

# South West



Educational Improvement  
Collaborative

**Newsletter – October 2019**



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## Colleagues

Since the last newsletter, the South West Educational Improvement plan has been updated and is going through the process of being signed off. This includes being signed off by Education Scotland following a peer review between ourselves and the South East. The plan is also taken through all four local authority equivalents of the education committee. The plan is substantially the same as the previous plan and at the heart of it is our attempt to create opportunities for collaborative working. As I said in the last newsletter, collaboration isn't an end in itself, but is aimed at improving the quality of learning and teaching by sharing effective and interesting practice. An 18 month review of the collaborative will also be getting underway soon with field work taking place in the spring of 2020. My thanks once again to everyone involved for your willingness to work beyond the boundaries of your own classroom, school or local authority.

Regards

Douglas



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# SWEIC Events 2019/20

Further details and invites to register for these events will be sent out in due course.

11 <sup>th</sup> October	Primary Head Teachers Leadership Day In partnership with Columba 1400	Dumfries House, Cumnock
8 <sup>th</sup> November	Primary Head Teachers Families of Schools (Day 2)	Dumfries House, Cumnock
8 <sup>th</sup> November	ASN Leadership Event Special schools and Bases	Park Hotel, Kilmarnock
11 <sup>th</sup> November	Early Years Event Head Teachers, Centre Managers & Partners	Park Hotel, Kilmarnock
<del>29<sup>th</sup> November</del> Postponed until Jan/Feb.	Secondary SLT PEF/HWB Event	
16 <sup>th</sup> January	Moderation of Early/First Level P1, 2, 3, 4 teachers	TBC
March	Catholic Head Teacher Conference	TBC
6 <sup>th</sup> March	Rural Head Teachers Event	Dumfries House, Cumnock
11 <sup>th</sup> May	Moderation of Achievement of a Level, P1, P4 & P7 teachers	TBC
22 <sup>nd</sup> May	Primary Head Teachers Families of Schools (Day 3)	Dumfries House, Cumnock
22 <sup>nd</sup> May	Moderation – subject specialist follow up day.	TBC
12 <sup>th</sup> June	Primary Principal Teacher Event	Greenwood Conference Centre



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# SWEIC Professional Learning 2019/20

Please find below a brief outline of SWEIC Professional Learning opportunities to date. This calendar will be supplemented by other collaborative learning events during the year.

<b>Maths delivered by SWEIC Maths Group</b> Bar Modelling Primary and Secondary Staff	6th Sept– Train the Trainer  November twilights February twilights	Ayr Academy  Venues across the region
<b>School Data Analysis</b> Delivered by ES Attainment Advisors Workshops for middle leaders.	Twilights beginning in November	Venues across the region
<b>Reading Recovery SWEIC offer from NAC</b>	TBC	
<b>Connect (Cohort of 25)</b> Engaging Families in Children's Education Part 1	7 <sup>th</sup> November (Half day)	Ayr Academy, Ayr
Engaging Families in Children's Education Part 2	20 <sup>th</sup> November (Half day)	Ayr Academy, Ayr
Family Engagement for Improvement	22 <sup>nd</sup> January	Lochside House Hotel, New Cumnock
Evaluation: Assessing the Impact of Family Engagement + new module	17 <sup>th</sup> March (Half day)	TBC
<b>Coaching for Success – SWEIC HT Cohort</b> This programme will deepen and develop the necessary confidence and capability to apply non-directive coaching in the workplace.	Proposed Dates 28 <sup>th</sup> February 27 <sup>th</sup> March 15 <sup>th</sup> May 19 <sup>th</sup> June	Venues TBC
<b>Evolving Systems Thinking</b> For school and system leaders with a remit for curriculum and pedagogical developments, quality processes and effective collaborative improvement across the system.	28 <sup>th</sup> , 29 <sup>th</sup> , 30 <sup>th</sup> October  22 <sup>nd</sup> , 23 <sup>rd</sup> , 24 <sup>th</sup> January  27 <sup>th</sup> , 28 <sup>th</sup> , 29 <sup>th</sup> April	Prestwick  Prestwick  Prestwick



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# South West Educational Improvement Collaborative Plan 2019/20

