with its partners, is working together to enhance the quality of learning, teaching and care for all children aged 3-5 years and eligible 2 year olds, working across the system to build strong practice that will focus on closing the gap between the least and most deprived children	• Work together to share learning on communication, speech and language interventions. • Develop a leadership programme for managers and EY leaders, making use of partners where appropriate • Share learning from the 2YOU Practicum on improving uptake of eligible 2s places	• Mapping current communication, speech and language interventions across the SWEIC. • Identifying, promoting and sharing good practice across the SWEIC. • Identifying ways to measure the impact of early intervention strategies. • Mapping current leadership learning programmes • Measuring impact of current programme. • Using impact data to design a leadership development programme • Participating in the 2YOU Practicum • Sharing learning and scaling up activity across the SWEIC, where appropriate.
	CRITICAL INDICATORS 1. Evaluations on QI 2.3 – learning, teaching and assessment – are improved. 2. Care Inspectorate evaluations are improved.	**CRITICAL INDICATORS** 1. A draft leadership programme is in place. 2. Evaluations on QI1.3 factors are improved. 3. Evaluations of management and leadership by the Care Inspectorate are improved.	**CRITICAL INDICATORS** 1. Early intervention strategies for communication, speech and language are in place. 2. Early years staff are engaged in high quality leadership development programmes. 3. The % uptake of eligible 2 places is increased across the SWEIC

Theme	Immediate Outcome We will know we are making good steps along the way WHEN.....	Our Contribution So we need to..........	Critical Activities By..........
BGE: Assessment and Moderation	All teachers are confident about making professional assessment judgements and there is improved validity and reliability of assessment data in the BGE	• Win hearts and minds: ensure that all leaders and teachers understand why effective formative assessment strategies underpin our vision for high quality learning, teaching and assessment in the SWEIC. • Review and improve processes for planning learning, teaching and assessment in the BGE. • Enhance leadership capacity in all establishments and empower teachers to take direct responsibility for the improvement agenda. • Develop stage / subject specialist collaboration and expertise in pedagogy and assessment across the SWEIC. • Create opportunities for all teachers to take part in SWEIC moderation activities across stages and curricular areas on a regular basis. • Work towards consistent systems to ensure that all schools receive high quality evaluative feedback on planning learning, teaching and assessment • Develop innovative CLPL strategies.	• Identify partners within and beyond the region to develop a shared strategic vision for learning, teaching and assessment in the BGE. • Involve all teachers / staff (and also learners, parents and other partners) in self-evaluation activities which identify strengths and development needs across the region. • Develop a range of CLPL strategies which build leadership capacity in every establishment to provide bespoke training for each school and the SWEIC, and maximise opportunities for collaborative learning and working across the region. • Create regional subject teams that will collaborate across stages and curricular areas to develop practice, support planning for progression and reduce workload for others. • Work towards agreed systems /criteria for planning of learning, teaching and assessment as well as moderation with lead learners. • Work with lead learners to develop complimentary quality assurance processes which involve teachers observing learning, teaching and assessment across the region. • Identify dedicated time for this work in 35 hour working time agreements. • Seek opportunities to review and improve the impact of tracking and monitoring in the BGE.
	Well planned high quality learning, teaching and assessment improve the pace and challenge in learning in the BGE for all learners		
	CRITICAL INDICATORS 1. Attainment data (CFE levels, SNSA) and engagement for all cohorts including equity groups. 2. Evaluations of QI 2.3 in Education Scotland inspections, self-improvement visits and school self-evaluation. 3. Evaluations of planning, learning, teaching and assessment via moderation feedback. 4. Evaluations of the impact of CLPL strategies on teacher professionalism.	• Measure performance at SWEIC, authority and school level. • Ensure data is used intelligently • at all levels to drive improvement.	• Develop baseline measurements, key performance measures and targets over a three year period. • Deliver training for schools on effective target setting in the BGE.

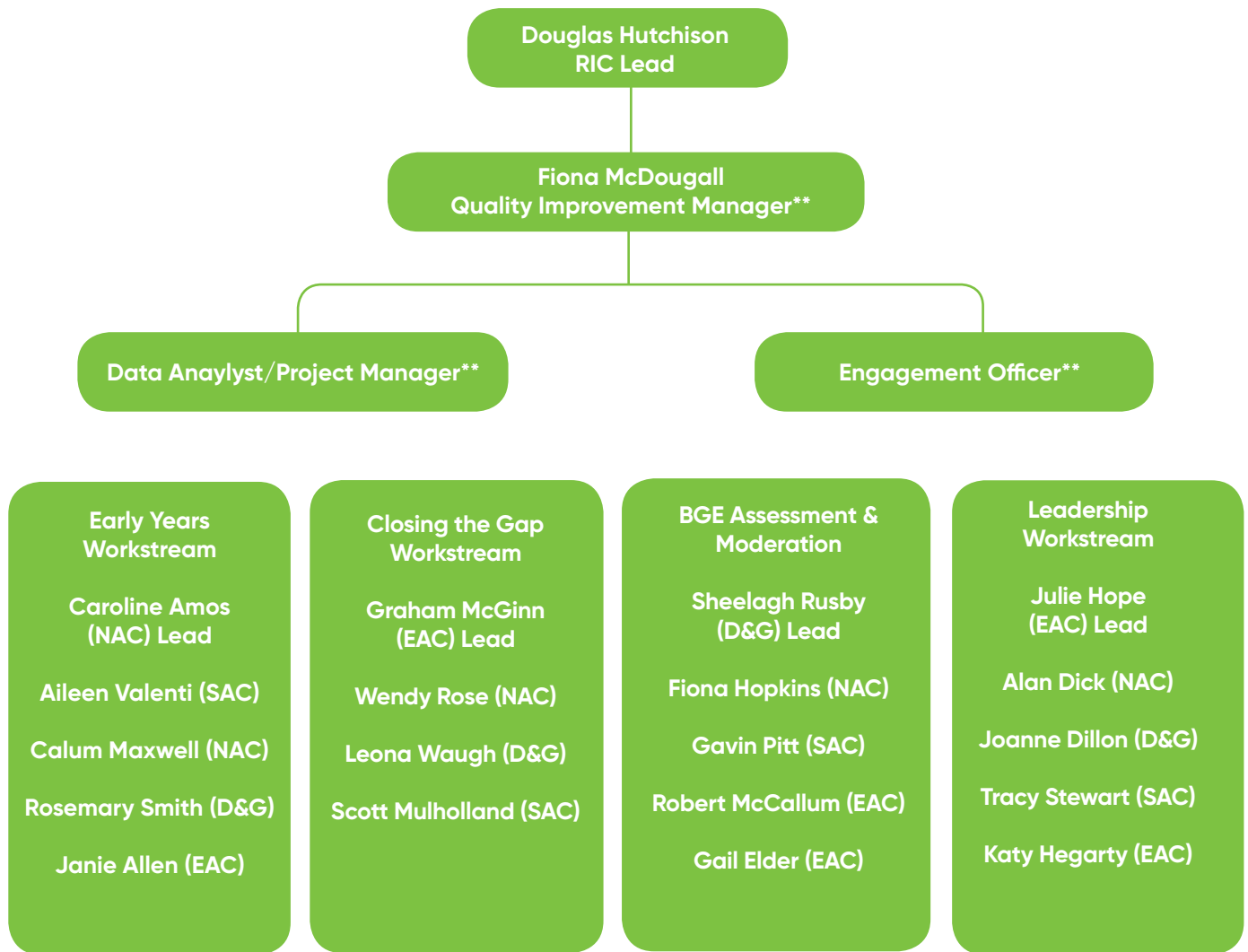| Theme	Immediate Outcome We will know we are making good steps along the way WHEN.....	Our Contribution So we need to..........	Critical Activities By..........
Improvement in raising attainment while narrowing the poverty related attainment gap in literacy, numeracy and health and wellbeing, including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

Theme	Immediate Outcome We will know we are making good steps along the way WHEN.....	Our Contribution So we need to..........	Critical Activities By..........
Enhance Leadership Capacity and Collaboration	All headteachers feel empowered to take forward key aspects of improvement and curriculum in their centres, and grant the necessary agency to staff to take forward identified aspects across the collaborative	• Gain staff confidence, ensure that all leaders and teachers understand why effective understanding of leadership of change at all levels, will ultimately improve outcomes for young people via clear rationale. • Develop stage / subject specialist collaboration in all aspects of secondary curriculum including learner pathways and destinations. • Create opportunities for all teachers to take part in subject-based activities across stages and curricular areas on a regular basis. • Develop innovative CLPL strategies that make best use of time available, addressing identified school level priorities. • Identify and share existing excellent practice in all areas.	• Identifying partners within and beyond the Region to develop a shared strategic vision for curriculum, subject support, leadership of change and pupil support. • Involving all teachers / staff (and also learners, parents and other partners) in self-evaluation activities which identify strengths and development needs across the region by facilitating consultation across the collaborative in a meaningful way. • Consult with head teachers to identify common themes across school priorities and create partnerships to collaborate on common themes across the region. • Developing a range of CLPL strategies which build leadership capacity in every establishment and maximise opportunities for collaborative learning and working across the region
	All headteachers have developed and are sustaining meaningful collaborative relationships within, across and beyond their families of schools or thematic partner schools in a variety of contexts, and levels of leadership.		• Creating regional subject and pupil support teams that will collaborate across curricular areas to develop excellent practice. • Working with lead learners to develop complimentary quality assurance processes which involve teachers across the collaborative. • Identifying dedicated time for this work in 35 hour working time agreements. • Identifying specific support in respect of implementation of HWB data collection through NIF.
	CRITICAL INDICATORS 1. Attainment data (CfE levels, SQA) and engagement for all cohorts including equity groups. 2. Evaluations of QI 1.3, 3.1, 3.2 and commentary on QI 2.2 in Education Scotland inspections, self-improvement visits and school self-evaluation. 3. Evaluations of the impact of CLPL events and facilitated collaboration at all levels of school leadership	• Measure performance at regional, authority and school level • Ensure data is used intelligently at all levels to drive improvement	• Develop baseline measurements, key performance measures and targets over a three year period • Continually revisit families/ partnerships of schools construct for efficacy and expedience of collaboration.

Workforce Planning 2018/19

Douglas Hutchison
RIC Lead

Fiona McDougall
Quality Improvement Manager**

Data Anaylyst/Project Manager**

Engagement Officer**

Early Years Workstream	Closing the Gap Workstream	BGE Assessment & Moderation	Leadership Workstream
Caroline Amos (NAC) Lead	Graham McGinn (EAC) Lead	Sheelagh Rusby (D&G) Lead	Julie Hope (EAC) Lead
Aileen Valenti (SAC)	Wendy Rose (NAC)	Fiona Hopkins (NAC)	Alan Dick (NAC)
Calum Maxwell (NAC)	Leona Waugh (D&G)	Gavin Pitt (SAC)	Joanne Dillon (D&G)
Rosemary Smith (D&G)	Scott Mulholland (SAC)	Robert McCallum (EAC)	Tracy Stewart (SAC)
Janie Allen (EAC)		Gail Elder (EAC)	Katy Hegarty (EAC)

Development work to support all workstreams *

Additional Groups

Staffing: JohnThin (D&G); Alison Mair (NAC); Jacqueline Galloway (SAC); Kenneth McNamara (EAC)

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

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

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

** Additional Funding requested for posts.

Governance Arrangements

Task Groups: Officers with lead responsibility for specific aspects of the SWEIC plan will form task groups with appropriate membership from all four local authorities as well as relevant staff from Education Scotland and other strategic partners.

Involvement by other bodies and individuals: The ex officio members of the Strategic Officers Group will ensure appropriate consultation within their local authority on the content of the SWEIC Plan. The relevant senior officer from each local authority will take responsibility for consultation, as appropriate, with the Local Negotiating Committee for Teachers and the Joint Consultative Committee. The RLO will consult with trade union representatives on a regular basis. Within the funding bid, it is proposed to employ an engagement officer who will be responsible for engaging with young people, in particular those experiencing poverty in rural areas; engaging with partners including parents, young people, college and businesses as relevant to the workstreams. Where the SWEIC is approached on matters not contained in the plan or outwith the stated priorities, these will be referred back to the constituent local authorities for action and will not be the responsibility of the SWEIC as a collaborative.

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

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

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

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

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Appendices

Appendix 1: Profile of the South West and Performance Information

The SWEIC is made of four local authority areas, North, South and East Ayrshire and Dumfries and Galloway. Between them they cover an area of around 3,603 square miles in the South West of Scotland. The four authorities between them have a total population of around 520,000 representing approximately 10% of the population of Scotland. In addition to the main towns in each authority, there is a considerable rural area comprising smaller towns and villages which are served by a large number of smaller schools. The pupil population is just under 67,000 across 281 schools with a further 9,000 children in early learning centres. The pupil teacher ratio across the South West is 13:1 with 5,112 teachers in schools and a further 82 in early learning centres.

The distribution of relative deprivation varies widely between the four authorities as indicated by the Scottish Index of Multiple Deprivation. North Ayrshire has around 43% of pupils in deciles 1 and 2 of the SIMD while Dumfries and Galloway has around 10% in deciles 1 and 2. While East, North and South Ayrshire have a majority of pupils in Deciles 1-5 (68%, 70% & 60% respectively), Dumfries and Galloway has 50%. The following table shows the percentage of pupils distributed by SIMD decile in each of the SWEIC authorities.

Table 1: Percentage of pupils (primary, secondary and specialist sectors) by SIMD Decile 2017-18

	1	2	3	4	5	6	7	8	9	10
D&G	5.4	4.2	8.7	17.7	14.8	23.8	9.6	6.3	4.1	5.4
East	12.7	21.4	11.1	13.1	9.8	5.8	6.0	7.9	8.4	3.9
North	16.3	26.6	12.2	9.8	5.8	6.6	7.1	5.8	7.9	1.7
South	8.5	10.2	9.6	16.8	14.7	9.0	3.1	9.3	10.0	8.7

Source: Scottish Government. Pupil Census Supplementary Tables 2017-18

Table 2: 27-30 Month Checks 2016-17

	D&G	East Ayrshire	North Ayrshire	South Ayrshire
% reviewed	92.8	93.9	96.6	94.9
% No concerns	78.7	63.7	76.2	67.9
% Any concerns	20.3	24.0	21.3	23.0

Source: ISD (27m_Tables_Apr18)Table 3: Attainment across the BGE (December 2017)

Table 3: Attainment across the BGE (December 2017)

	P1	P4	P7	S3 (L3+)	S3 (L4+)
D&G					
Reading	80	76	73	87	46
Writing	77	68	66	86	46
Listening and talking	83	82	80	89	48
Numeracy	82	71	69	86	52
East					
Reading	80	67	64	86	50
Writing	76	62	59	85	47
L&T	85	78	70	88	49
Numeracy	81	63	57	85	48
North					
Reading	81	75	76	89	50
Writing	78	69	69	88	49
L&T	88	82	83	88	51
Numeracy	83	75	73	81	55
South					
Reading	85	83	80	92	58
Writing	82	78	74	91	57
L&T	89	87	86	93	57
Numeracy	92	85	80	90	50
Scotland					
Reading	80	77	76	90	51
Writing	77	71	69	89	48
L&T	85	83	81	91	51
Numeracy	83	75	70	88	56

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

		Reading	Writing	Listening & Talking	Numeracy
D&G	P1	16%	23%	25%	14%
	P4	16%	15%	6%	4%
	P7	31%	32%	24%	25%
	S3 (L3+)	45%	50%	35%	29%
	S3 (L4)	113%	97%	85%	148%
East	P1	25%	30%	23%	23%
	P4	45%	44%	25%	26%
	P7	56%	52%	41%	86%
	S3 (L3+)	26%	26%	21%	25%
	S3 (L4)	105%	97%	102%	76%
North	P1	13%	42%	15%	25%
	P4	27%	42%	17%	25%
	P7	21%	30%	16%	21%
	S3 (L3+)	15%	15%	13%	25%
	S3 (L4)	88%	92%	69%	59%
South	P1	15%	23%	8%	8%
	P4	27%	44%	20%	18%
	P7	36%	36%	38%	29%
	S3 (L3+)	14%	15%	12%	13%
	S3 (L4)	88%	105%	108%	152%

The percentages in the table above represent the difference between the percentage of children at quintile 1 and quintile 5 achieving expected levels calculated as a percentage of the quintile 1 figure. For example, in D&G, the percentage of children at quintile 5 achieving the expected CfE reading level at P1 is 16% greater than the same figure for children at quintile 1. The greatest gaps appear to be for those young people achieving 4th level by S3.

Table 5: Percentage achieving Literacy and Numeracy at Level 4 & 5 (All Leavers) 2017)

	Lit L4	Lit L5	Num L4	Num L5	L&N L4	L&N L5
D&G	95	78	91	70	90	67
East	94	78	93	72	91	68
North	95	82	88	67	87	64
South	96	86	93	73	92	72

Source: Insight Leaver Data 2017

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

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Gap (most and least deprived)*
D&G	613	751	975	1034	1125	+84%
East	576	800	994	1012	1171	+103%
North	661	852	1073	1092	1210	+83%
South	715	952	995	1167	1367	+91%

*The gap is calculated here by subtracting Q1 from Q5 and calculating the difference as a percentage of the total for Q1. Therefore, for example, young people in Quintile 5 in D&G, on average, achieved 84% greater tariff points than those at Quintile 1.

Education Scotland Inspections 2016-2018

	1.1 Good or better	1.3 Good or better	2.3 Good or better	3.1 Good or better	3.2 Good or better	Further inspection
ELC	100%	62%	58%	67%	64%	3
Primary	78%	48%	52%	65%	57%	6
Secondary	100%	75%	75%	75%	100%	1

From August 2016 until June 2018, 24 ELCC settings, 31 primary schools and 4 secondary schools have been inspected in the SWEIC. Analysis shows that in ELCC settings and in primary schools the highest evaluated quality indicator was 3.1. In secondary schools the highest evaluated quality indicator was 3.2. The lowest evaluated quality indicator in ELCC was 2.3 and in primary, 1.3. Based on the analysis of key strengths and areas for improvement in the Summarised Inspection Findings published by Education Scotland, schools across the SWEIC would benefit from a focus on assessment and moderation through the broad general education.

Appendix 2:
Summary of Current Local Authority Planning

Table 7: Current Priorities Identified in Local Authority Improvement Planning

Dumfries and Galloway	
Raising Attainment	• To spread numeracy and literacy interventions which have had a significant impact • Excellence and Equity groups to continue to identify key themes to raise attainment in literacy and numeracy • Revise literacy and numeracy strategy and action plans and cascade to all staff • Continue to support ELC practitioners' confidence in assessing progress and planning next steps • Continue to apply improvement methodology to scale up Words Together as an intervention • Continue to work in partnership with speech & language therapy to support the Talking, Listening and Questioning programme • Further develop assessment, monitoring and tracking arrangements • Further develop staff's shared understanding of moderation procedures and standards • Continue to develop early years education to ensure strong foundations in literacy and numeracy • Develop use of BGE Benchmarking Toolkit
Closing the Gap	• Support schoosl in using PEF to improve outcomes for disadvantaged learners • Further build capacity of staff to create strong outcomes and measure intervention impact • Phase 2 of access to 1140 hours for nursery children • Development of the role of Senior ELC practitioners to work with children and families in areas of multiple deprivation • Focus target interventions through Excellence and Equity groups to raise attainment of specific groups: LAC/ASN/FME/Q1&2/Males • Progression pathways in senior phase to ensure equity • Roll out Better Relationships Better Learning programme • Implement improvement plans; Educational Psychology Service; Safeguarding and Inclusion Support Team
Health and Wellbeing	• Excellence and Equity HWB group to continue to research strategies to increase mental wellbeing and promote nurture • Development of a mental health framework for primary and secondary schools. • Engagement with third sector providers within mental health framework • Sugar Smart – reduce sugar consumption • Development of a digital health intervention
Positive Destinations (Curriculum)	• Development of a Senior Phase strategy which supports effective partnerships • Improve use of data to evaluate the effectiveness of post school pathways • Expansion of winter leavers pilot • Extension of the land based Dumfries and Galloway employability award • Embed skills in curricular delivery linked to the employability framework • Update of CLPL for all teachers to support their role in developing employability skills.