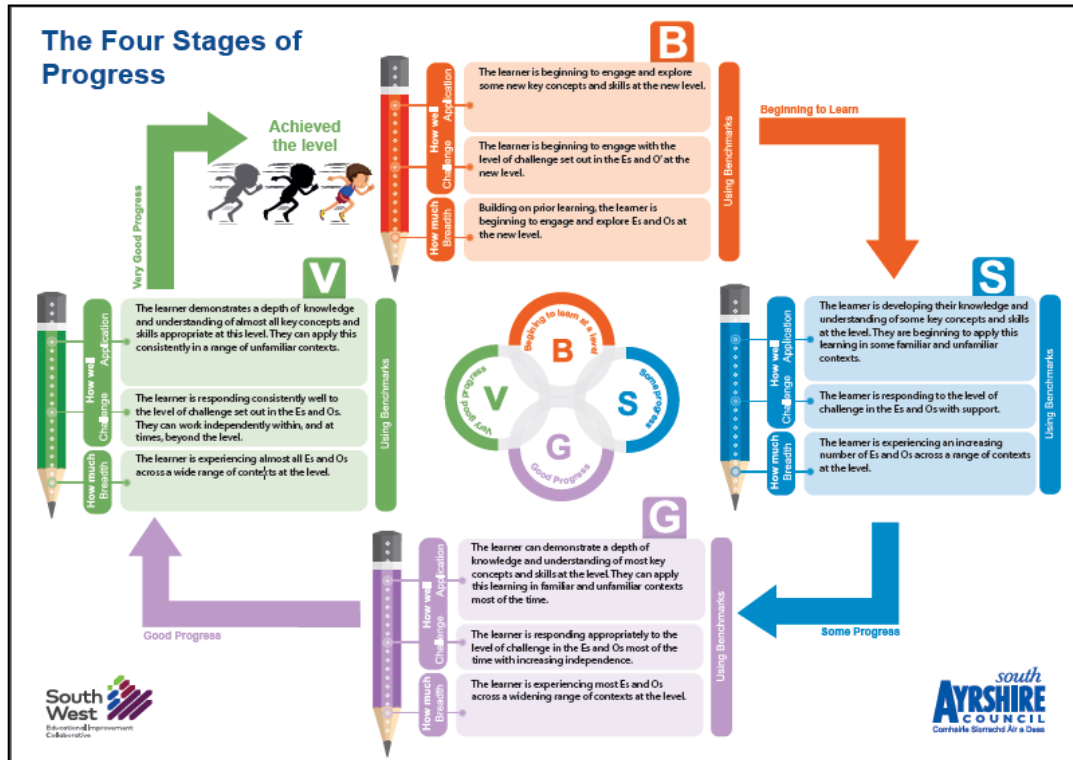
(Click plan to open link.)



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# Assessment and Moderation Workstream



All four authorities have agreed on criteria for four stages of assessment within a level to ensure consistency of expectations when moderating across the collaborative. All schools across the collaborative will be using the four stages by the end of 2020.

Workstream lead:	Sheelagh Rusby, D&G
Members :	Fiona Hopkins, NAC Robert McCallum, EAC Gail Elder, EAC
Workstream officer:	Gavin Pitt, SAC

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# Closing the poverty related attainment gap workstream

Workstream Lead: Graham McGinn, EAC  
Members: Leona Waugh, D&G  
Scott Mulholland, SAC  
Angela Cassells, NAC  
Workstream Officer: Fiona McAvoy, SAC  
Engagement Officer: Marjorie Ross

## Summer engagement:

During the summer break, Marjorie Ross, Engagement Officer, took the opportunity to visit summer clubs and family engagement events, to find out more about the range of activities being delivered by schools and partner agencies.

In each Local Authority a full programme of activities was available for parents and children with free meals included. A sample of what was on offer follows.



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## Summer Engagement - Dumfries and Galloway



Parents/carers and children have been having great fun over the summer holidays at their **Lifelong Learning Summer Family Fun Sessions in Upper Nithsdale**.

Lifelong Learning staff and partners planned and delivered a huge variety of enjoyable learning experiences for parents/carers and children. A free lunch was also included for all participants.