Leadership	• Further use of self-evaluation to measure the impact of participation in the range of leadership development opportunities • Ensure an integrated and consistent approach to teachers' professional learning and leadership development • Implement an authority approach to coaching and mentoring to build capacity amongst leaders at all levels • Improve communication with leaders at all levels in relation to leadership development opportunities locally and nationally
Improvement	• Strengthen strategic leadership to support and challenge continuous improvement through a self-improving system of collaborative reviews • Continue to support school use of improvement methodology to plan, carry out and measure impact of interventions • Develop and support use of BGE Benchmarking Toolkit • Continue to support use of Insight Senior Phase benchmarking tool

East Ayrshire Council	
Raising Attainment	• All centres will have a continued focus on literacy and numeracy outcomes using effective pedagogy. • Work within SWEIC to provide CLPL opportunities supporting staff to work with the moderation framework and ensure a consistent approach to high quality learning, teaching and assessment • A wide range of data is used to make reliable and consistent judgements about learners' progress and achievement • Ensure all young people have the opportunity to gain literacy and numeracy qualifications linked to SCQF at the point of leaving school • Support centres to develop approaches to DFS and pursue accreditation • Provide CLPL to ELCC practitioners to further develop skills • Work with ELCC practitioners and P1 teachers to further develop high quality approaches to delivering literacy and numeracy.
Closing the Gap	• Implement Scottish Attainment Challenge improvement plan • Continued focus on developing and embedding strategies to support the development of speech, language and communication skills in young children • Ensure that PEF is effectively targeted to improve outcomes for learners and that progress of spend and evaluation of impact is monitored • Provide a strategic approach to parent and learner engagement • Staff supported to interrogate and analyse their data to identify progress and areas for early intervention • Provide CLPL opportunities to ELC practitioners to further develop skills and expertise in the workforce during the expansion programme.
Health and Wellbeing	• Implement the HWB policy and Mental Wellbeing Framework • Develop use of locality health information to inform HWB curriculum • Embed the Relationships Framework • Improve practices to support Young Carers • Implement actions aligned to "Every Child, Every Chance" • Increase number of centres accredited for SportScotland Awards • Develop digital learning to support safer practices online • Embed curriculum led outdoor learning for all learners • All centres achieve Bronze level for Rights Respecting Schools Award.

Positive Destinations (Curriculum)	• Develop digital skills for all learners and support centres to register for the Digital schools Award • Increase understanding and assimilation of current labour market information across all stages to develop a curricular offer which is responsive to skills gaps in the economy • Raise awareness of apprenticeships and increase the number of young people undertaking these pathways across all stages • Increase the range and number of vocational programmes, opportunities for wider achievement and work placements. Continue to implement and embed the Career Education Standard.
Leadership	• Develop staff wellbeing via a planned programme of educationally accessible events • All centres and education service to improve levels of communication to enable increased staff awareness of strategic direction
Improvement	• Senior leaders and education centre staff will be actively engaged in a programme of Learning Visits to support centres with their self-evaluation • All centres will continue to ensure that high quality learning and teaching is a priority area of focus by implementing EAC Teaching and Learning Policy and other national programmes, practitioner enquiry and academic research.

North Ayrshire Council	
Raising Attainment	• Develop and implement a strategic vision for learning and teaching • Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching • Integrate a range of personal and wider achievement options into learning programmes.
Closing the Gap	• Ensure effective support for children and young people within the framework 'Fair for All'. • Encourage and support active collaboration and engagement with parents, including family learning in partnership with other council directorates and partners • Continue to implement plans for early years expansion to 1140 hours by 2020 • Ensure our school estate provides high quality learning environments. • Maintain a specific focus on reducing poverty related attainment gap and maximising the learning potential of specific groups of learners including care experienced young people.
Health and Wellbeing	• Develop and implement a coherent mental health strategy and intervention framework • Embed and extend nurturing approaches to advance inclusion.

Positive Destinations (Curriculum)	• Further develop senior phase pathways leading to qualifications and awards at all levels • Strengthen collaboration with FE and HE, employers, commerce and the third sector. • Continue to support young people with ASN to secure sustained destinations that meet their needs • Work towards embedding national career and work placement standards • Ensure our young people leave school with the skills employers need • Work with key partners to enable young people to participate in appropriate apprenticeship programmes.
Leadership	• Support and strengthen the professional capacity of staff • Implement a framework to ensure development of high quality leaders of learning.
Improvement	• Ensure rigorous self-evaluation approaches which will support continuous improvement • Further refine our approaches to the use of data and research, including benchmarking Teachers' Professional Judgement, national standardised assessments and 'what works' elsewhere • Further develop reporting of management information to inform policy and practice and to meet the requirements of the NIF.

South Ayrshire Council	
Raising Attainment	• Increase the percentage of children achieving all developmental milestones • Increase the percentage of children and young people achieving expected Curriculum for Excellence levels in reading, writing, listening and talking and numeracy • Increase the percentage of all leavers achieving SCQF levels 4 and 5 in literacy and numeracy • Increase the availability of parenting programmes and family learning programmes in all schools. • Develop a consistent approach to tracking and monitoring in the BGE across all schools • Develop the use of assessment to support learning and teaching and teachers' professional judgements • Review curricular frameworks • Develop and implement a Digital Learning Strategy
Closing the Gap	• Increase uptake of 2 year olds funded ELCC places • Increase the percentage of children and young people in the lowest 20% SIMD and looked after children achieving all developmental milestones and expected CfE levels • Increase tariff points for young people in the lowest 20% SIMD and looked after children and young people. • Reduce exclusions and improve attendance of all, including those in the lowest 20% SIMD and looked after children/ young people. • Introduce the BGE Benchmarking Toolkit • Improve tracking and monitoring of young people in the lowest 20% SIMD and looked after children/ young people. • Monitor and evaluate unified senior phase to increase personalisation, relevance and choice for the lowest achieving young people

Health and Wellbeing	• Implement mental health and wellbeing action plan • Continue to develop nurture strategy across EYC, school, carers and children's houses • Develop a strategic approach to monitoring and tracking children's and young people's HWB • Continue to revise planning and assessment processes in PSE/HWB within the BGE • Increase the uptake of Healthy Start by March 2020 • Increase the percentage of pre-school children achieving health and wellbeing milestones • Increase the percentage of children with additional support needs who are accessing opportunities through Active Schools • Ensure children and young people experience a rights respecting environment
Positive Destinations (Curriculum)	• Increase the range of vocational qualifications and the range of learner pathways in the senior phase • Increase the number of employers engaged with schools/centres • Increase the number of people achieving an Early Years practitioner qualification • Increase the percentage of young people in the lowest 20% SIMD and looked after young people staying on at school & achieving positive destinations • Embed the Careers Education Standard in the learning experiences of all establishments
Leadership	• Implement refreshed PDR for staff • Continue to develop leadership capacity at all levels
Improvement	• Improve evaluations of quality of learning and teaching to good or better in all schools • Improve evaluations of leadership of change to good or better in all schools • Improve evaluations of raising attainment and achievement to good or better in all schools • Increase the number of parents reporting satisfaction with the level of feedback they received from schools about their child's education

Appendix 3:
Summary of consultation responses and engagement in developing the phase 2 plan

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

- December 2017- Survey of staff and chairs of Parent Councils.
- February 2018 – Feedback from Head Teachers attending national PEF event.
- March 2018 – Feedback from staff attending SWEIC maths event.
- April 2018 – SWEIC Assessment and Moderation Survey of Staff Views.
- May 2018 – Secondary Head Teacher Leadership Event.
- June 2018 – Feedback from Principal Teachers attending SWEIC PEF event.
- June 2018 – Consultation with Head Teachers re Phase 2 Improvement Plan
- August 2018 – Consultation with Trade Unions.

Engagement event:
Pupil Equity Fund Sharing Good Practice arranged jointly between Scottish Government and The PEF Work stream members of the South West Educational Improvement Collaborative, 26th February 2018, Park Hotel, Kilmarnock.

The event was attended by around 240 participants who were mainly head teachers from across the collaborative. With approximately 280 schools across the south west, some of which are shared headships, attendance was very good. In addition to the follow up evaluation survey carried out by Scottish Government colleagues, attendees were asked in the final session to offer their comments on the collaborative and future directions. The comments were collated from each table and the following themes emerged:

- Share good practice through the collaborative
- The collaborative focus is right and we need to build on the enthusiasm of the event
- Require to focus on numeracy and engage class teachers and principal teachers
- Closing the gap is an on-going task and working on it at collaborative level is positive
- We need to become more skilled in matters related to staffing the interventions and use of pupil equity fund
- Need more on meeting learners' needs
- More regional PEF events
- Repeat these events for class teachers and principal teachers
- More joint in-service sessions across the collaborative
- Focus on use of data, including baselining this year and follow up in a year
- Work in families of schools and offer visits to establishments
- Use ICT to share effective practice
- Involve other services and focus on family level interventions
- Build on the momentum and enthusiasm.

Engagement event:
All but 6 of the secondary head teachers from across the collaborative gathered at Dumfries House, Cumnock on 13th March 2018 to focus on enhanced leadership capacity and collaboration. The day was organised and led by the leadership work stream which included a senior officer from East Ayrshire and a head teacher from each of the four local authorities in SWEIC. In a workshop activity, participants addressed the following question with the consensus noted:

- In an ideal world there would be no barriers to collaboration. What could our future collaboration look like?
- Develop a collective moral purpose and share the four workstreams more widely
- Clarity of purpose, define more clearly what SWEIC is and is not
- Articulate clearly the link between school, authority, collaborative and national priorities and planning as well as Children's Services Planning, locality planning
- Individual and school commitment
- An understanding of how to collaborate
- Time, support and freedom to explore
- Re-establish what is meant by working in families of schools
- Working together on identified themes, e.g. DYW, learner pathways
- Create a context of challenge as well as support
- Ensure collaboration occurs at all levels of leadership including PTs and DHTs.

The participants also shared their current school improvement priorities with each other and considered where they might work collaboratively on shared priorities. They also highlighted where they felt they had good practice to share and a range of good practice examples were shared. The following were the most commonly occurring improvement themes where participants felt SWEIC should focus:

- Curriculum, including learner pathways and responsibilities of all (literacy, numeracy, health and wellbeing)
- Health and wellbeing and often specifically mental health
- Assessment and moderation through the broad general education and tracking and monitoring progress
- Improve attainment, but especially for the most deprived and looked after young people
- Leadership at all levels, including young people
- Improve attendance
- Improve learning and teaching
- Parental engagement and family learning.

Engagement event:

On 22nd March 2018 around 30 participants attended a session delivered by Glasgow Counts hosted in Ayr Academy, South Ayrshire. Participants included class teachers, principal teachers, head teachers and central staff. The session was a follow up to the PEF Event in February for those who attended the numeracy work shop and were interested in working collaboratively across SWEIC on numeracy. Attendees were asked to identify what we should do next with the following summary of responses:

- Audit where are we now across collaborative. Identify next steps and training needs. Timeline for concrete – pictorial – abstract.
- Collaborative - Next Event - Authority evaluations: What are our key strengths? What are our most important next steps? Planned series of events to share strengths, for example, South Ayrshire Number Talks; Dumfries and Galloway Maths Recovery.
- Share good practice across the collaborative – primary and secondary; planning/assessment approaches.Share the direction we are taking within the collaborative with all colleagues.
- I think it's important to share more resources across the cluster/authority/collaborative. We need to identify how far along this journey people are.
- Next Collaborative Event: Annual planning calendar; consistency in measuring impact.
- Maths roadshow across collaborative.
- CLPL for all staff on concrete – pictorial – abstract.
- Mindset training.
- Next collaborative event: Clear direction for both literacy and numeracy; too many schools and groups doing the same thing.
- Collaborative numeracy meeting to discuss a way forward.

Engagement Event:

On the 4th of June 2018 a one day event for principal teachers (primary) focused on sharing good practice on closing the gap. The event was attended by around 80 PTs, 20 from each authority. Participants were asked to identify next steps with the following summarizing key points:

- Termly opportunities to work with staff from across the collaborative to build on networking
- Film workshops and make available on GLOW so all could see workshops they were unable to attend
- Shared online resource or SWEIC where colleagues could share their PEF projects, what worked, what didn't, data and impact.
- Hold annual PT events showcasing examples of excellent practice.
- A common hub would be a great tool to continue engagement and collaboration with colleagues across the collaborative.
- Each authority has different strengths, so collaborative CLPL would be beneficial
- GLOW discussion groups
- In future focus on types of assessment within the curriculum
- Collaborate with twinned schools of similar type and the possibility of visits to other schools
- More opportunities to meet up as a collaborative and share practice. PTs are often missed out when events like this are planned.
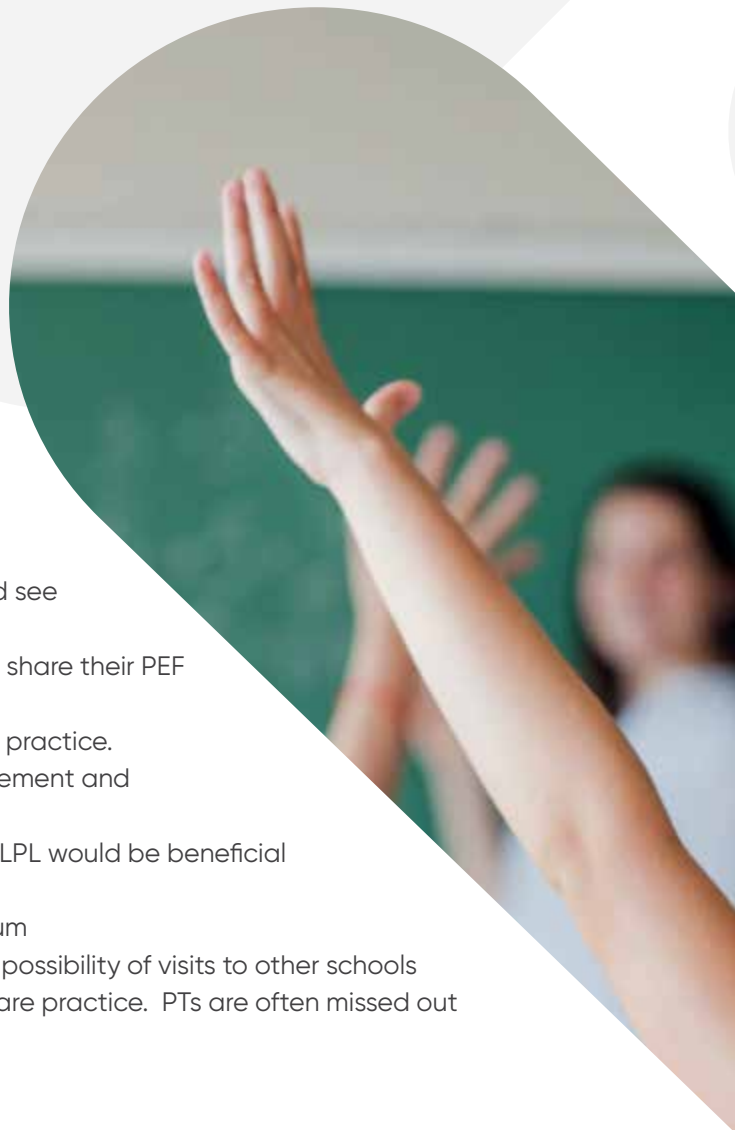
Event:

On 22nd June 2018, around 50 headteachers attending a head teachers meeting were invited to comment on each of the workstreams and the relevance of these going forward. The following comments summarise their feedback:

Workstream 1: Early Years

- No changes necessary
- Delete this workstream as it should be part of all the others
- Improve pre-literacy and numeracy, readiness to learn and focus on wellbeing for learning as well as supporting parents to support their children.

Workstream 2: Assessment and Moderation Through the BGE

- Learn from other authorities who are already tracking four stages within each level
- Look at shared good practice in assessment across the collaborative
- South Ayrshire moderation events have been successful so open them up to the collaborative
- Focus on strategies for stretching higher achieving learners

Workstream 3: Closing the Gap

- More opportunities needed to share good practice
- Continue to share good practice
- How are we using local and national evidence to make a difference. Build in opportunities for leaders to engage
- ICT solutions to share PEF proposals and evaluations
- Build awareness of implementation science approaches and use of school based data.

Workstream 4: Building Leadership Capacity

- Although starting with secondary this should expand to other sectors and promote leadership at all levels, e.g. early years.
- Could there be greater focus on DHTs
- Possibility of secondary subject networks across SWEIC
- Focus on transition P7 to S1 and leadership across primary and secondary
- Focus on the impact of leadership approaches

Any additional area for focus by the collaborative?

- GIRFEC and additional support for learning could support workstream 3.
- Senior phase curriculum could be more explicit in secondary leadership workstream
- Use of the SG Improvement Tool across the collaborative.

Engagement event:
The SWEIC Assessment and Moderation Survey 2018 was distributed to all teachers across the collaborative. The following represents the analysis of responses. In addition, a broad range of written comments were received and are also being used to direct the work of workstream 2.

In which local authority do you work?	Number of responses
Dumfries and Galloway	170
East Ayrshire	183
North Ayrshire	233
South Ayrshire	215

In which sector do you teach?	Number of responses
Early Years	71
Special	23
Primary	429
Secondary	298

What is your role in your establishment?	Number of responses
Head Teacher	60
Depute Head Teacher	59
Faculty Head	25
Principal Teacher	145
Teacher	488
Early Learning & Childcare Practitioner	32

Survey Questions	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I can plan learning, teaching and assessment in the Broad general Education in a holistic way.	25.97%	64.79%	5.74%	0.87%	2.62%
I understand why the development of learning intentions and success criteria provide the basis for highly effective learning, teaching and assessment practice.	49.56%	46.57%	2.62%	0.50%	0.75%
I can design effective learning intentions and success criteria that support learners to take responsibility for their learning and become independent learners.	35.83%	57.93%	3.75%	0.75%	1.75%
I actively involve learners in the co-construction of success criteria and planning other aspects of their learning experiences.	20.35%	56.43%	19.23%	2.75%	1.25%

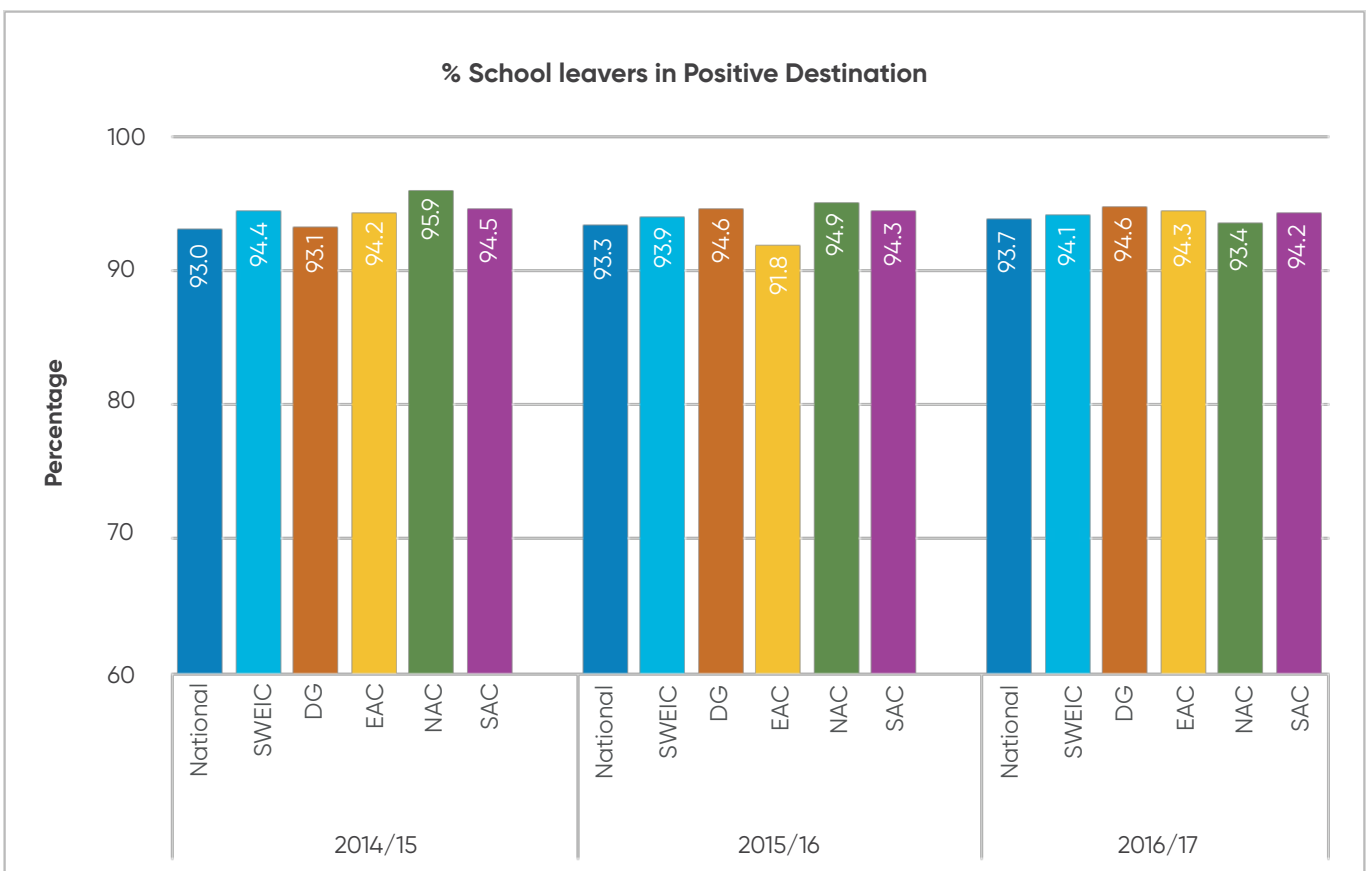|					
I make regular use of peer and self-assessment which improves learning.	32.83%	57.93%	8.36%	0.00%	0.87%
I plan a wide range of learning and teaching strategies across the four contexts for learning that are appropriately aligned with Es and Os.	34.33%	58.93%	3.37%	0.50%	2.87%
I actively plan learning experiences which develop knowledge and understanding, skills, attributes and capabilities of my learners.	42.07%	56.93%	0.75%	0.00%	0.25%
I use an appropriate variety of strategies to assess knowledge and understanding, skills, attributes and capabilities of my learners.	33.08%	60.17%	3.75%	0.12%	2.87%
I create regular opportunities for learners to apply and assess their skills in unfamiliar contexts.	18.23%	61.55%	16.35%	0.25%	3.62%
I progressively increase the level of challenge in learning for all learners and develop higher order thinking skills.	28.84%	63.55%	4.99%	0.12%	2.50%
I am confident that I can design effective holistic assessments.	16.73%	56.05%	15.86%	1.12%	10.24%
I am familiar with the standards of achievement required for achievement of a Level (described in the Benchmarks).	24.84%	61.55%	8.86%	2.12%	2.62%
I make use of the CfE Benchmarks to plan approaches to assessment.	28.34%	61.92%	7.12%	0.62%	2.00%
I provide high quality feedback to children and young people based on success criteria which provides advice on their next steps in learning.	29.96%	60.67%	5.62%	0.37%	3.37%
I have a good understanding of the quantity and range of assessment evident required to show achievement at a Level.	15.11%	51.19%	25.59%	1.62%	6.49%
I am confident that I understand the standards required to demonstrate achievement at a Level.	16.35%	58.93%	17.60%	2.00%	5.12%
I make use of developed systems to profile children and young people's progress in learning over time.	12.98%	58.80%	18.85%	0.87%	8.49%
I understand the difference between moderation and verification.	21.10%	55.56%	15.23%	1.25%	6.87%
I make use of the results of standardised assessments to inform my professional judgements about progress and achievement of a Level.	24.84%	58.30%	12.11%	1.50%	3.25%
I have experience of moderation at establishment level.	35.71%	54.18%	8.86%	0.37%	0.87%
I have experience of moderation with colleagues in other establishments.	32.58%	48.44%	15.86%	1.75%	1.37%

Appendix 4:
Performance Information

1.0   Insight Comparison Data

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

1.1   National Benchmarking Measure: Leaver Initial Destinations

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

% School leavers in Positive Destination

|	2014/15						2015/16						2016/17					
	National	SWEIC	DG	EAC	NAC	SAC	National	SWEIC	DG	EAC	NAC	SAC	National	SWEIC	DG	EAC	NAC	SAC
Percentage	93.0	94.4	93.1	94.2	95.9	94.5	93.3	93.9	94.6	91.8	94.9	94.3	93.7	94.1	94.6	94.3	93.4	94.2

This national measure looks at the percentage of school leavers in a positive destination approximately 3 months after leaving school (i.e. initial destination).

The table shows that for the most recent 2016/17 results, pupils entering positive destinations after leaving the school environment are very close to or are doing better than the overall national average.

## 1.2 National Benchmarking Measure: Improving Attainment for All

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

2017 Data

Improving Attainment for All
Average Total Tariff Points (2017)
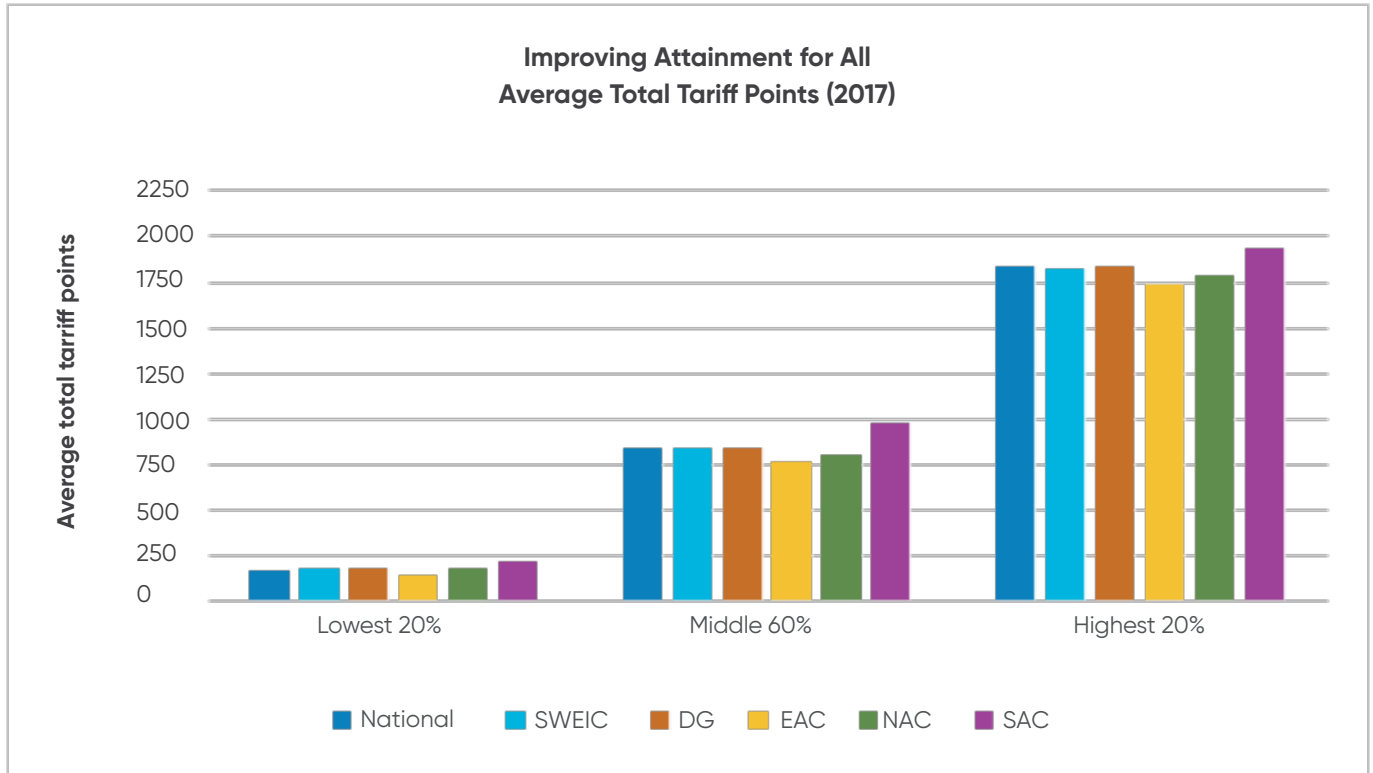
2017	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
National	172	842	1830	51258
SWEIC	179	837	1821	5365
DG	181	836	1826	1499
EAC	147	761	1730	1306
NAC	174	805	1785	1453
SAC	223	978	1933	1104

2016 Data

Improving Attainment for All
Average Total Tariff Points (2016)
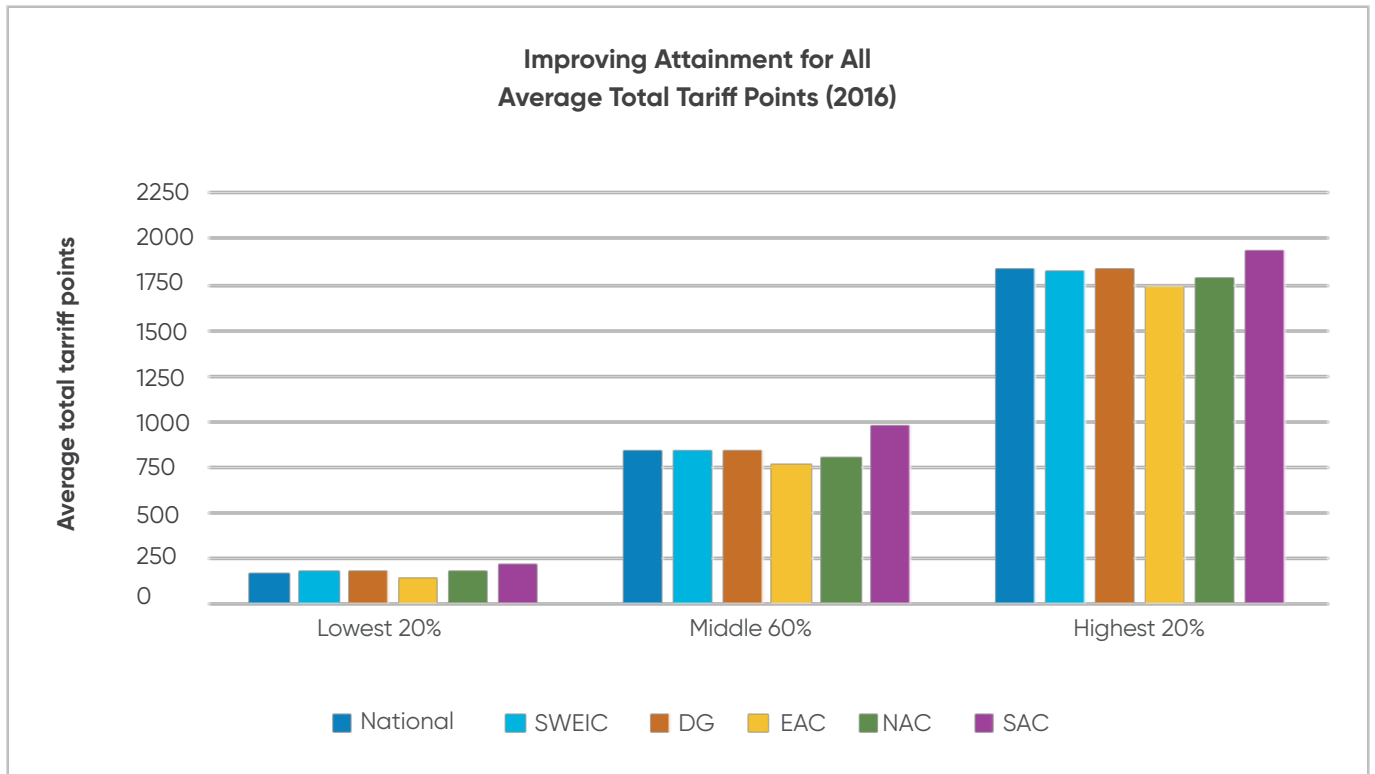
2016	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
National	170	838	1822	52249
SWEIC	176	823	1781	5273
DG	183	838	1777	1474
EAC	140	743	1699	1278
NAC	182	786	1779	1317
SAC	205	931	1850	1204

2015 Data

Improving Attainment for All
Average Total Tariff Points (2015)
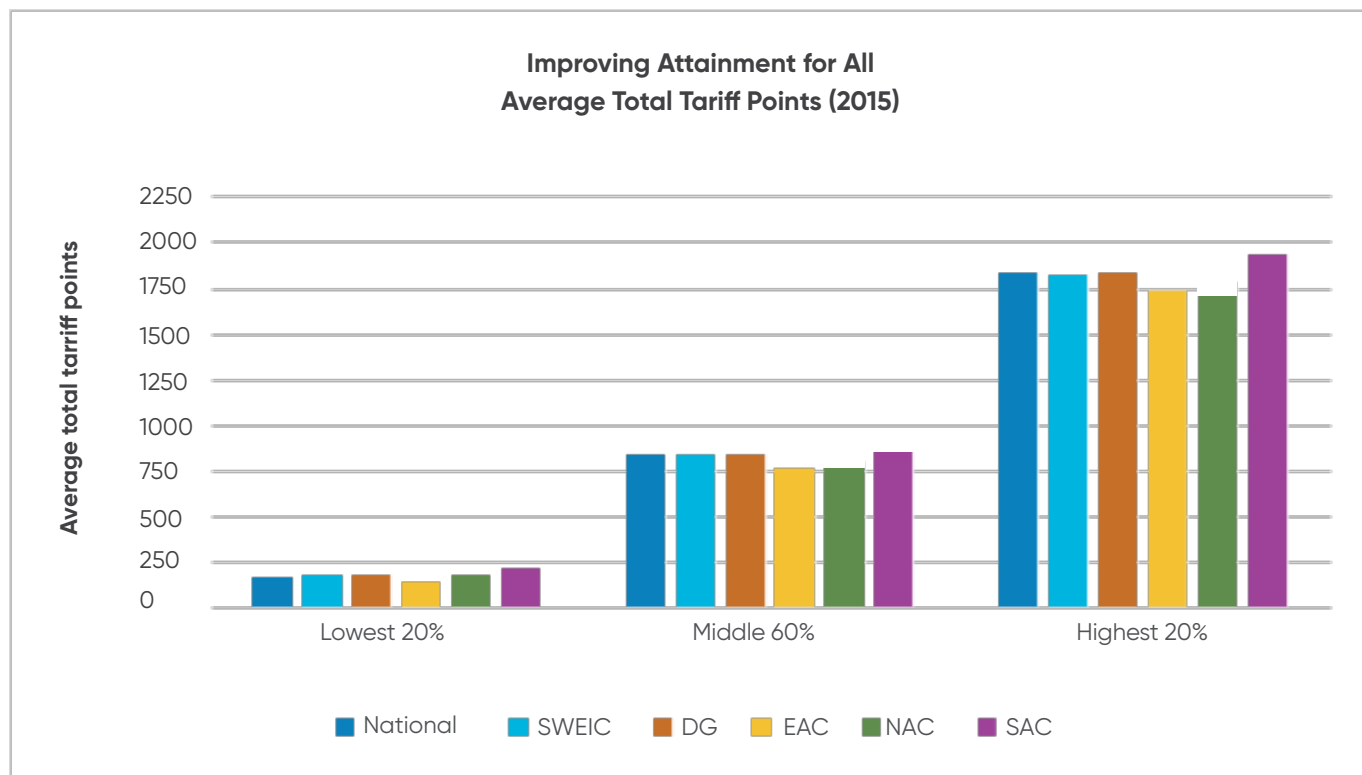
2015	Lowest 20%	Middle 60%	Highest 20%	Number in Cohort
National	168	823	1834	52433
SWEIC	178	805	1807	5542
DG	172	853	1834	1550
EAC	154	753	1734	1290
NAC	186	760	1719	1520
SAC	205	867	1930	1182

The Improving Attainment for All measure looks at average cumulated tariff points for pupils who are leavers in that year from S4, S5 and S6. The selected cohort of school leavers is ordered according to their tariff score and allocated into three groups based on attainment (lowest 20%, middle 60% and highest 20%). The average tariff score of these candidates is displayed for each of the three groups.
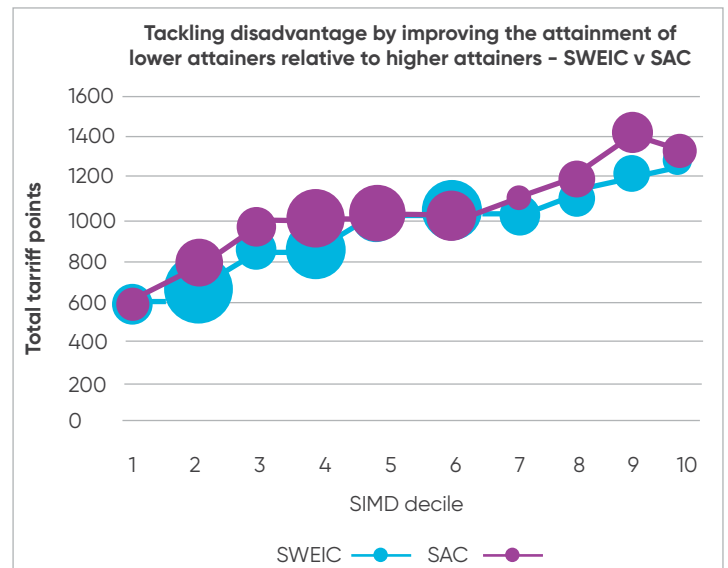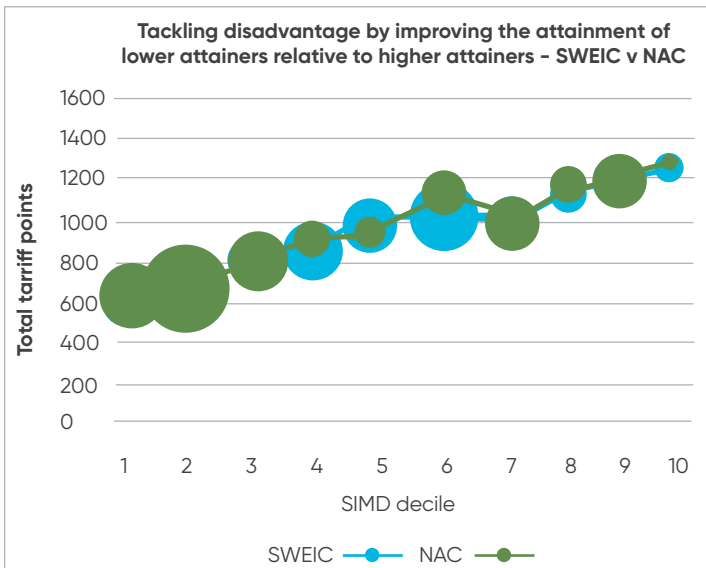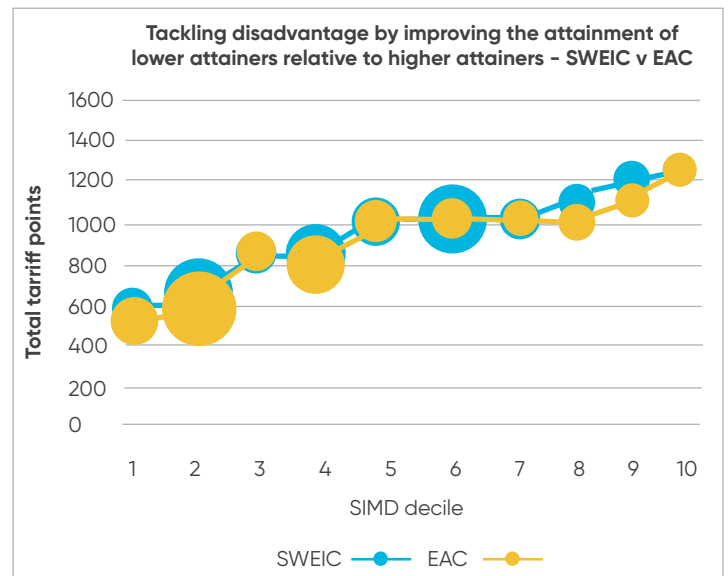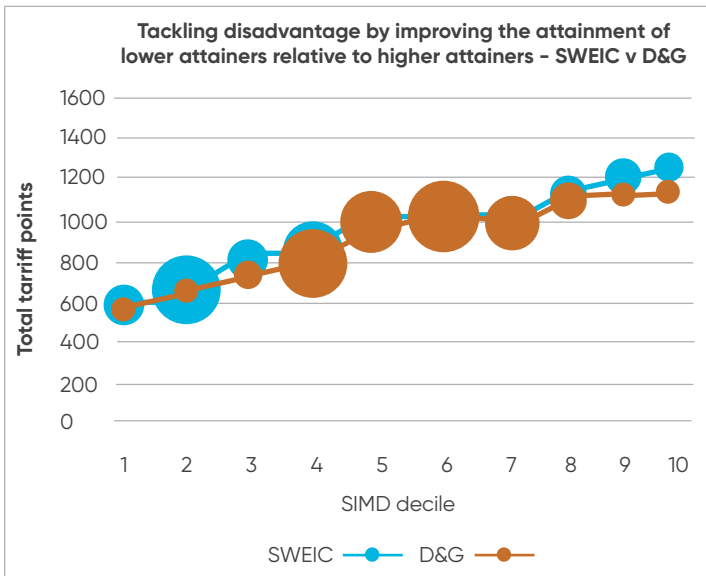
SWEIC school pupil average tariff data for the lowest attaining 20% has shown a very slight improvement over time is above overall national average each year. In 2017, there is 76 tariff points difference between the highest and lowest group authority averages.