Families took part in a range of science activities, cooking, physical/mental challenges, yoga, relaxation and arts and craft, to name but a few. They even had the chance to meet the Gruffalo!

Feedback from parents/carers and children was very positive. Here are just a few of their comments:



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# Closing the poverty related attainment gap workstream

## Feedback from Summer Fun, Upper Nithsdale.....

*"STEM activities were fab, especially the volcano!!*

*"My son learned how magnets have positives + negatives"*

*"Bubble lady was 10/10, great day again". 😊*

*"We enjoyed making the cakes. Had a fab time."*

*"Science activities were great fun today and different to anything my kids had tried before. We had an excellent time. Thank you." 😊*

*"Amazing great fun loved STEM work as well as sensory learning".*



*"I liked the bubble show and I liked making things, but my favourite part was the food!!!"*

*"Such an amazing day, time flew in. Both my children loved every activity provided."*

*"Gran also had fun. X"*

*"Brill day, Aaron loved messy play with Speech and Language. Great thing for the Kids."*

*"Wains had a brilliant day. They loved the water. Good for school holidays."*

*"I liked the volcano and magnets & sciency stuff!"*

*"Great activities for kids during summer". 😊*



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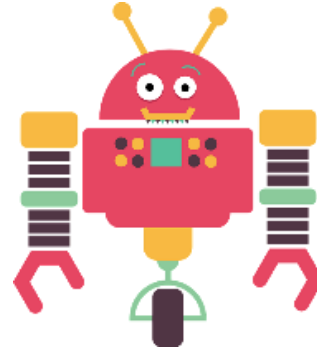


# Closing the poverty related attainment gap workstream

South Ayrshire Council

## Summer 2019 Code Club

Pupils from Braehead and Newton Primary Schools attended a three day Coding Club held during the summer holidays in the Discovery Zone classroom located in Braehead Primary.



Over the three days the young coders created Scratch programs, coded Micro:bits (tiny handheld programmable computers), navigated Sphero robots around floor mats and learned how to 3D print. They also got the opportunity to discover more about the world around them using virtual reality headsets and holograms that they could hold in their hands.

The feedback from the pupils was extremely positive with lots of stories and ideas going back to the classroom to be shared with classmates. We were lucky to have a number of parents pop in on the last day to join in with the activities and learn more about how coding and computing science is used to support learning and teaching.



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South Ayrshire Council - Summer 2019 Code Club



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# Closing the poverty related attainment gap workstream

North Ayrshire Council

## Children 1<sup>st</sup>: Children's Rights Summer Consultation Event

Bouncy castles! Face painting! Children's Rights!

It may not seem like an obvious combination, but it was what Children 1<sup>st</sup> had planned for the latest Children 1<sup>st</sup> consultation event and Summer Family Fun Day on children's rights, in Bourtreehill, North Ayrshire.



Based in the Towerlands Community Centre in the heart of Bourtreehill, the consultation began with an in-depth conversation with a group of children and young people that their local wellbeing hub had been working with over the summer. Children 1<sup>st</sup> wanted to know which of the rights in the **'United Nations Convention on the Rights of the Child'** (UNCRC) mattered the most to them; which rights they thought were the most important for Scotland to adopt; and where they felt their rights were not being respected.



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## Children 1<sup>st</sup>: Children's Rights Summer Consultation Event

### The verdict?

- More safe places to play
- Schools should focus more on children's needs and not just the system's needs
- Decent housing for every family.
- Basic needs like food and shelter

The children and young people were clear that Article 2 of the UNCRC i.e. that 'All Children have these Rights', was the most important to them and that government at every level had to make sure every child's rights were respected!

Children 1<sup>st</sup> opened up the consultation to the wider community by organising a Summer Family Fun Day, with DJ's, bouncy castle, arts and crafts, cake decorating, face painting, dancing, snacks .... and lots more. Children's rights in terms of shaping law may not sound like fun, but with a bit of creativity Children 1<sup>st</sup> found ways to make it fun.

Over 300 people attended the event with everyone keen to discuss what rights mattered to them.... as well as enjoying a brilliant day out!!