The middle 60% attainers in SWEIC schools has shown improvement over time but is below overall national averages. In 2017, there is 117 tariff points difference between the highest and lowest group authority averages.

The highest 20% attainers in SWEIC schools has shown a slight improvement over time but is below overall national averages. In 2017, there is 199 tariff points difference between the highest and lowest group authority averages.

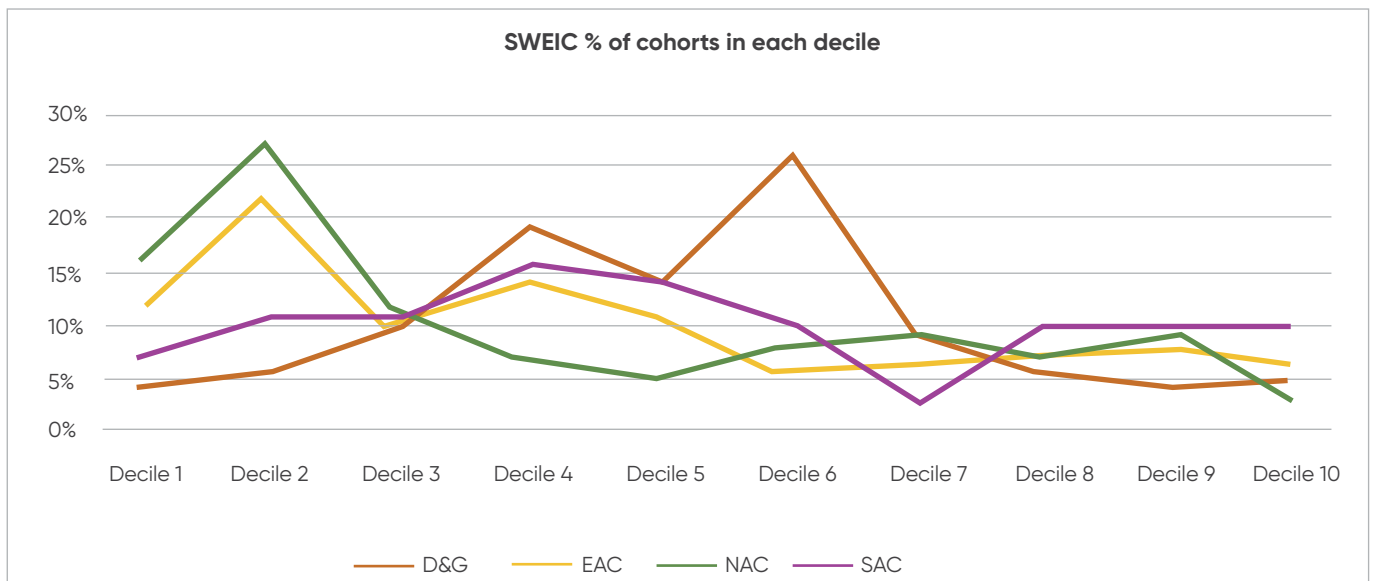## 1.3 National Benchmarking Measure: Attainment versus Deprivation

2017

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – SWEIC v D&G

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – SWEIC v EAC

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – SWEIC v NAC

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers – SWEIC v SAC

	SIMD 1 Avg	SIMD 2 Avg	SIMD 3 Avg	SIMD 4 Avg	SIMD 5 Avg	SIMD 6 Avg	SIMD 7 Avg	SIMD 8 Avg	SIMD 9 Avg	SIMD 10 Avg	Number in Cohort
National	612	657	736	796	881	936	988	1086	1163	1284	51258
SWEIC	598	660	831	831	968	1020	1038	1102	1209	1261	5365
DG	570	642	706	771	948	989	997	1095	1096	1151	1499
EAC	523	603	845	766	970	1038	1042	986	1085	1276	1309
NAC	658	662	827	891	943	1150	1063	1130	1193	1283	1453
SAC	603	799	949	954	1002	985	1113	1185	1415	1318	1104

45

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

Each of the 4 authorities have been charted against the SWEIC average and in general the pattern is similar in the 'slope' with each authority showing varied deciles where the data is showing higher or lower than the SWEIC average. A point of interest is East and North Ayrshire are showing a higher pupil population at the lower deciles and South Ayrshire and Dumfries & Galloway have a higher proportion of pupils in the middle deciles.

This chart is showing, in a line graph, the proportion of pupils leaving school in 2017 in each SIMD decile for each of the four authorities in the South West Education Improvement Collaborative to demonstrate the similarities and differences between the four authorities.

SWEIC % of cohorts in each decile

D&G   EAC   NAC   SAC

## 1.4 National Benchmarking Measure: Literacy and Numeracy

SWEIC has shown improvement over time for those pupils achieving both literacy and numeracy and is better than national values in 2017 for both National 4 and 5.

% level 4 Lit and Num Comparison for SWEIC

% level 5 Lit and Num Comparison for SWEIC
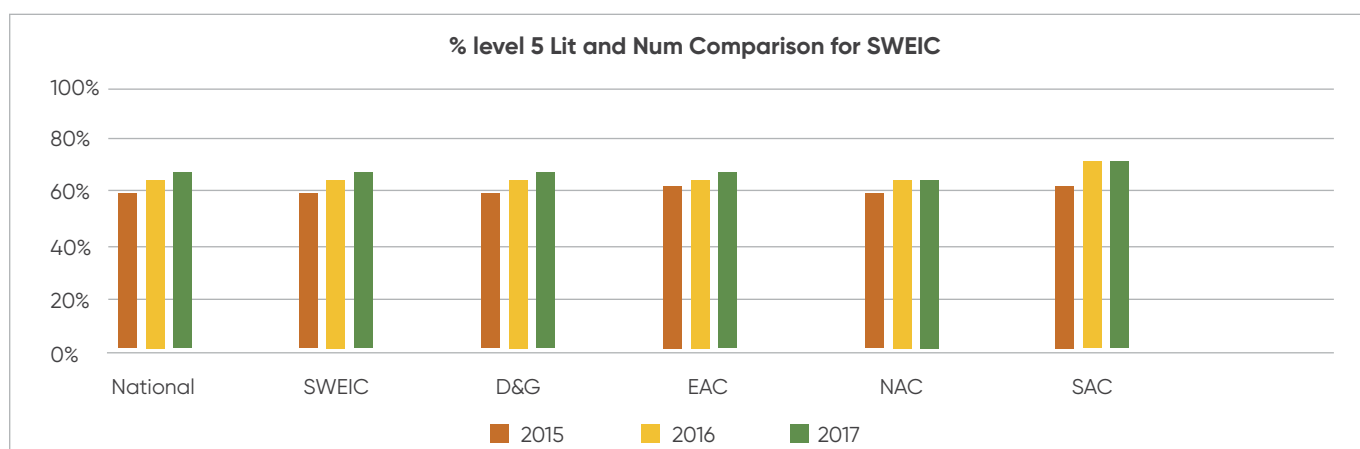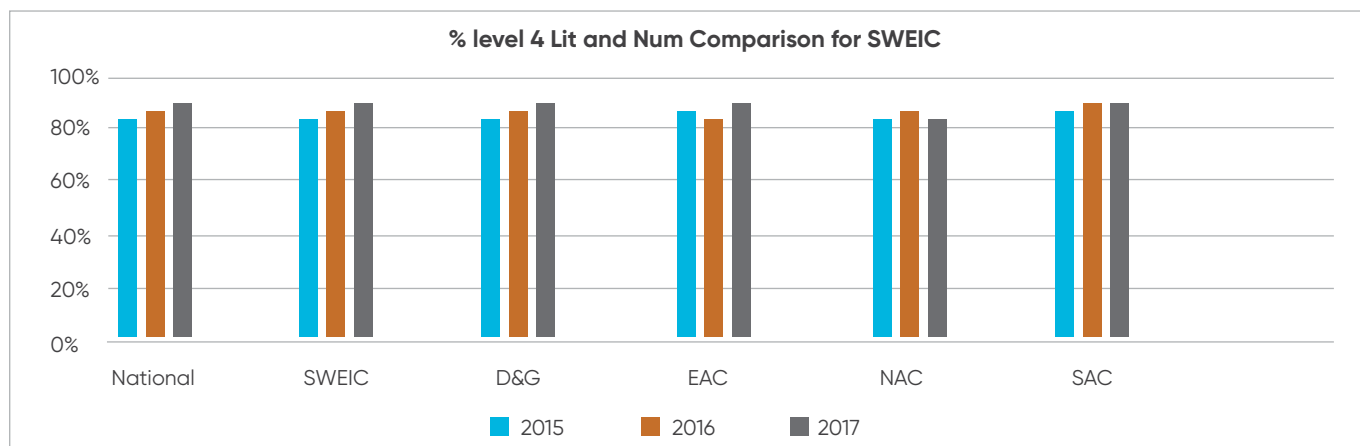
Establishment	Year	% level 4 Lit and Num	% level 5 Lit and Num	Number in Cohort
National	2015	85.76	58.62	52433
SWEIC	2015	85.73	60.39	5542
DG	2015	83.1	59.03	1550
EAC	2015	86.9	60.62	1290
NAC	2015	84.87	59.54	1520
SAC	2015	89	63.03	1182
National	2016	88.06	64.21	52249
SWEIC	2016	87.88	65.88	5273
DG	2016	87.38	63.64	1474
EAC	2016	85.37	64.24	1278
NAC	2016	87.47	65.15	1317
SAC	2016	91.61	71.18	1204
National	2017	89.15	66.45	51258
SWEIC	2017	89.69	67.55	5365
DG	2017	90.19	66.71	1799
EAC	2017	90.53	68.3	1309
NAC	2017	86.58	64.42	1453
SAC	2017	92.12	71.92	1104

## 1.4.1 National Benchmarking Measure: Literacy

DLT has shown improvement over time for literacy and is better than national values in 2017 for National 4's but is very slightly below national values for National 5's.

% level 4 Literacy Comparison for SWEIC

% level 5 Literacy Comparison for SWEIC
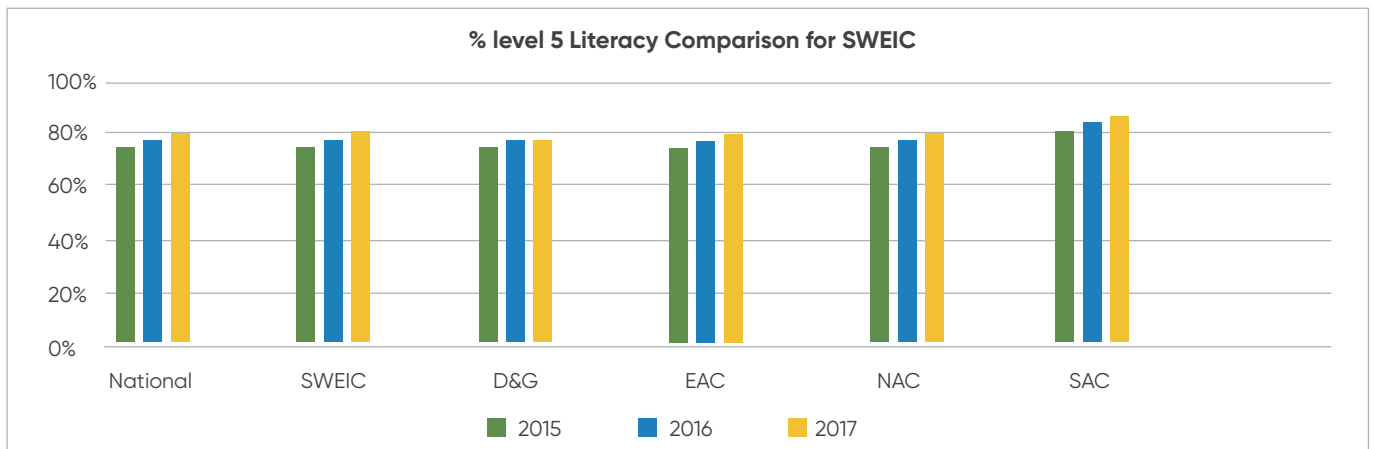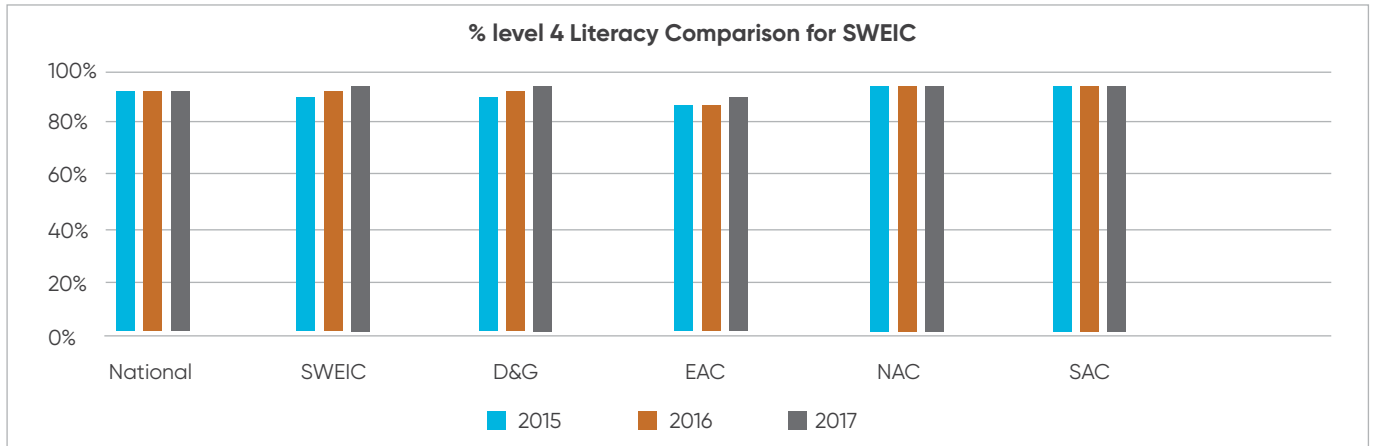
Establishment	Year	% level 4 Literacy	% level 5 Literacy	Number in Cohort
National	2015	93.51	74.58	52433
SWEIC	2015	93.63	74.54	5542
DG	2015	92	72.84	1550
EAC	2015	91.55	73.1	1290
NAC	2015	95.79	74.14	1520
SAC	2015	95.26	78.85	1182
National	2016	94.05	79.04	52249
SWEIC	2016	94.37	78.93	5273
DG	2016	94.44	78.22	1474
EAC	2016	91.31	74.88	1278
NAC	2016	95.67	79.35	1317
SAC	2016	96.1	83.64	1204
National	2017	94.41	80.87	51258
SWEIC	2017	95.23	80.48	5365
DG	2017	95.46	78.05	1499
EAC	2017	94.04	77.69	1309
NAC	2017	95.39	81.62	1453
SAC	2017	96.11	85.6	1104

1.4.2   National Benchmarking Measure: Numeracy

SWEIC has shown improvement over time for numeracy and is above national values in 2017 for both National 4 and 5.

% level 4 Numeracy Comparison for SWEIC

% level 5 Numeracy Comparison for SWEIC
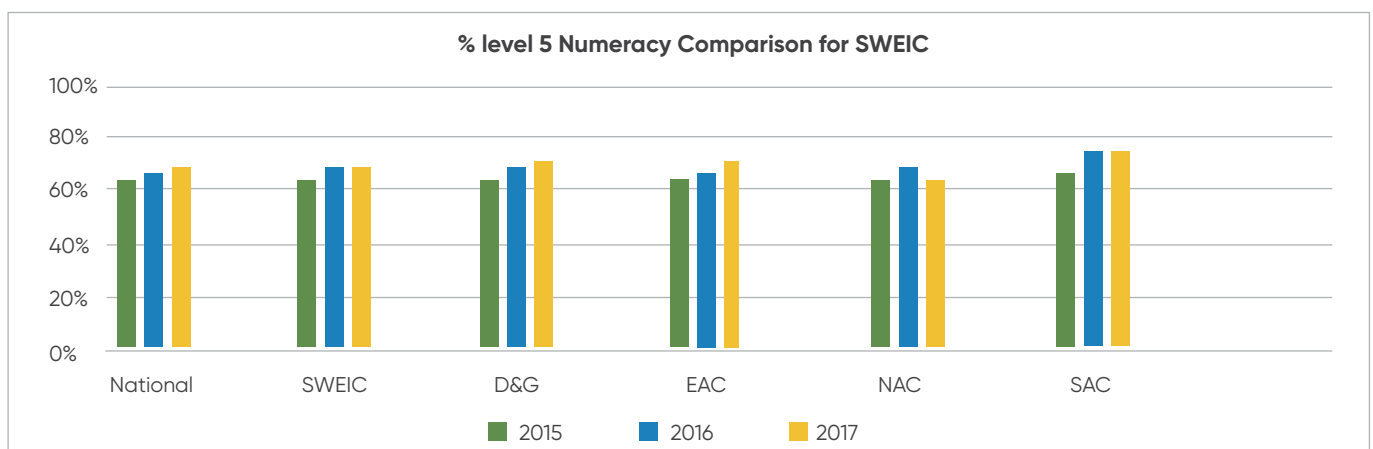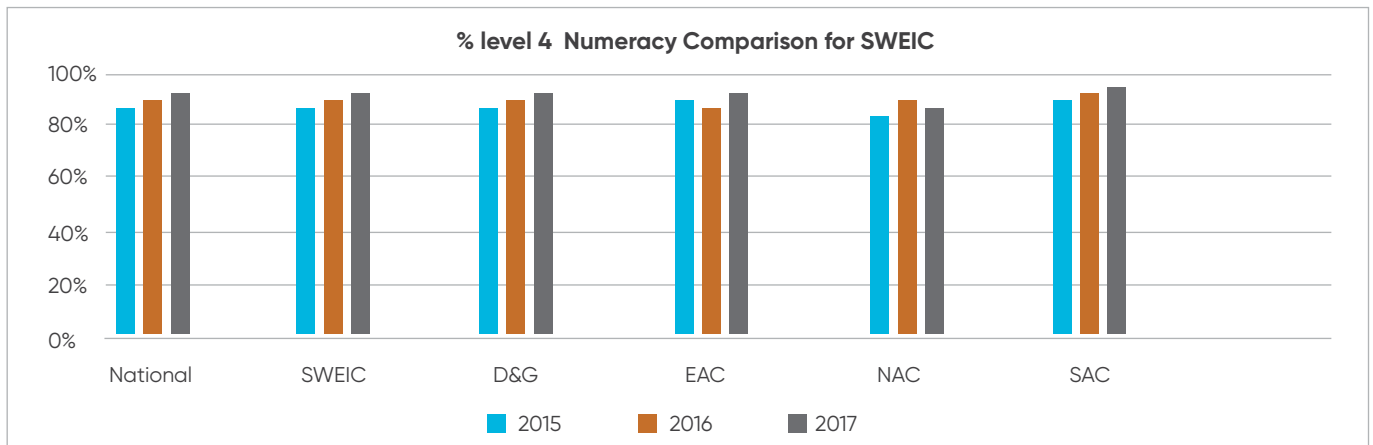
Establishment	Year	% level 4 Numeracy	% level 5 Numeracy	Number in Cohort
National	2015	87.45	62.45	52433
SWEIC	2015	87.73	65.21	5542
DG	2015	86.32	64.71	1550
EAC	2015	89.07	64.42	1290
NAC	2015	86.05	64.87	1520
SAC	2015	90.27	67.17	1182
National	2016	89.6	66.77	52249
SWEIC	2016	89.55	69.3	5273
DG	2016	89.48	68.25	1474
EAC	2016	87.64	67.68	1278
NAC	2016	88.76	68.49	1317
SAC	2016	92.52	73.17	1204
National	2017	90.67	68.81	51258
SWEIC	2017	91.2	70.34	5365
DG	2017	91.33	70.38	1499
EAC	2017	93.05	71.73	1309
NAC	2017	88.02	66.83	1453
SAC	2017	93.03	73.28	1104

1.5 Breadth and Depth: Leavers

Tables showing the percentage of pupils gaining awards in national courses at SCQF levels 1 to 7 for 2017 for SWEIC average and individual authorities. Data is suppressed if numbers of pupils involved are below 5.