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# Closing the poverty related attainment gap workstream

## Living in Rural Communities

Marjorie Ross has been visiting schools from Rural 1 and Rural 2 of the newly formed Families of schools, to identify challenges faced by young people living in rural communities. These visits will continue in the new term.

As SWEIC is keen to reflect any actions taken to meet the challenges of living in a rural community through a series of case studies, each Head Teacher will receive a summary of pupil responses in order to identify any actions which they feel can be taken forward or which can be supported by the collaborative.

The sketchnote on the next page summarises feedback from recent pupil focus groups and the actions currently being taken to address some of the issues raised.



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# LIVING IN RURAL COMMUNITIES

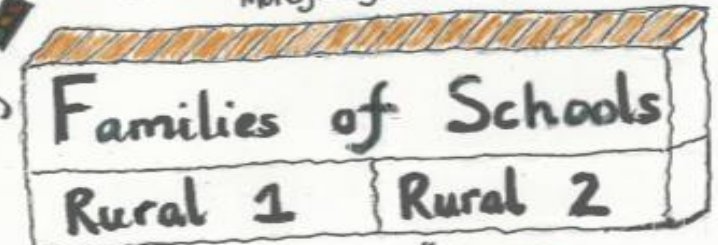


What we like best

- "Wildlife"
- "Fresh air"
- "The outdoor learning clubs"
- "The peace and quiet"
- "Not too many houses"
- "We have a really big playpark"
- "You know everyone and feel safe"
- "We like tradition - our school has a lot of history"
- "Our Nature Reserve"
- "Walks along the river"
- "Lots of community and fundraising events"
- "You know lots of people"
- "Lots of outdoor space"
- "School clubs"
- "Strong sense of community"
- "Large woodland and forest areas"
- "We still use the handball at playtimes"
- "We know a lot of people"
- "The outdoor learning clubs"
- "The peace and quiet"
- "Not too many houses"
- "We have a really big playpark"
- "You know everyone and feel safe"
- "We like tradition - our school has a lot of history"
- "Our Nature Reserve"
- "Walks along the river"
- "Lots of community and fundraising events"

The story so far...  
What could be even better?

- "Not much to do during the holidays"
- "Better disabled access"
- "More houses - but not too many"
- "clean up dog poo!"
- "better cycle paths"
- "Somewhere to play football"
- "A mobile library"
- "More shops"
- "More jobs for mums and dads"
- "Better bus service"
- "Better bus service for young people"
- "coffee shop for young people"
- "STOP cars speeding"
- "Reduce dog fouling + litter"
- "Wheelchair access"
- "Remove derelict buildings"
- "Develop football pitches"
- "Additional lighting"
- "WORK TOGETHER"
- "more youth activities"
- "upgrade cycle paths"



- "Pedestrian crossing"
- "If we could see our friends more - they live too far away"
- "clean up the river"
- "A gym for under 16's"
- "cheaper buses"
- "STOP fly-tipping and vandalism"
- "clean up old buildings"
- "Better lighting and pavements"
- "Trampoline or skate park"
- "CCTV"
- "A monthly cinema in the community"
- "Better equipment in the park"
- "More tourist attractions"
- "More youth activities"
- "upgrade cycle paths"
- "improve shop appearances"

What's going to change?

- "Support new businesses"
- "Better use of spare ground"
- "Decorative features"
- "Request..."
- "greater police presence"
- "more community events"
- "Build family homes"
- "Develop football pitches"
- "Additional lighting"
- "WORK TOGETHER"
- "more youth activities"
- "upgrade cycle paths"
- "improve shop appearances"
- "picnic areas"
- "pedestrian crossings"
- "Build skate + bike parks"
- "Educate on anti-social behaviour"

Who's going to make it happen?

- Parent Councils
- Local Authorities
- Forestry Commission
- Community Groups
- Police Scotland
- schools
- Local Businesses
- P.T.A's
- Residents
- Johnstonebridge

# Closing the poverty related attainment gap workstream

## FUNDING DATABASES - Update

**Youth Scotland** is pleased to announce that the **Youth Scotland Rural Action Fund** is returning for the second year. Supported by [The Robertson Trust](#) and [The Gannochy Trust](#), this fund aims to enhance and develop community-based youth work in Scotland's rural communities.