SWEIC (2017)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.75%	98.68%	98.55%	97.05%	86.97%	64.10%	20.80%	5365
2 or more	97.54%	97.45%	97.28%	95.23%	80.24%	54.58%	9.23%	5365
3 or more	96.37%	96.25%	95.99%	93.87%	74.69%	47.38%	2.85%	5365
4 or more	95.04%	94.91%	94.58%	91.65%	69.69%	40.73%	0.50%	5365
5 or more	92.41%	92.28%	91.97%	88.65%	63.02%	33.68%		5365
6 or more	88.33%	88.18%	87.79%	83.82%	54.99%	24.45%		5365
7 or more	78.83%	78.71%	78.21%	74.73%	45.26%	14.59%		5365
8 or more	65.22%	65.11%	64.66%	61.70%	33.35%	6.02%		5365
9 or more	46.13%	46.04%	45.55%	43.00%	21.04%	1.49%		5365
10 or more	27.34%	27.27%	26.90%	25.13%	9.67%			5365

D&G (2017)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.7%	98.4%	98.3%	97.1%	87.2%	63.8%	21.6%	1499
2 or more	97.5%	97.1%	97.1%	95.6%	79.6%	54.8%	9.9%	1499
3 or more	96.3%	95.9%	95.5%	94.3%	74.8%	48.0%	3.5%	1499
4 or more	95.1%	94.6%	94.3%	92.1%	69.3%	41.3%	1.0%	1499
5 or more	91.9%	91.4%	91.1%	88.3%	62.1%	33.3%		1499
6 or more	88.4%	87.9%	87.8%	83.9%	53.7%	24.3%		1499
7 or more	77.8%	77.4%	77.2%	73.8%	44.1%	14.8%		1499
8 or more	61.4%	61.0%	60.8%	58.6%	31.7%	5.2%		1499
9 or more	43.6%	43.3%	43.2%	40.6%	20.0%	1.1%		1499
10 or more	24.0%	23.8%	23.8%	22.3%	8.4%			1499

EAC (2017)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.01%	98.01%	97.63%	95.49%	85.10%	62.95%	18.11%	1309
2 or more	96.18%	96.18%	95.65%	93.05%	77.39%	52.71%	7.72%	1309
3 or more	94.27%	94.27%	93.74%	91.60%	72.19%	44.46%	1.60%	1309
4 or more	92.82%	92.82%	92.21%	89.46%	67.07%	37.97%		1309
5 or more	90.22%	90.22%	89.61%	86.78%	59.82%	31.02%		1309
6 or more	85.87%	85.79%	85.18%	81.21%	51.49%	22.77%		1309
7 or more	75.17%	75.17%	74.56%	70.97%	41.86%	13.60%		1309
8 or more	58.98%	58.98%	58.52%	55.54%	28.95%	6.88%		1309
9 or more	38.27%	38.27%	37.59%	35.37%	15.58%	2.37%		1309
10 or more	22.46%	22.46%	21.85%	20.32%	6.80%			1309

NAC (2017)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	98.90%	98.90%	98.90%	97.38%	86.44%	62.22%	19.41%	1453
2 or more	97.73%	97.73%	97.73%	95.87%	79.35%	51.75%	7.50%	1453
3 or more	96.56%	96.56%	96.56%	94.29%	72.75%	44.94%	1.79%	1453
4 or more	94.77%	94.77%	94.63%	91.05%	67.24%	37.65%		1453
5 or more	91.95%	91.95%	91.88%	88.02%	60.50%	31.45%		1453
6 or more	86.99%	86.99%	86.92%	82.73%	52.37%	21.27%		1453
7 or more	79.77%	79.77%	79.49%	75.43%	41.84%	12.32%		1453
8 or more	67.93%	67.93%	67.79%	63.39%	29.53%	4.54%		1453
9 or more	47.28%	47.28%	47.14%	43.70%	18.10%	1.17%		1453
10 or more	28.15%	28.15%	28.08%	25.40%	8.12%			1453

SAC (2017)

Awards	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Number in Cohort
1 or more	99.55%	99.55%	99.55%	98.37%	89.58%	68.39%	24.73%	1104
2 or more	99.00%	99.00%	98.91%	96.47%	85.69%	60.14%	12.32%	1104
3 or more	98.64%	98.64%	98.55%	95.47%	80.07%	53.26%	4.89%	1104
4 or more	98.01%	98.01%	97.64%	94.47%	76.54%	47.28%	1.00%	1104
5 or more	96.38%	96.38%	96.01%	92.21%	71.38%	40.31%		1104
6 or more	92.93%	92.93%	92.03%	88.32%	64.31%	30.89%		1104
7 or more	83.33%	83.33%	82.25%	79.53%	55.34%	18.48%		1104
8 or more	74.28%	74.28%	73.10%	71.01%	45.83%	8.06%		1104
9 or more	57.34%	57.34%	56.07%	54.35%	32.79%	1.45%		1104
10 or more	36.59%	36.59%	35.60%	34.33%	16.85%			1104

2.0 Curriculum for Excellence reported levels - Comparison Data

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

Percentage of pupils achieving expected levels in reading by stage and Local Authority, 2016/17

	P1	P4	P7	S3	S3
Local Authority	Early Level	First Level	Second Level	Third Level or better	Fourth Level
D&G	80	76	73	87	46
EAC	80	67	64	86	50
NAC	81	75	76	89	50
SAC	85	83	80	92	58
SWEIC	82	75	73	88	51
Scotland	**80**	**77**	**76**	**90**	**51**

Percentage of pupils achieving expected levels in writing by stage and Local Authority, 2016/17

	P1	P4	P7	S3	S3
Local Authority	Early Level	First Level	Second Level	Third Level or better	Fourth Level
D&G	77	68	66	86	46
EAC	76	62	59	85	47
NAC	78	69	69	88	49
SAC	82	78	74	91	57
SWEIC	78	69	67	87	49
Scotland	**77**	**71**	**69**	**89**	**48**

Percentage of pupils achieving expected levels in listening/talking by stage and Local Authority, 2016/17

	P1	P4	P7	S3	S3
Local Authority	Early Level	First Level	Second Level	Third Level or better	Fourth Level
D&G	83	82	80	89	48
EAC	85	78	70	88	49
NAC	88	82	83	88	51
SAC	89	87	86	93	57
SWEIC	86	82	80	89	51
Scotland	**85**	**83**	**81**	**91**	**51**

Percentage of pupils achieving expected levels in numeracy by stage and Local Authority, 2016/17

	P1	P4	P7	S3	S3
Local Authority	Early Level	First Level	Second Level	Third Level or better	Fourth Level
D&G	82	71	69	86	52
EAC	81	63	57	85	48
NAC	83	75	73	81	55
SAC	92	85	80	90	50
SWEIC	85	73	70	85	51
Scotland	**83**	**75**	**70**	**88**	**56**

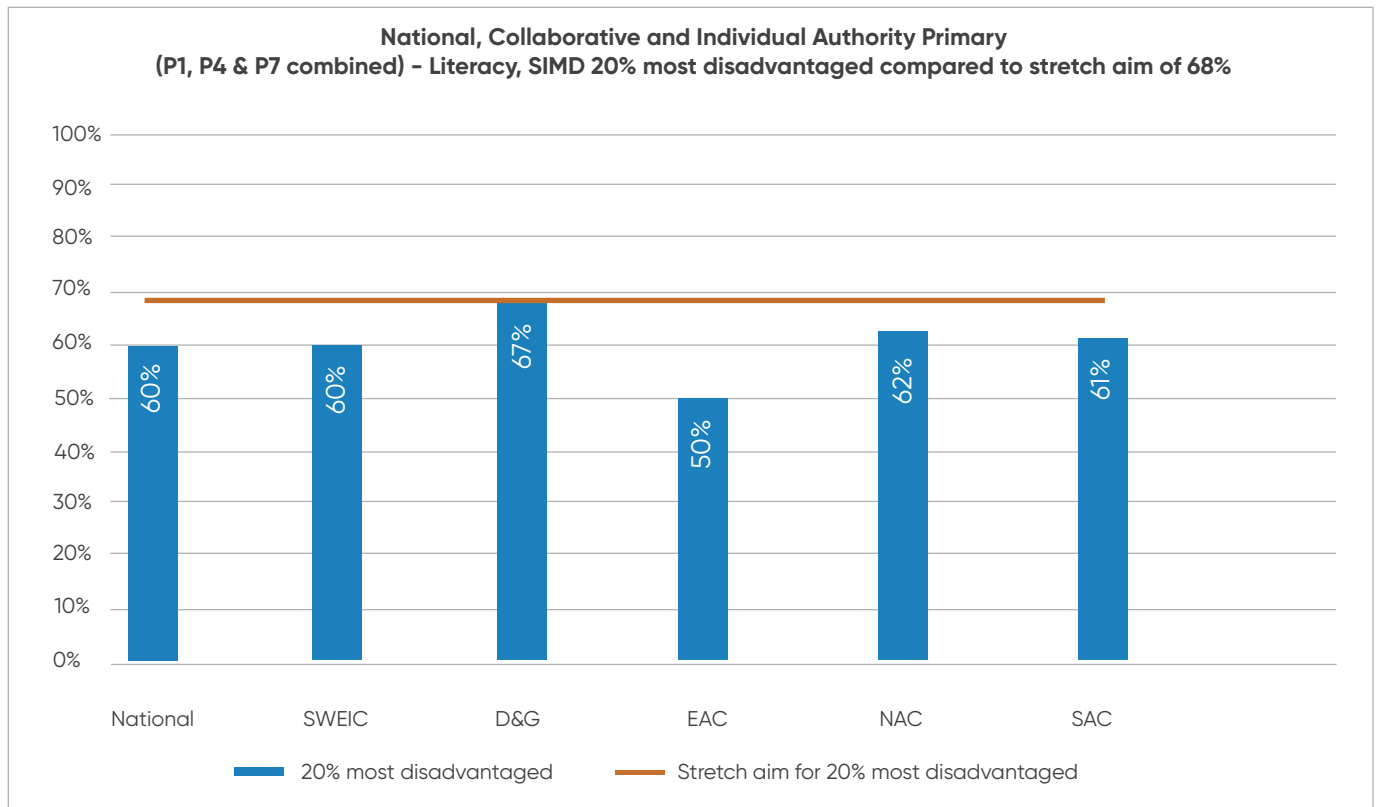# 3.0 National Improvement Framework – SWEIC data and Stretch Aims

3.1 Primary Literacy

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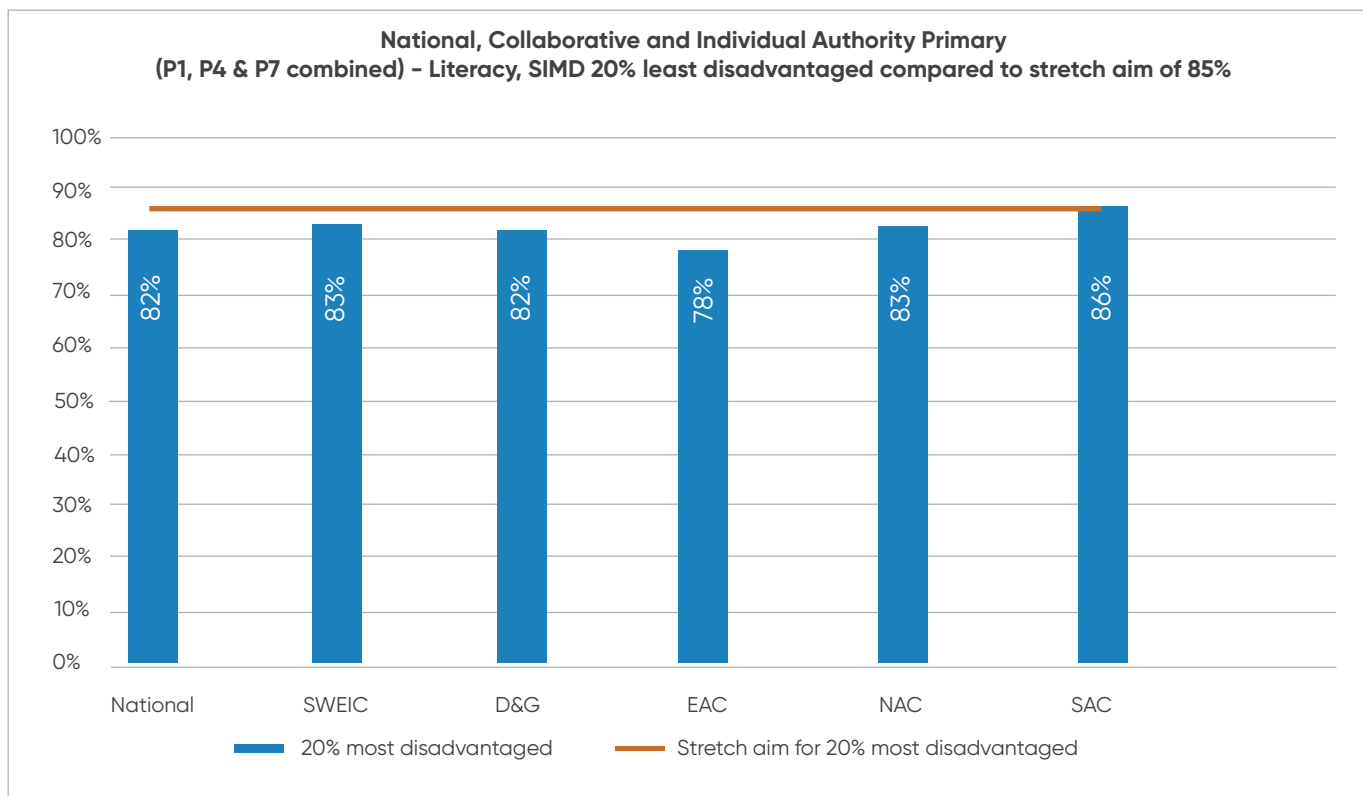
As shown in the chart there is a similar pattern overall of those pupils living in least disadvantaged geographical areas who are reported to have achieved the relevant level for their stage at a higher percentage than those in most disadvantaged areas and all pupils overall.

National, Collaborative and Individual Authority Primary (P1, P4 & P7 combined) - Literacy
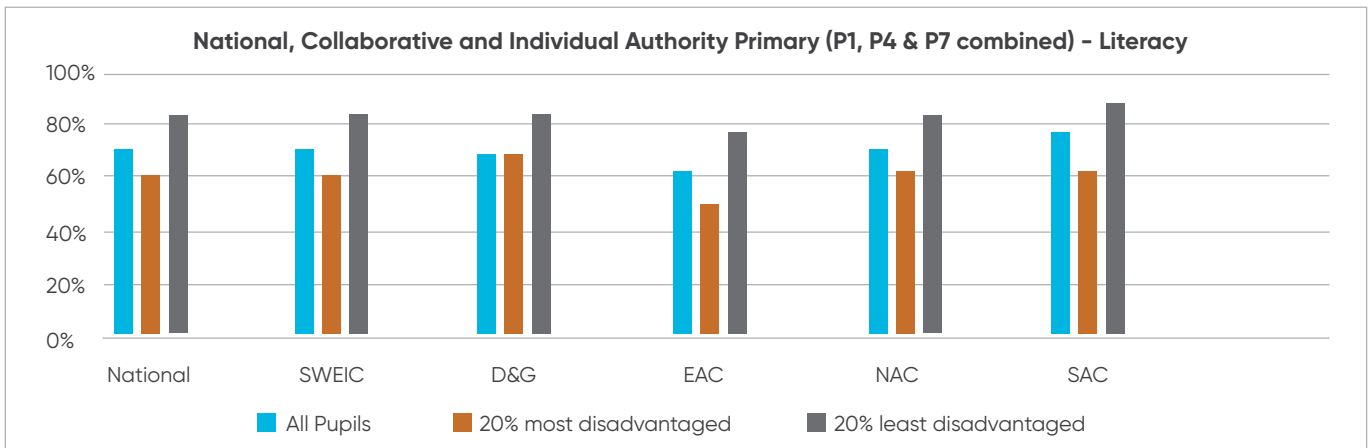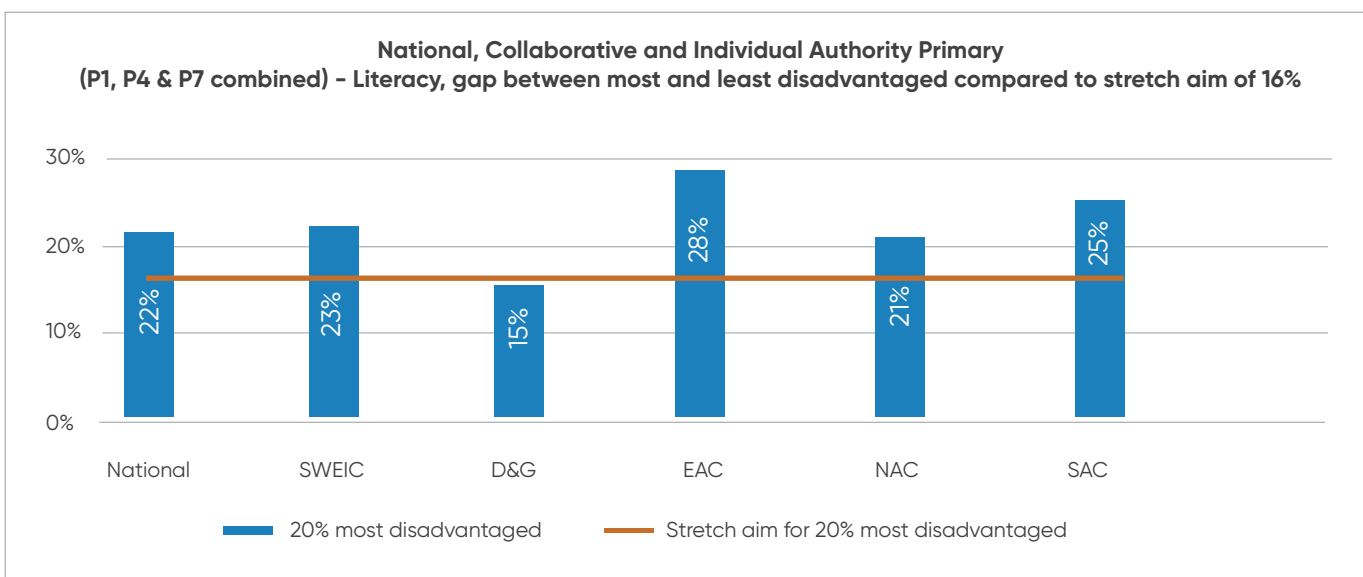
Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 68% as shown in the next chart illustrates the gap in achieving this target by 2020.

National, Collaborative and Individual Authority Primary
(P1, P4 & P7 combined) - Literacy, SIMD 20% most disadvantaged compared to stretch aim of 68%

The measure for the SIMD 20% least disadvantaged against the stretch aim of 85% as shown in the next chart shows that establishments are closer to achieving this target compared to the 20% most disadvantaged measure overall with variances in each authority and one authority already achieving the stretch target.

National, Collaborative and Individual Authority Primary
(P1, P4 & P7 combined) - Literacy, SIMD 20% least disadvantaged compared to stretch aim of 85%

Authority	Value
National	82%
SWEIC	83%
D&G	82%
EAC	78%
NAC	83%
SAC	86%

Legend: 20% most disadvantaged / Stretch aim for 20% most disadvantaged
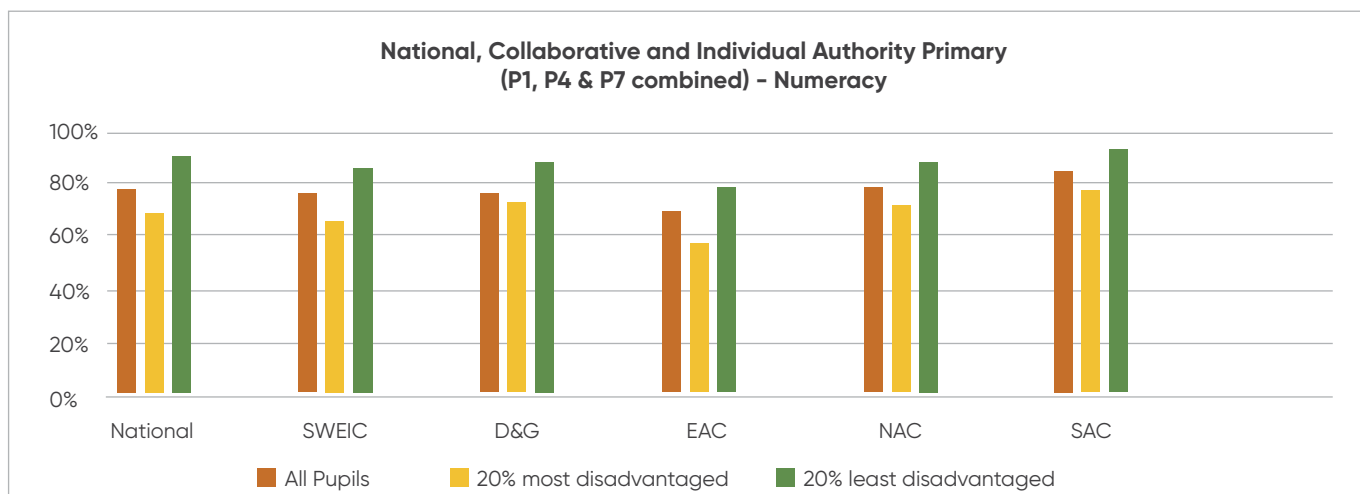
To examine this further, the following chart shows for each establishment the gap between the SIMD 20% most and least disadvantaged pupils with the stretch aim 2020 of 16% shown demonstrating how much progression is needed to reduce the gap and, in this instance, a lower value is better. As demonstrated by the chart, there is only 1% difference between national and collaborative values but more variance between the 4 authorities with one authority already achieving the stretch target.