In its first year, the highly successful fund has enabled 3,176 young people to access opportunities in their local communities and will now fund even more rural youth projects.

The fund has been created in response to the challenges which rural youth groups are facing in funding the delivery of community based universal youth work.

It will make small awards to enable youth groups operating in rural communities provide more and/or better youth work opportunities for young people.

The minimum amount of funding is £100 and maximum amount per award is £750.

### **Youth Scotland Rural Action Fund:**

[https://www.youthscotland.org.uk/programmes/youth-scotland-rural-action-fund/?mc\\_cid=019354cdc0&mc\\_eid=86bf1caf0c](https://www.youthscotland.org.uk/programmes/youth-scotland-rural-action-fund/?mc_cid=019354cdc0&mc_eid=86bf1caf0c)

### **Youth Scotland Rural Action Guidance Pack:**

<https://www.youthscotland.org.uk/media/1699/youth-scotland-rural-action-grants-guidance-pack-2019-07-29-master.pdf>



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## Who can apply to the Youth Scotland Rural Action Fund?

Volunteer run youth groups who:

- Are based in Scotland
- Are volunteer-led and delivered in rural communities with a maximum of 2 FTE staff member (If you have more than 2 FTE staff members for fixed periods e.g. during holidays, please contact Youth Scotland Rural Action Fund to discuss eligibility)
- Are universal access for all young people
- Can demonstrate a lack of alternative universal access provision for young people in their community (as a result of their rural location)
- Work with young people aged between 8 to 25 years old
- Want to try new things, enhance existing provision or increase your capacity to deliver a specific project or programme
- Plan to spend the grant within 6-9 months of receiving it
- Can provide evidence of a low annual turnover
- Are applying for between £100 and £750. No match funding is required.

## When are the annual application deadlines for the Youth Scotland Rural Action Fund?

Applications should be received by:

1 November 2019

31 January 2020

6 March 2020



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## Links to useful funding databases:

*Please note that registration is required to access search functions, but this is fairly straight forward.*

### **Scottish Rural Network:**

<https://srn.fundingscotland.com/Account/MemberLoginRegister?returnUrl=%2F>

**South Ayrshire 4 Communities:** Includes national and local funding opportunities and therefore not restricted to South Ayrshire

<https://www.idoxopen4community.co.uk/southayrshire/Search?bcr=MTIzNA>

### **Funding Scotland:**

<https://fundingscotland.com/Account/MemberLoginRegister?ReturnUrl=%2F>

Funding information can also be found on the SWEIC tile on GLOW.

**If you have used any of the links listed above, we would be delighted to hear of any successful bids and the impact, which we can share across the South West collaborative.**

Please contact Marjorie Ross, Engagement Officer: [marjorie.ross@south-ayrshire.gov.uk](mailto:marjorie.ross@south-ayrshire.gov.uk) T: 01465 716155



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# Closing the poverty related attainment gap workstream

## **PARENTAL ENGAGEMENT IN LEARNING**

Good progress is being made in schools in terms of parental engagement and family learning. Working closely with families and linking in with their partner agencies, schools are continuing to build strong and sustainable relationships with parents based on trust, mutual respect and collaboration.

Parents can be central to change in many areas such as:-

- **Family Learning Programmes**
- **School Improvement Plans** - Parents consulted by schools when it comes to the development of improvement plans, spending Pupil Equity Funding and other key activities.
- **Social media and communications:** Looking at how I.T. can be used to improve parental involvement and engagement.
- **Volunteering:** Finding effective ways of encouraging parents, families and the wider community to volunteer in early years and childcare settings or school.
- **Dad-friendly schools:** Where under-represented groups, such as fathers, have been encouraged to get involved.
- **Minority groups and groups with special needs:** Involving parents of children with disabilities or additional support needs, armed service families, fathers, minority ethnic parents, travellers, separated parents, and sign language users.

In each edition of our Newsletter we will be featuring work which is taking place across the region. If you would like to share any of your parental engagement work, please contact Marjorie Ross.  
Email: [marjorie.ross@south-ayrshire.gov.uk](mailto:marjorie.ross@south-ayrshire.gov.uk) Tel: 01465 716155



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# Closing the poverty related attainment gap workstream

## PARENTAL ENGAGEMENT IN LEARNING – useful websites

### PARENTAL ENGAGEMENT TOOLKIT

National Improvement Hub

<https://education.gov.scot/improvement/learning-resources/engaging-parents-and-families-a-toolkit-for-practitioners>

### FAMILY LEARNING NETWORK

<http://familylearningnetwork.com/>

### THE NATIONAL PARENT COUNCIL FOR SCOTLAND

<https://www.npfs.org.uk/>

### PARENT NETWORK SCOTLAND

<https://www.parentnetworkscotland.org.uk/>

### FATHERS NETWORK SCOTLAND

<http://www.fathersnetwork.org.uk/>

### HOW DO YOU MAKE A SCHOOL DAD-INCLUSIVE?

<https://www.youtube.com/watch?v=VneCtxdTWVU&feature=youtu.be>



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# Leadership Workstream

Workstream Leads: Julie Hope, EAC  
Alan MacDougall, NAC

Professional Learning Leads: Helen Cassidy, EAC  
Rodger Hill, D&G  
Kate MacDonald, SAC

Secondary HT Consultation Group: Alan Dick, NAC  
Joanne Dillon, D&G  
Tracy Stewart, SAC  
Scott Robertson, EAC

Primary HT Consultation Group: Fiona Black, EAC  
Emma Johnstone, EAC  
Jackie Blair, SAC  
David Watson, SAC  
Julie Sharman, NAC  
Susan Lauder, NAC  
D&G, TBC

Feedback from SWEIC engagement has highlighted that a central focus of the SWEIC Leadership workstream should be on opportunities to share practice and work collaboratively to develop and enhance leadership practice. To this end we are looking to identify interesting practice that could be shared with others to spark ideas about leadership development. We would then establish a calendar of events which provides opportunities which can be selected depending on specific areas of interest for you or your school staff to attend. The method of sharing can be selected by the school and may take the format of a presentation, but we would also encourage opportunities to engage in others ways which allows attendees to see the opportunity in action. This is an excellent opportunity to engage with others across the RIC and tap into other opportunities for professional learning.

We would be delighted if you could discuss this with your teams and consider any offering to this calendar. To help us plan for these events we would be delighted if you could provide us with some information using the link to Glow forms:

[https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQctawUZKY\\_7lLb8vWRFk1BKvi0hi-RUNlg0VVpOOVdZVkpWWDZVVjJPSvdFTTIiWiQICN0PWcu](https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQctawUZKY_7lLb8vWRFk1BKvi0hi-RUNlg0VVpOOVdZVkpWWDZVVjJPSvdFTTIiWiQICN0PWcu)

We would be grateful for returns as soon as possible.



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# Early Years



Liz Candlish, Head Teacher of Kirkmichael PS and Straiton PS has recently taken up post as the SWEIC Early Years seconded officer. Liz will be driving forward Early Years priorities within the Closing the Gap, Leadership and Assessment and Moderation workstreams.

An event to support our collaborative work will take place on Monday 11<sup>th</sup> November at The Park Hotel, Kilmarnock.

The aim of the day is to provide an opportunity for collaboration, consultation and a forum for sharing identified good practice across the SWEIC.

Julia Matthew will provide our keynote speech as we focus on quality learning and teaching in the sector. Julia is a Quality Improvement Manager for Early Years in Aberdeenshire and also inspects early years settings in England. She is passionate about the importance of high-quality care and education in the Early Years and the real difference we can all make to improving outcomes and life chances for children.

This will be followed by a workshop forum where settings from across the collaborative will share examples of interesting practice. The afternoon will focus on consultation as to how the SWEIC can support Early Years priorities across the South West in order to provide a baseline for future work.

We look forward to engaging with colleagues from across the SWEIC on the day and see it as a real opportunity for positive working in the sector.