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

Authority	Value
National	22%
SWEIC	23%
D&G	15%
EAC	28%
NAC	21%
SAC	25%

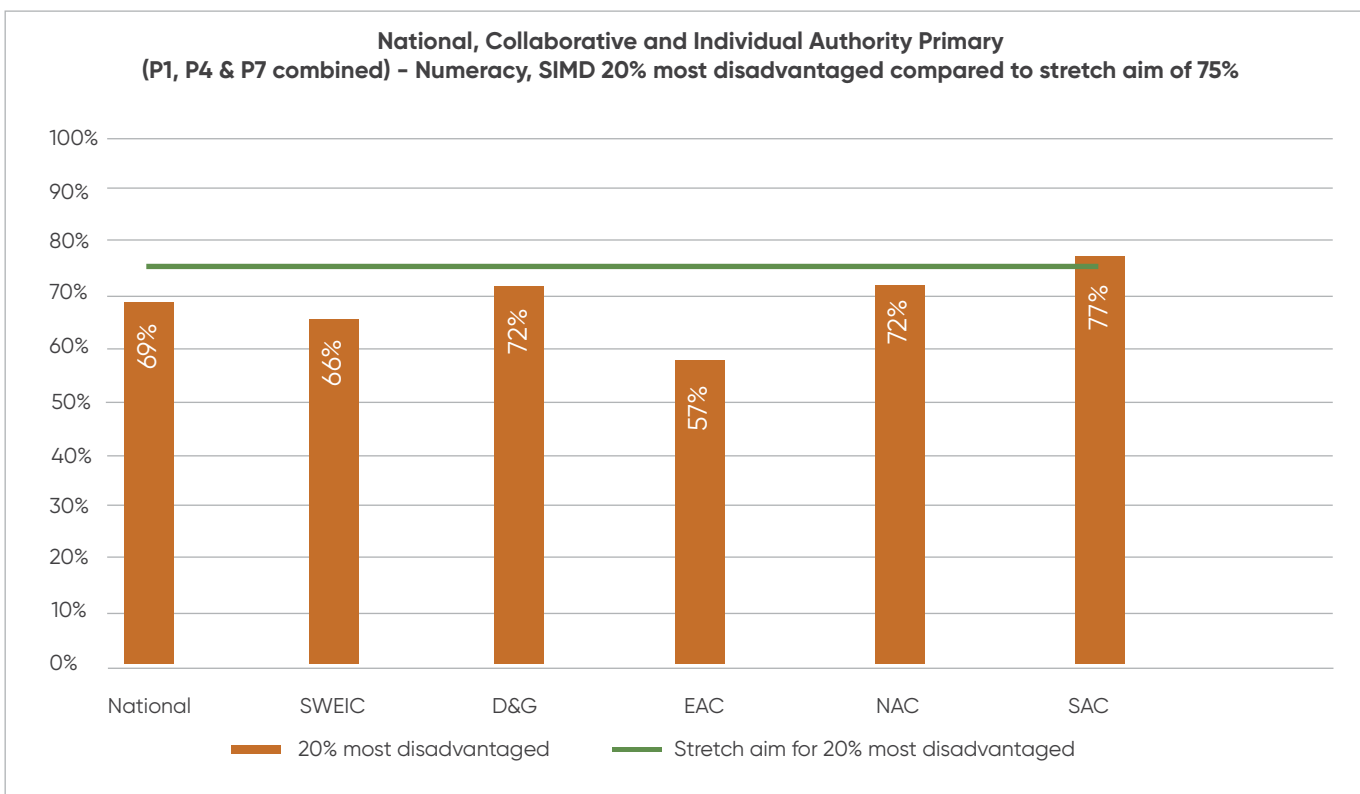Legend: 20% most disadvantaged / Stretch aim for 20% most disadvantaged

3.2 Primary Literacy

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

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

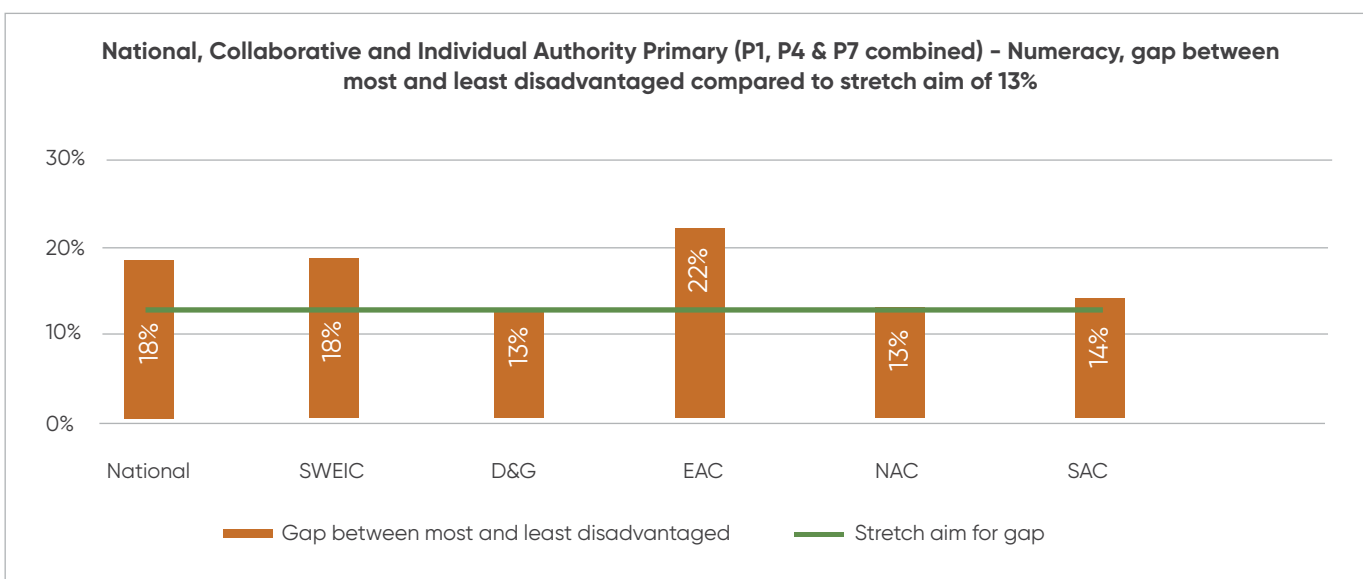**National, Collaborative and Individual Authority Primary (P1, P4 & P7 combined) – Numeracy**

Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 75% as shown in the next chart illustrates where the gaps are in achieving this target by 2020.

National, Collaborative and Individual Authority Primary (P1, P4 & P7 combined) – Numeracy, SIMD 20% most disadvantaged compared to stretch aim of 75%

The measure for the SIMD 20% least disadvantaged against the stretch aim of 88% as shown In the next chart shows that establishments are in the main, closer to achieving this target compared to the 20% most disadvantaged measure overall with variances in each authority with one authorityalready achieving the stretch target.
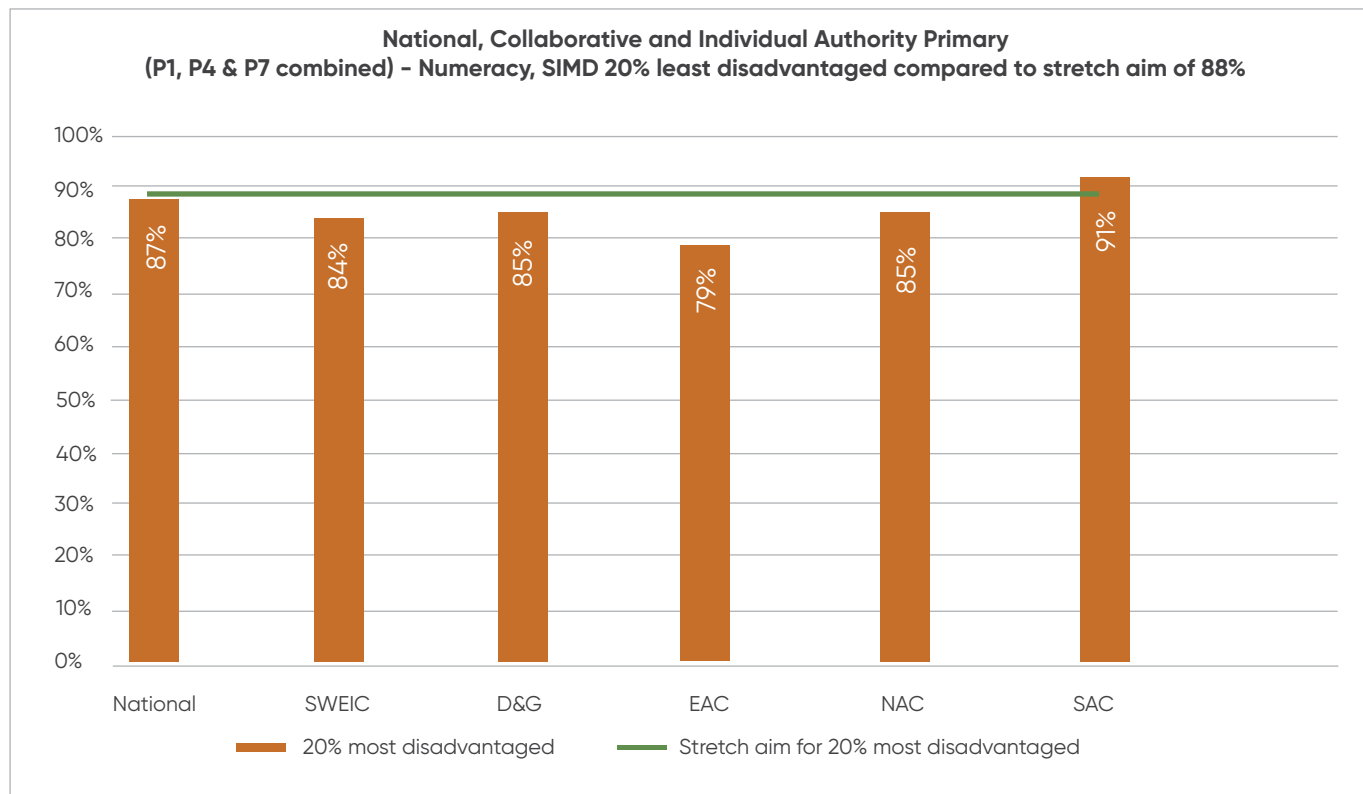
National, Collaborative and Individual Authority Primary (P1, P4 & P7 combined) - Numeracy, SIMD 20% least disadvantaged compared to stretch aim of 88%
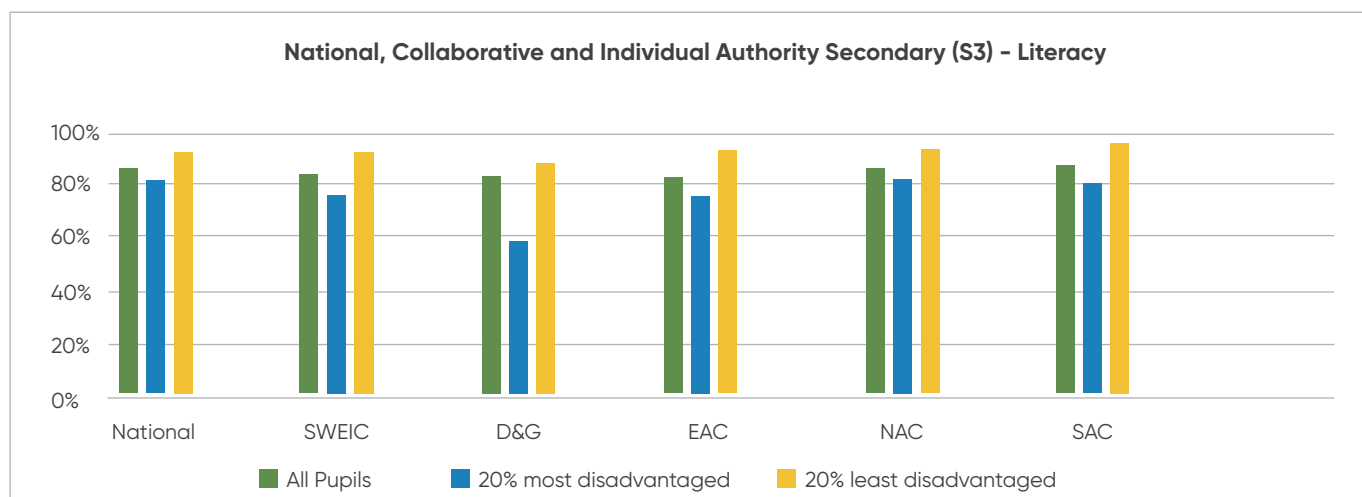

To examine this further, the following chart shows for each establishment the gap between the SIMD 20% most and least disadvantaged pupils with the stretch aim 2020 of 13% shown demonstrating how much progression is needed to reduce the gap and, in this instance, a lower value is better. As demonstrated by the chart, there is only no difference between national and collaborative values but more variance between the 4 authorities with 2 authorities achieving the stretch target.

National, Collaborative and Individual Authority Primary (P1, P4 & P7 combined) - Numeracy, gap between most and least disadvantaged compared to stretch aim of 13%
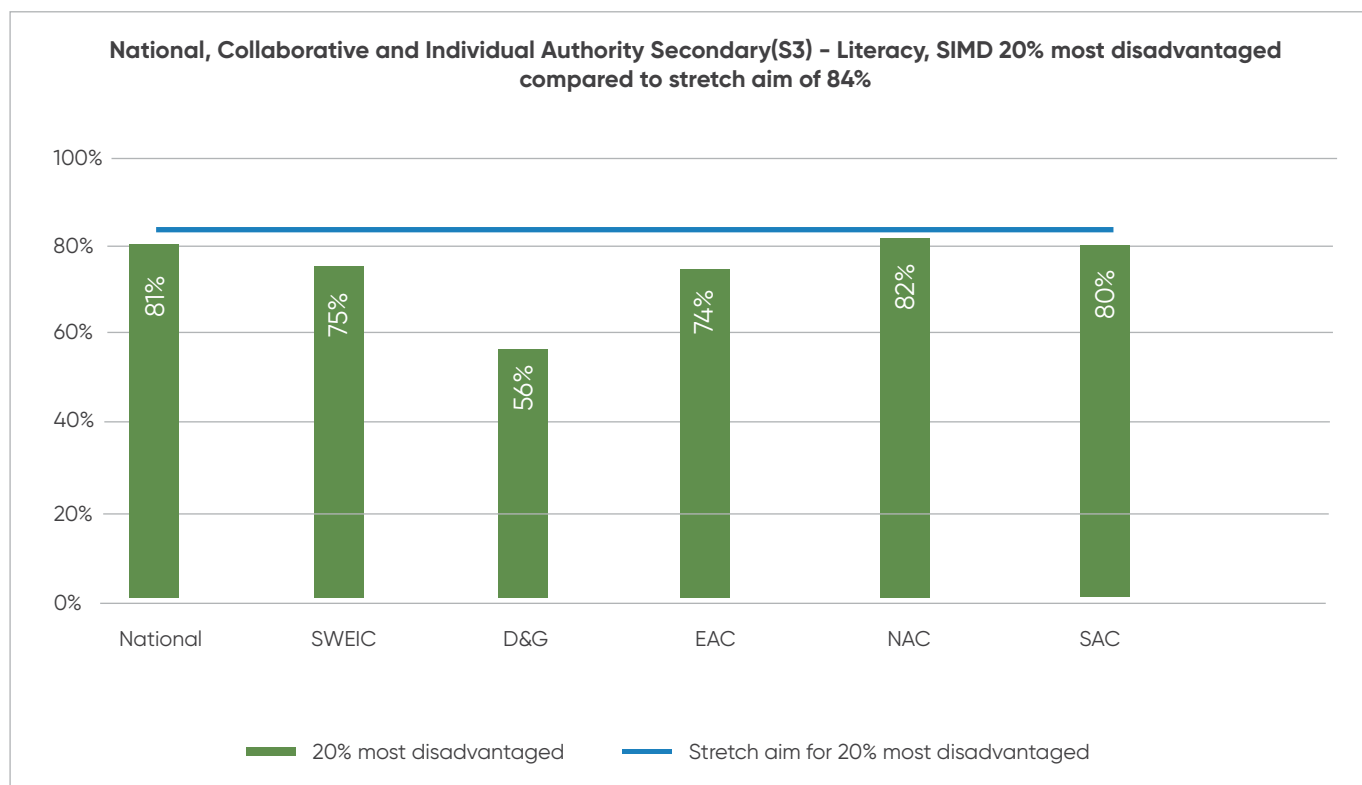
3.3   Secondary Literacy

This chart below shows for the June 2017 Achievement of Curriculum for Excellence (CfE) Levels the national, collaborative and individual authority values for the literacy measure for percentage of S3 pupils achieving the third level for all literacy measures. The chart shows comparisons between all pupils, the SIMD 20% most disadvantaged pupils and the SIMD 20% least disadvantaged pupils.

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

National, Collaborative and Individual Authority Secondary (S3) - Literacy

Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 84% as shown in the next chart illustrates where the gaps are in achieving this target by 2020.

National, Collaborative and Individual Authority Secondary(S3) - Literacy, SIMD 20% most disadvantaged compared to stretch aim of 84%

The measure for the SIMD 20% least disadvantaged against the stretch aim of 95% as shown in the next chart shows that establishments are closer to achieving this target compared to the 20% most disadvantaged measure overall with variances in each authority and 3 authorities already achieving the stretch target.