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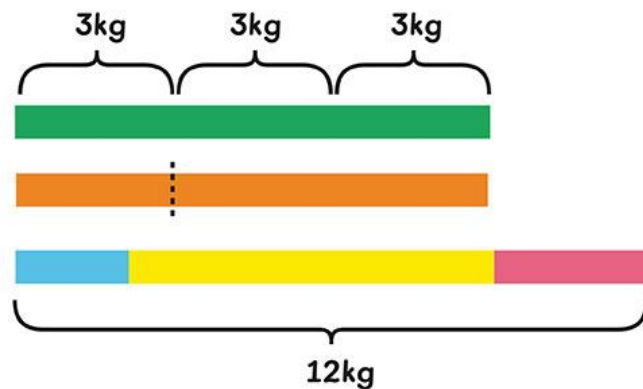


# SWEIC Maths group

Lead: Robert McCallum, EAC

## Developing Bar Modelling Approaches

The SWEIC Maths Group held a Train the Trainer day in September for Numeracy Champions across the region. A training programme has been designed to be delivered during twilights in November and February across the South West. This professional learning will focus on developing Bar Modelling approaches to support children's understanding of mathematics within worded problems and support children in developing number sense. These twilight inputs will provide opportunities for staff to develop pedagogy while reflecting and sharing practice.



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## Priority Focus: Teacher professionalism and Closing the Attainment Gap

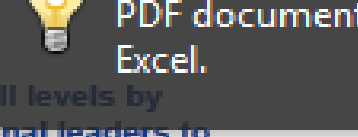
Improve attainment more quickly for children and young people who are most disadvantaged.

### What do we want to achieve?

- 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
- 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
- The regional collaborative can show clear evidence of improvements based on actions taken as a result of self-evaluation
- Family learning programmes provide opportunities for parents and carers to build capacity in supporting their children.



## Priority Focus: Leadership



To develop leadership capacity at all levels by inspiring and empowering educational leaders to improve outcomes for learners.

### What do we want to achieve?

- All head teachers 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
- All head teachers 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.

## Priority Focus: Teacher professionalism

Improve attainment in the broad general education for all learners.

### What do we want to achieve?

- All practitioners are confident about making professional assessment judgements and there is improved validity and reliability of assessment data in the BGE
- Well planned high quality learning, teaching and assessment improve the pace and challenge in learning in the BGE for all learner.

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**Regional Lead Officer** Douglas Hutchison

**Quality Improvement Manager** Fiona McDougall [Fiona.McDougall@south-ayrshire.gov.uk](mailto:Fiona.McDougall@south-ayrshire.gov.uk)

**Data Analyst** Gwyneth Fairbairn [Gwyneth.Fairbairn@dumgal.gov.uk](mailto:Gwyneth.Fairbairn@dumgal.gov.uk)

**Engagement Officer** Marjorie Ross [Marjorie.Ross@south-ayrshire.gov.uk](mailto:Marjorie.Ross@south-ayrshire.gov.uk)

### **BGE: Assessment and Moderation**

**Workstream Lead** Sheelagh Rusby [Sheelagh.Rusby@dumgal.gov.uk](mailto:Sheelagh.Rusby@dumgal.gov.uk)

**Seconded Officer** Gavin Pitt [Gavin.Pitt@south-ayrshire.gov.uk](mailto:Gavin.Pitt@south-ayrshire.gov.uk)

### **Closing the Poverty Related Attainment Gap**

**Workstream Lead** Graham McGinn [Graham.McGinn@east-ayrshire.gov.uk](mailto:Graham.McGinn@east-ayrshire.gov.uk)

**Seconded Officer** Fiona McAvoy [Fiona.McAvoy@south-ayrshire.gov.uk](mailto:Fiona.McAvoy@south-ayrshire.gov.uk)

### **Leadership**

**Workstream Leads** Julie Hope [Julie.hope@east-ayrshire.gov.uk](mailto:Julie.hope@east-ayrshire.gov.uk)

Alan Macdougall [Alan.macdougall@north-ayrshire.gov.uk](mailto:Alan.macdougall@north-ayrshire.gov.uk)

### **Early Years**

**Seconded Officer** Liz Candlish [Liz.Candlish@south-ayrshire.gov.uk](mailto:Liz.Candlish@south-ayrshire.gov.uk)