National, Collaborative and Individual Authority Secondary (S3) – Literacy, SIMD 20% least disadvantaged compared to stretch aim of 95%

Authority	Value
National	94%
SWEIC	94%
D&G	90%
EAC	95%
NAC	95%
SAC	98%

Legend:
- 20% most disadvantaged
- Stretch aim for 20% most disadvantaged

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

National, Collaborative and Individual Authority Secondary (S3) – Literacy, gap between most and least disadvantaged compared to stretch aim of 10%

Authority	Value
National	14%
SWEIC	19%
D&G	34%
EAC	21%
NAC	13%
SAC	18%

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

3.4   Secondary Numeracy

This chart below shows for the June 2017 Achievement of Curriculum for Excellence (CfE) Levels the national, collaborative and individual authority values for the numeracy measure for percentage of S3 pupils achieving third level for numeracy. The chart shows comparisons between all pupils, the SIMD 20% most disadvantaged pupils and the SIMD 20% least disadvantaged pupils.
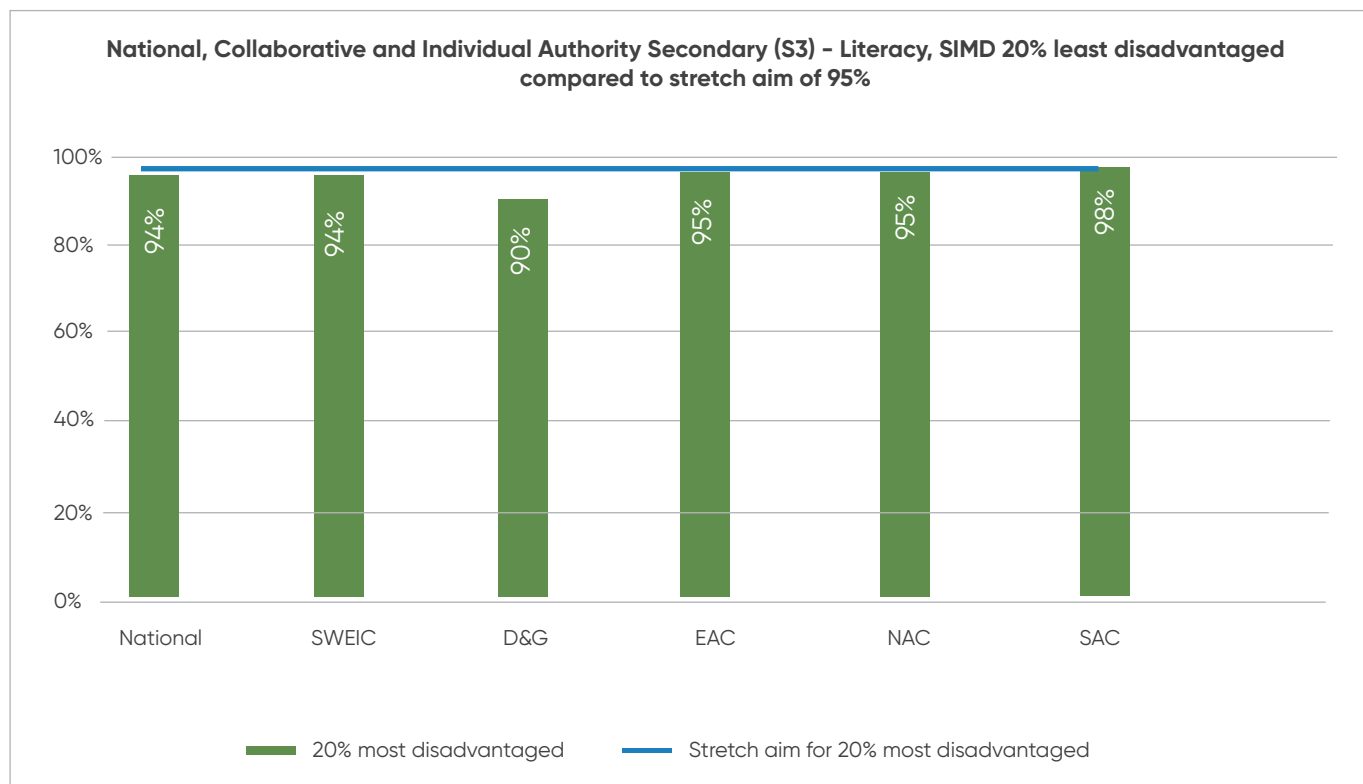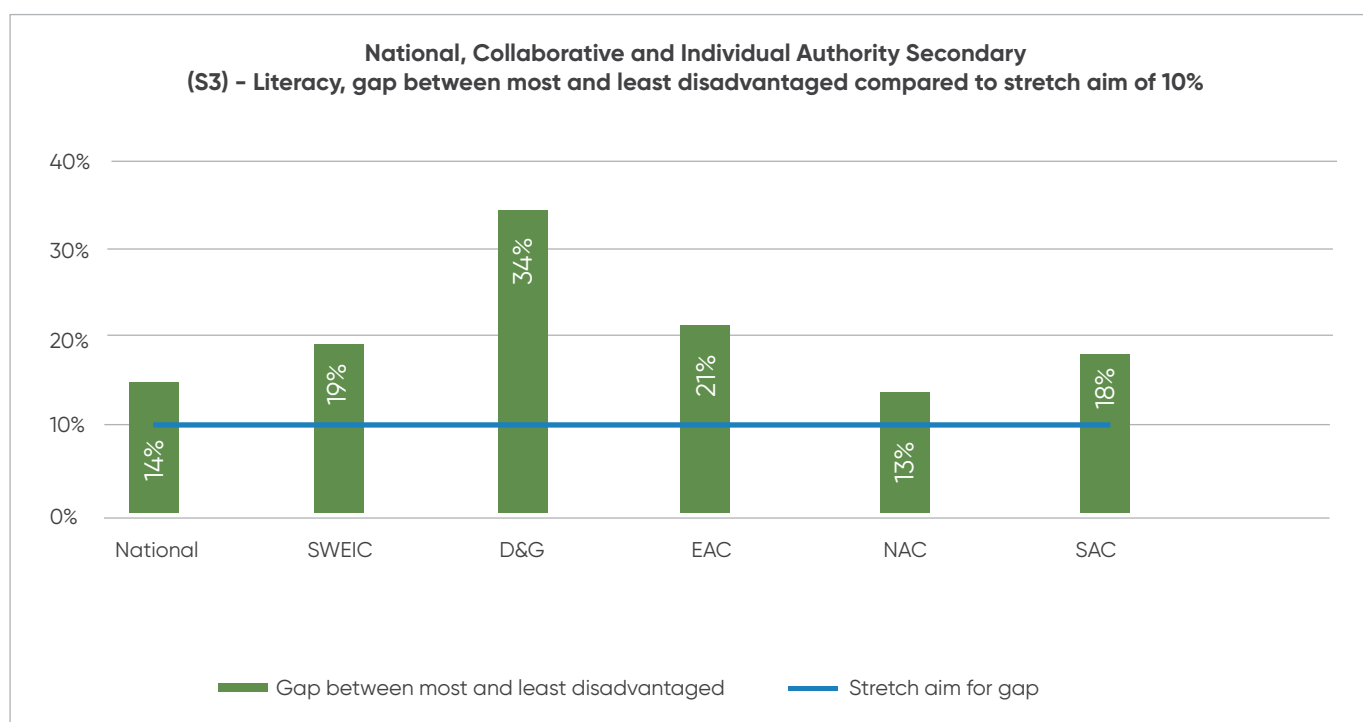
Again, as shown in the chart there is a similar pattern overall of those pupils living in least disadvantaged geographical areas who are reported to have achieved the relevant level for their stage at a higher percentage than those in most disadvantaged areas and all pupils overall.

National, Collaborative and Individual Authority Secondary (S3) - Numeracy

Looking at the measure for the SIMD 20% most disadvantaged against the stretch aim of 84% as shown in the next chart illustrates where the gaps are in achieving this target by 2020.

National, Collaborative and Individual Authority Secondary (S3) - Numeracy, SIMD 20% most disadvantaged compared to stretch aim of 84%

The measure for the SIMD 20% least disadvantaged against the stretch aim of 96% as shown in the next chart shows that establishments are closer to achieving this target compared to the 20% most disadvantaged measure overall with variances in each authority and one authorities already achieving the stretch target and the other three very close to it.
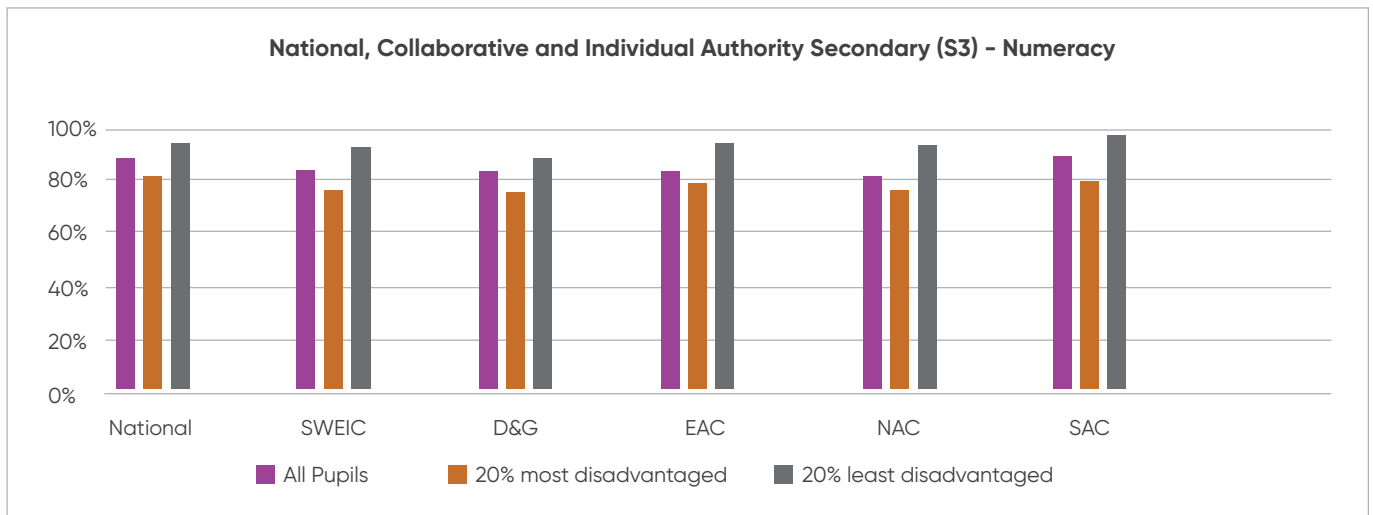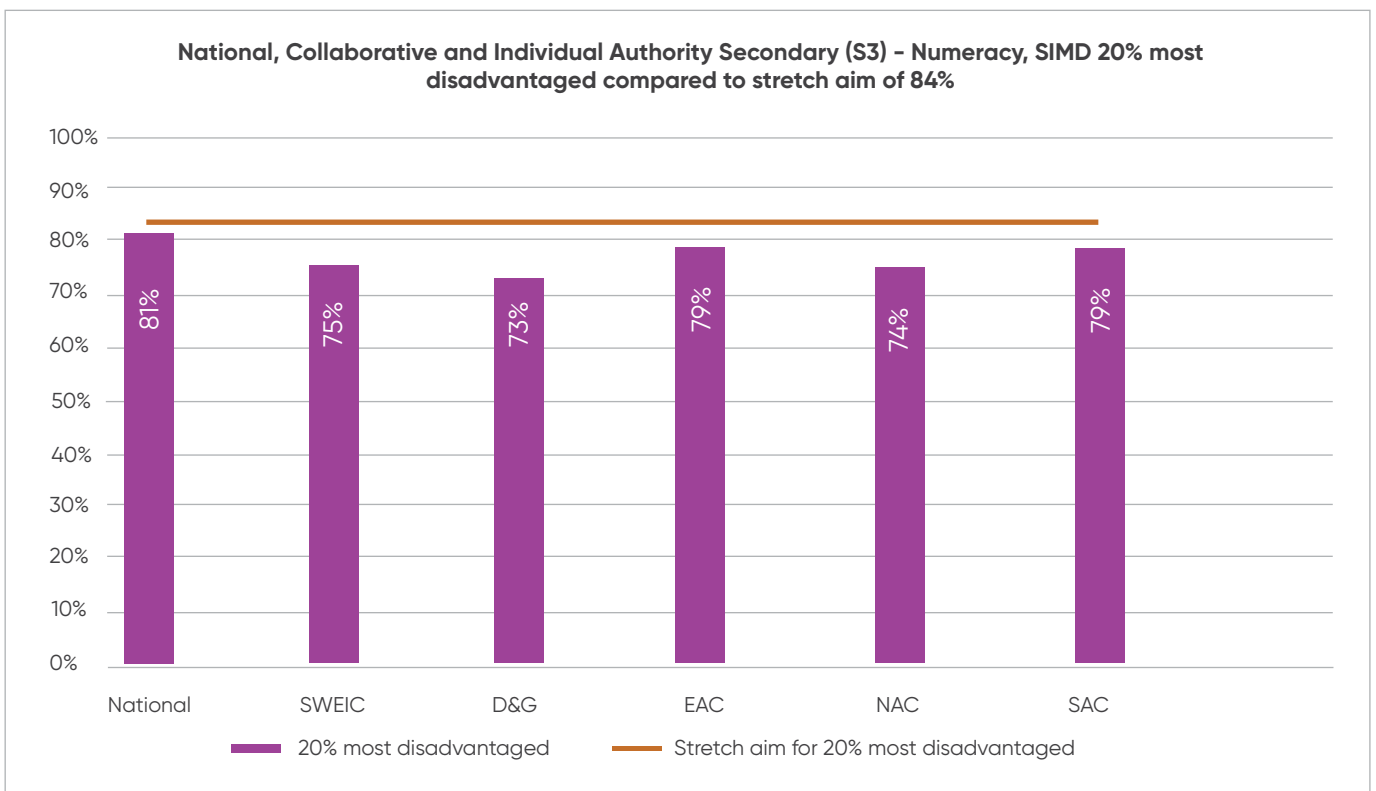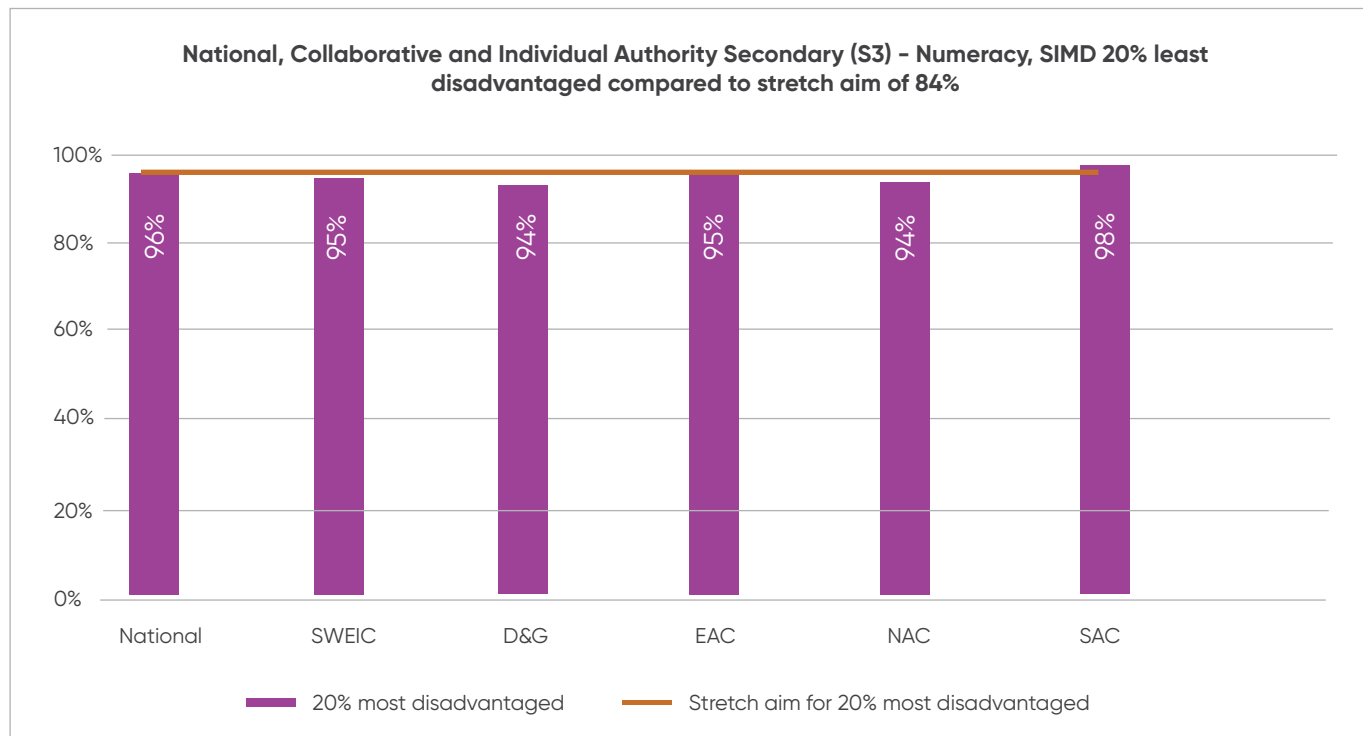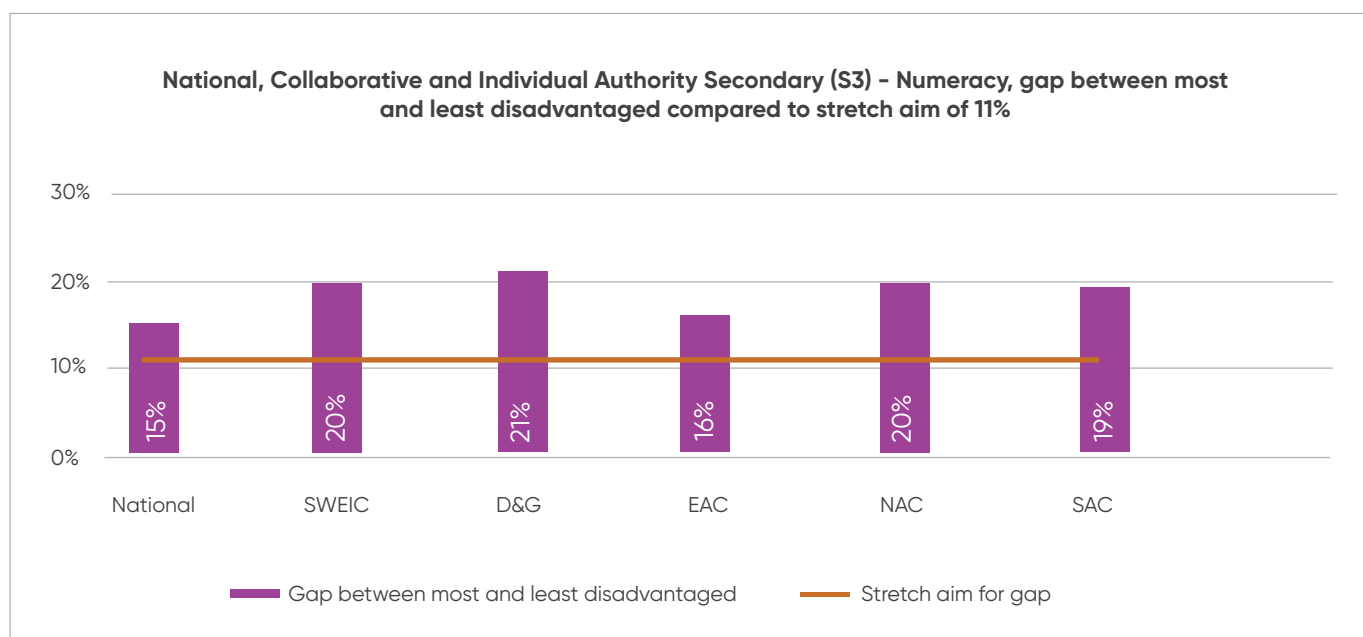
National, Collaborative and Individual Authority Secondary (S3) - Numeracy, SIMD 20% least disadvantaged compared to stretch aim of 84%

National	SWEIC	D&G	EAC	NAC	SAC
96%	95%	94%	95%	94%	98%

■ 20% most disadvantaged　　— Stretch aim for 20% most disadvantaged

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

National, Collaborative and Individual Authority Secondary (S3) - Numeracy, gap between most and least disadvantaged compared to stretch aim of 11%

National	SWEIC	D&G	EAC	NAC	SAC
15%	20%	21%	16%	20%	19%

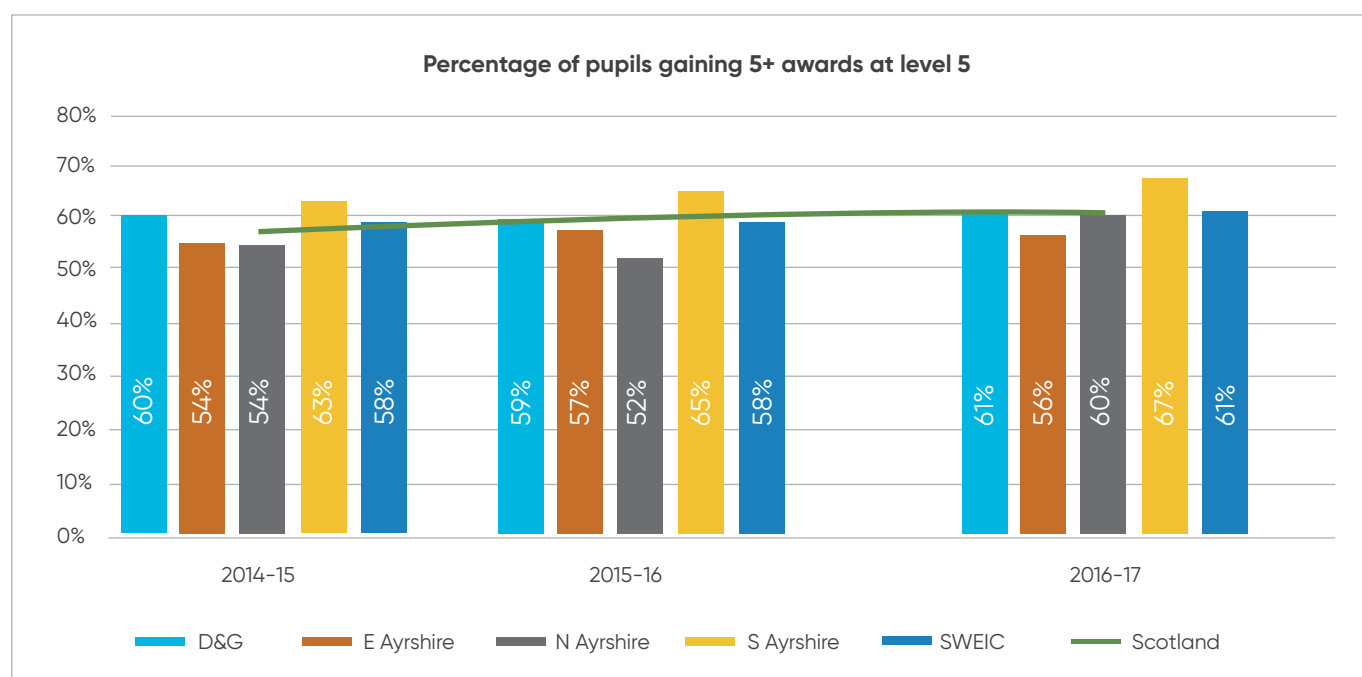■ Gap between most and least disadvantaged　　— Stretch aim for gap

4. Local Government Benchmarking Framework Comparisons

The core purpose of the Local Government Benchmarking Framework (LGBF) is to develop, on a collaborative basis, a comparative benchmarking framework for Scottish Local Government that supports the targeting of improvement activities and resources to areas of greatest impact – in terms of efficiency/ costs, productivity and outcomes.
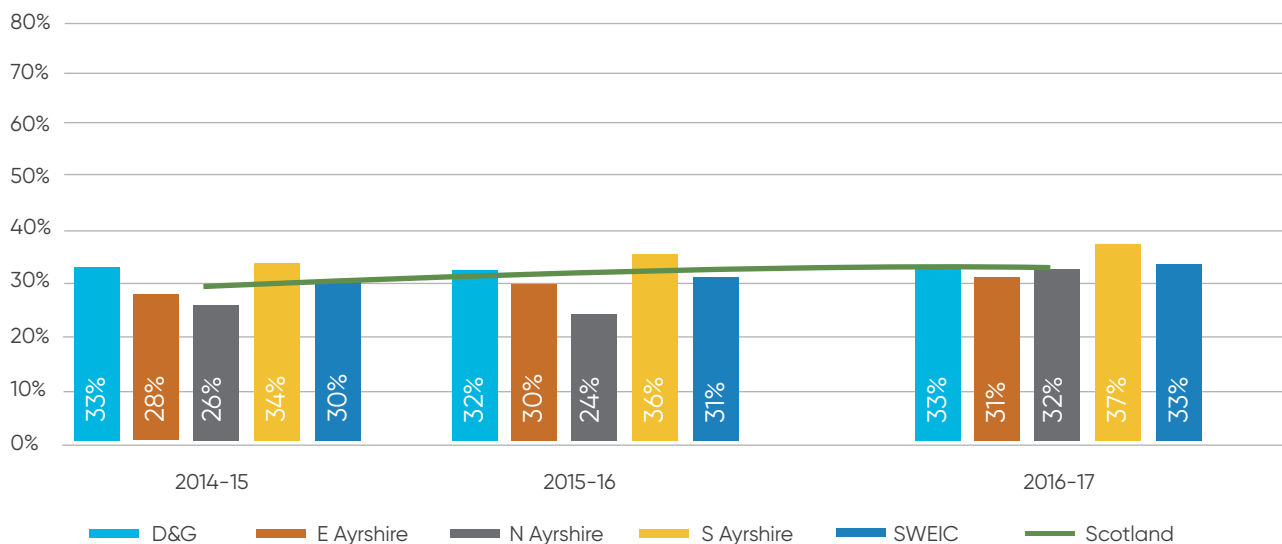
The aim of the benchmarking suite is to help councils to better understand where their services vary in performance against the indicators. The process is then designed to focus questions to guide further exploration of the variation and to subsequently share good practice across councils in a collective and individual effort in driving improvement forward.

The following charts are a sample from the LGBF suite of indicators. The first four charts show data that is taken from INSIGHT as a measure of achievement for senior phase (S4– S6) pupils who are marked as leaving school that year. The first two charts are a measure for all pupils gaining five awards or more at Scottish Credit and Qualifications Framework (SCQF) level 5 and level 6.
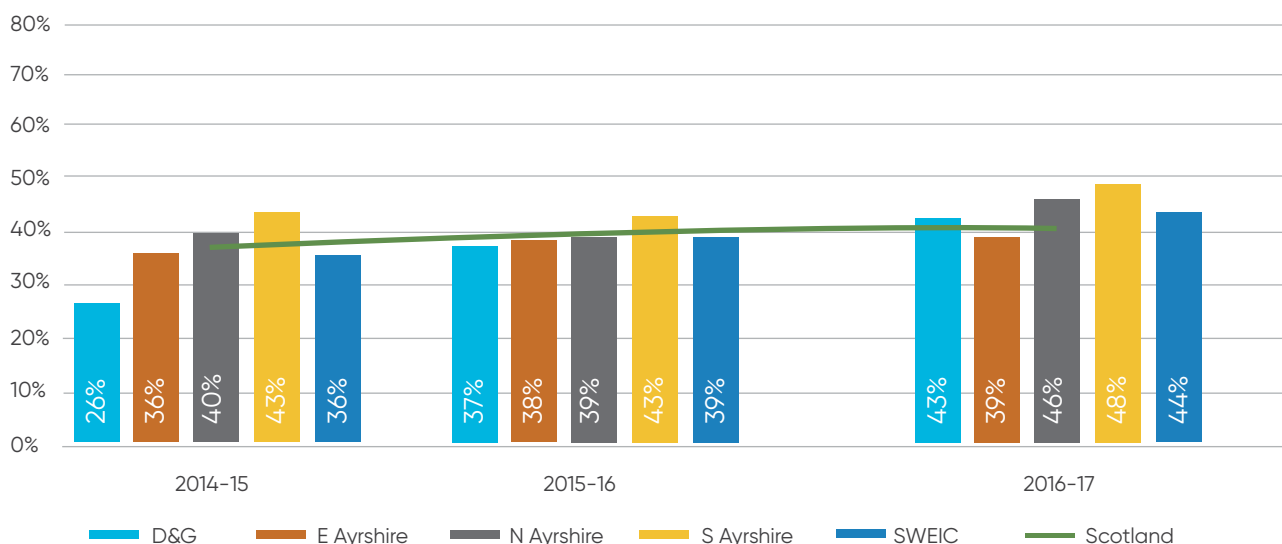
Charts three and four show the same criteria but for pupils that reside in the lowest Scottish Index of Multiple Deprivation (SIMD) 20% geographical areas. There has been improvement over time in all four measures for all but one authority which has remained very similar for the three years of data in pupils gaining 5+ awards at level 6.

Percentage of pupils gaining 5+ awards at level 5

Percentage of pupils gaining 5+ awards at level 6

	2014–15	2015–16	2016–17
D&G	33%	32%	33%
E Ayrshire	28%	30%	31%
N Ayrshire	26%	24%	32%
S Ayrshire	34%	36%	37%
SWEIC	30%	31%	33%

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland

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

	2014–15	2015–16	2016–17
D&G	26%	37%	43%
E Ayrshire	36%	38%	39%
N Ayrshire	40%	39%	46%
S Ayrshire	43%	43%	48%
SWEIC	36%	39%	44%

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland

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

	2014–15	2015–16	2016–17
D&G	11%	14%	15%
E Ayrshire	13%	12%	15%
N Ayrshire	15%	13%	18%
S Ayrshire	14%	16%	18%
SWEIC	13%	14%	17%

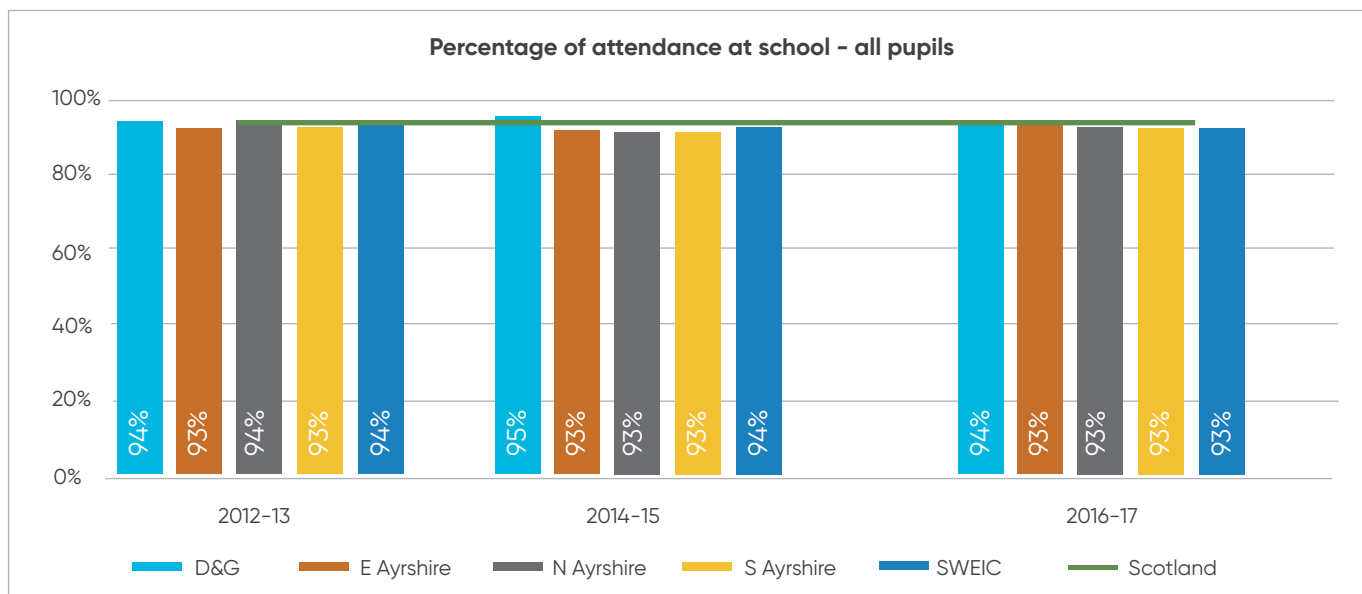Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland
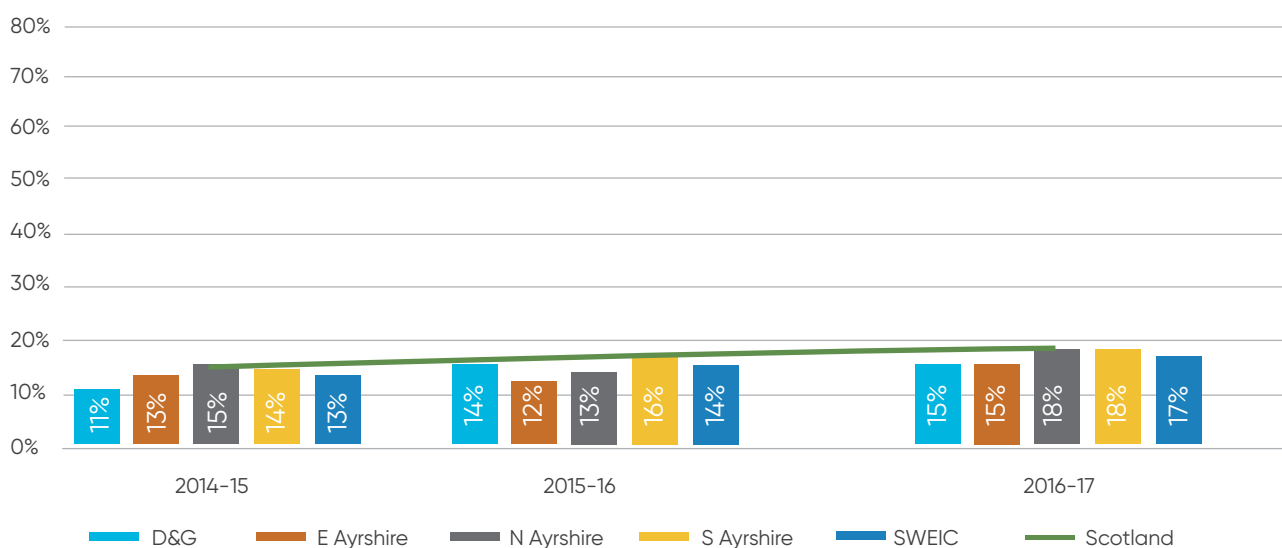
This next chart shows the percentage of children meeting developmental milestones (social, emotional, behavioural, attention, speech language & communication, gross motor, fine motor, vision and hearing) at the 27-30 month review by a health professional. The 27-30 month review was introduced in Scotland in April 2013, is universal and should be offered to every child reaching the appropriate age.
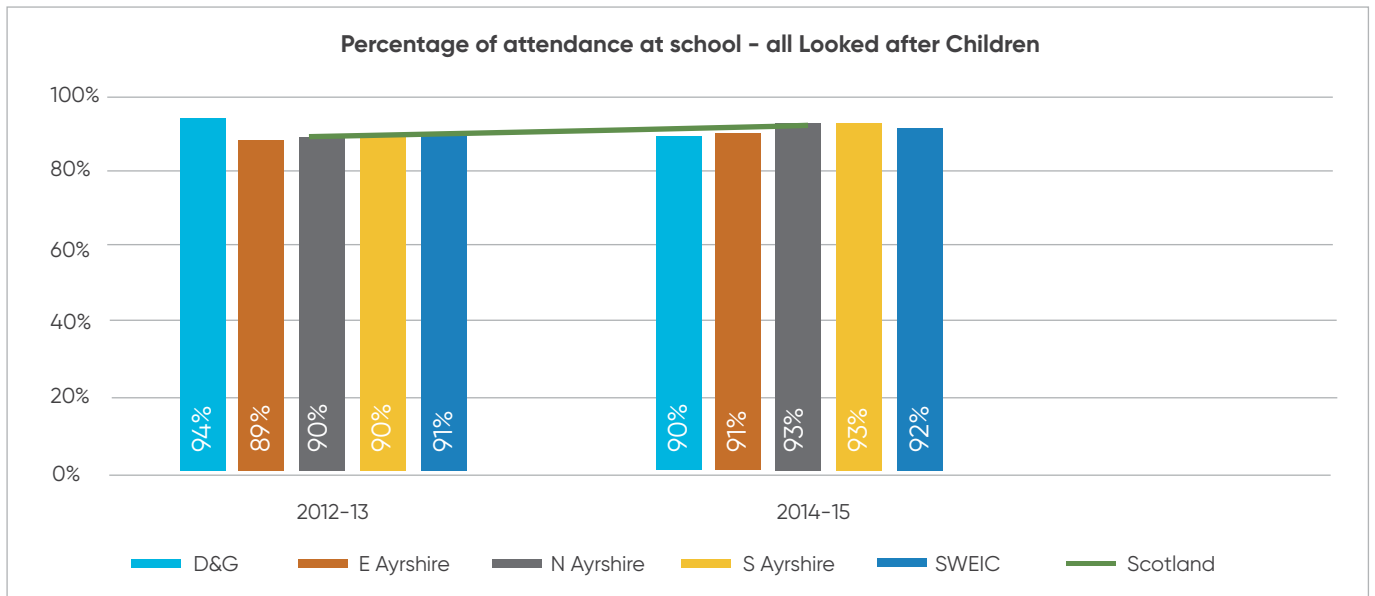
There is no clear pattern in the data but in the last two years there has been a difference of over 9% between the highest and lowest reported percentages for the four authorities compared to just under 5% the previous year.

Percentage of children meeting Developmental Milestones

Year	D&G	E Ayrshire	N Ayrshire	S Ayrshire	SWEIC
2013-14	76%	72%	76%	77%	75%
2014-15	78%	69%	74%	78%	75%
2015-16	76%	67%	73%	75%	73%

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland
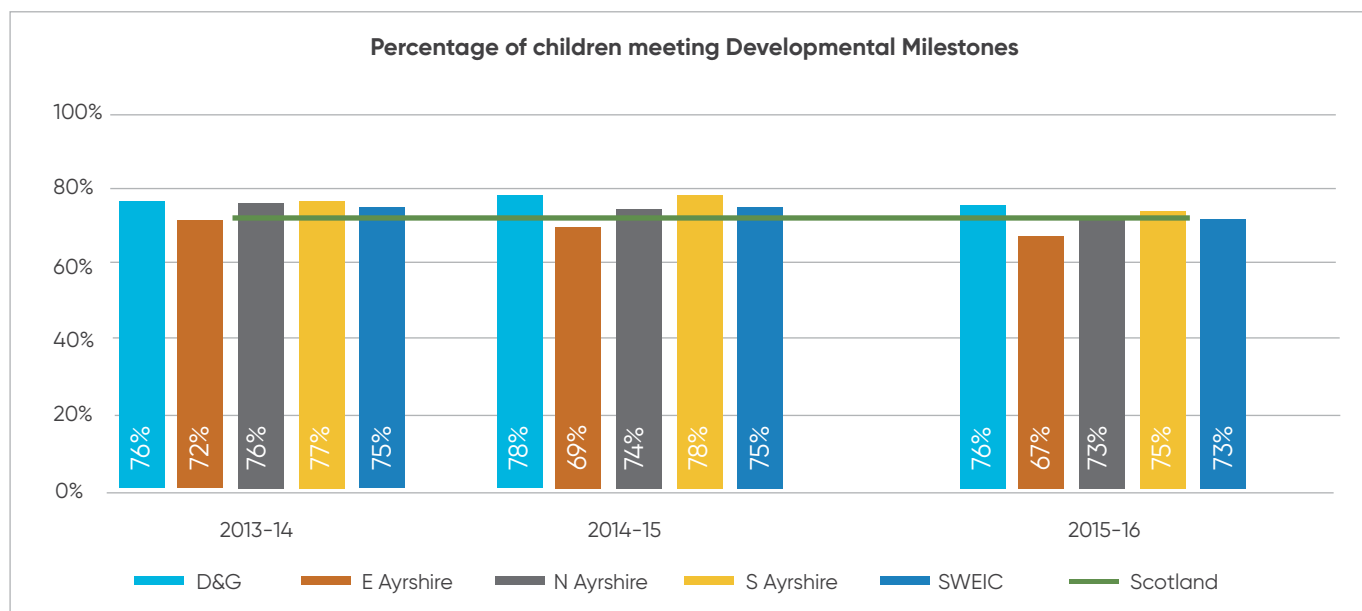
The next two charts look at pupil attendance for all pupils and also for Looked after Pupils. Good school attendance is key to ensuring that every child gets off to the best start in life and has access to support and learning that respond to individual needs and potential. Absence from school, whatever the cause, disrupts learning. The role of school attendance in the protection of children is key.

Local Authorities record information on pupils' attendance and absence from school and the reasons for this. This information is used to monitor pupil engagement and to ensure pupils safety and wellbeing by following up on pupils who do not attend school.

Percentage of attendance at school - all pupils

Year	D&G	E Ayrshire	N Ayrshire	S Ayrshire	SWEIC
2012-13	94%	93%	94%	93%	94%
2014-15	95%	93%	93%	93%	94%
2016-17	94%	93%	93%	93%	93%

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland

Percentage of attendance at school - all Looked after Children

	2012-13	2014-15
D&G	94%	90%
E Ayrshire	89%	91%
N Ayrshire	90%	93%
S Ayrshire	90%	93%
SWEIC	91%	92%

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland

Exclusion is rooted in the behaviour policies of schools and local authorities, where it has traditionally been seen as both the ultimate sanction and a deterrent to serious indiscipline, in the context of the wellbeing of the whole school community. There have been significant, concerted efforts by schools and local authorities to implement a range of approaches and solutions to positively engage young people in their education and improve relationships and behaviour. The following two charts show SWEIC authorities exclusion rates for all pupils and also Looked after Pupils.

School exclusion - rate per thousand pupils

Rate per thousand

	2012-13	2014-15	2016-17
D&G	22	24	21
E Ayrshire	46	41	43
N Ayrshire	32	23	20
S Ayrshire	20	19	18
SWEIC	30	27	26

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland

School exclusion – rate per thousand pupils for Looked after Children

Rate per thousand

	D&G	E Ayrshire	N Ayrshire	S Ayrshire	SWEIC
2012-13	35	142	170	126	118
2014-15	132	78	42	58	77

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland

This last chart looks at Participation for 16 – 19 year olds. The annual measure takes account of all statuses for individuals over the course of the year as rather than focusing on an individual's status on a single day

Participation and non-participation were defined within the Opportunities for All - Data Practice Framework published by the Scottish Government in August 2014.

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

Percentage participation for 16-19 year olds

	D&G	E Ayrshire	N Ayrshire	S Ayrshire	SWEIC
2015-16	91%	89%	90%	91%	90%
2016-17	93%	88%	90%	91%	91%

Legend: D&G, E Ayrshire, N Ayrshire, S Ayrshire, SWEIC, Scotland

South
West

Educational Improvement
Collaborative

Dumfries
& Galloway

East Ayrshire Council
Comhairle Siorrachd Àir an Ear

North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

south
AYRSHIRE
C O U N C I L
Comhairle Siorrachd Àir a Deas