



Educational Improvement  
Collaborative

Leasachadh Foghlaim  
Co-obrachail an Iar-dheas



Excellence through  
collaboration  
Sàr-mhathais tro cho-obrachadh



# Annual Report 2020-21

Aithisg Bhliadhnail 2020-21



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# Background



1.1 This report covers the period September 2020 – March 2021. During this time, the country continued to deal with the impact of the Covid-19 pandemic with social distancing, working from home and school closures being among the mitigating factors in place. Learners returned to schools in August 2020 following 3 months of remote learning. In December a second national lockdown was announced and schools closed to all learners with the exception of key worker children and vulnerable children. A phased return to school for children and young people began on the 22nd February 2021.

1.2 When submitting the SWEIC Regional Improvement Plan 2020/21, we recognised and respected the pressures that education staff at all levels were under, responding to rapidly changing situations in schools and appreciated that staff were fully focussed on engaging with children, young people and families. Our plan reflected our intention to support school recovery, reconnect with staff and learners and take forward our learning from lockdown. Due to social distancing measures, school closures and lockdown, all SWEIC events and professional learning opportunities were delivered on-line. By offering SWEIC opportunities digitally, we have made very good progress towards implementing the SWEIC's recovery plan and have been able to engage with a much broader group of practitioners across the south west however it has not been possible to deliver all aspects of the plan due to limited capacity during education's response to the pandemic.

1.3 School closures and remote learning during lockdowns mean that schools have not been able to carry out the full range of ongoing assessment, standardised assessments, SNSA assessments and moderation activities they would normally undertake to enable them to gather robust achievement of a level information and pupil progress data in a common format. This in turn means that all schools and local authorities nationwide were unable to carry out the annual pupil attainment and progress data collection exercise and no national uplift of Curriculum for Excellence progress and achievement data took

place in 2020. Therefore, the High Level Critical Indicators have not been gathered for this area at SWEIC level.

SQA Results for 2020 were all based on teacher judgement and because of the timing of the lockdown it was not possible to arrange cross school moderation to ensure consistency around approach and expected standards. Teachers had to use any assessment evidence they had at their disposal and then apply an inferred improvement measure to arrive at the estimate grades. So, although there are High Level Critical Indicators taken from our benchmarking tool INSIGHT, advice on the use of this data is that the results for 2020 should not be directly compared to those in previous years or future years. The 2020 Insight data cannot be used to directly demonstrate subject, school, authority or RIC improvement compared with previous years.



1.4 During the first lockdown period SWEIC Strategic Officers, Senior Regional Advisor and SWEIC Quality Improvement Manager met on a weekly basis to discuss national, regional and local authority decisions, actions and impact. This collaborative forum was appreciated by all involved and further supported the building of positive relationships across the south west.

1.5 A range of professional learning opportunities and facilitated, themed on-line conversations have been organised by the workstreams to support the professional development of and support for staff, to ensure the highest standards and expectations for all children and

young people during this unprecedented time. Professional learning has been delivered using a range of platforms, Glow MS Teams, Google meet and V-scene. Glow is being used to share national and regional presentations to a wider audience. Feedback from professional learning on-line events is very positive with participants appreciating the time and space to collaborate with colleagues, sharing their experiences, their practice and potential solutions to common challenges being faced. This has impacted positively on school recovery as staff now have wider networks in which to collaborate, sharing their practice.

**Collaborative opportunities this session have included:**

2020/21	Participants	Theme
October	Head Teachers from all sectors	Recover – Reconnect – Renew
October – May	P1 & P2 practitioners programme	P1 Literacy Pedagogy and Practice
November	Primary Head Teachers	Priorities during recovery
November	Early years practitioners (EYP)	Planning for learning, teaching and assessment.
December	Secondary leadership teams	Supporting our learners in a Covid-19 world
January/ March	Early – Second level & Second level – Fourth level practitioners	Maths Professional Learning resource
Dec/Jan/Feb/March	Practitioner networks – EYP, Early, first & Second level; Covid education recovery teachers.	Various facilitated themed conversations – remote learning; transitions; interventions & impact
February	Practitioners from all sectors	Digital learning, teaching and assessment webinars
February	All sectors	Equity within remote learning
March	P7 teachers, guidance staff and year heads	P7/S1 planning for transition
March	EYP & Early level teachers	Planning for transition to P1
March	School leaders	Outdoor Learning

1.6 Participants told us that they value these regional on-line events, benefitting from sharing practice and discussing common challenges. Practitioners who have engaged with SWEIC opportunities are seeking more collaborative events in order to engage further with colleagues from all 4 authorities.

1.7 The SWEIC Regional Improvement Plan outlines the priorities which the individual workstreams intend to take forward. The priorities have been refined to take account of the recovery/renewal period following school closures. A summary of progress made by each workstream from September 2020 – March 2021 follows.

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# BGE: Assessment and Moderation



2.1 This workstream has made very good progress towards its outcomes over the last year. The scope of this workstream has evolved during the last year and now several regional sub-groups report progress to this workstream.

2.2 The workstream lead officer, seconded officer, senior officers representing each local authority and a representative from the Education Scotland Regional Improvement Team continue to meet on-line monthly to progress the plan. Members of this workstream are committed to working collaboratively to add value to the on-going developments in each local authority.

2.3 SWEIC officers have met with colleagues from other RICS to share approaches to on-line moderation activities. An approach was agreed and the SW NIF Officer and SWEIC seconded officer delivered training to Quality Assurance and Moderation Support Officers (QAMSOs) in December. A draft programme was developed to be rolled out by QAMSOs in February – April however this was paused due to the December lockdown. Plans are in place to adopt a different model and this will be developed April – June 2021.

2.4 The implementation of the agreed 4 stages of progress has been impacted by the Covid-19 pandemic and school closures. The expectation that all schools should be using these criteria for recording pupil achievement by June 2020 has been affected by the school closures in March and the absence of ACEL data being recorded. Professional learning and dialogue around the use of the 4 stages has not been delivered therefore it cannot be said that practitioners are confident or familiar with the use of criteria in the 4 stages. Moving forward, assessment co-ordinators from all 4 authorities have agreed that time will be spent developing and delivering professional learning on the 4 stages of progress to ensure confidence and consistency in its use.

2.5 Virtual networks have been created for some practitioner groups in order to facilitate collaboration on themes related to planning learning, teaching and assessment and also to address issues arising from school closures

and the delivery of remote learning. Early years practitioners, teachers from early, first and second level and education recovery teachers now meet on-line on a monthly basis sharing good practice, exploring common challenges and generating themes for future discussion.

2.6 An SQA group has been formed by the local authority SQA representatives to enable collaboration on national and local challenges around assessment arising from the COVID-19 pandemic. The group has appreciated the opportunity to share thoughts, practice and policy on issues associated with the alternative certification model, focussed discussions on collaborative work to support assessment of niche subjects and the possibility of a shared assessment day. This group has built collaborative capacity across the 4 authorities and feedback has been positive.



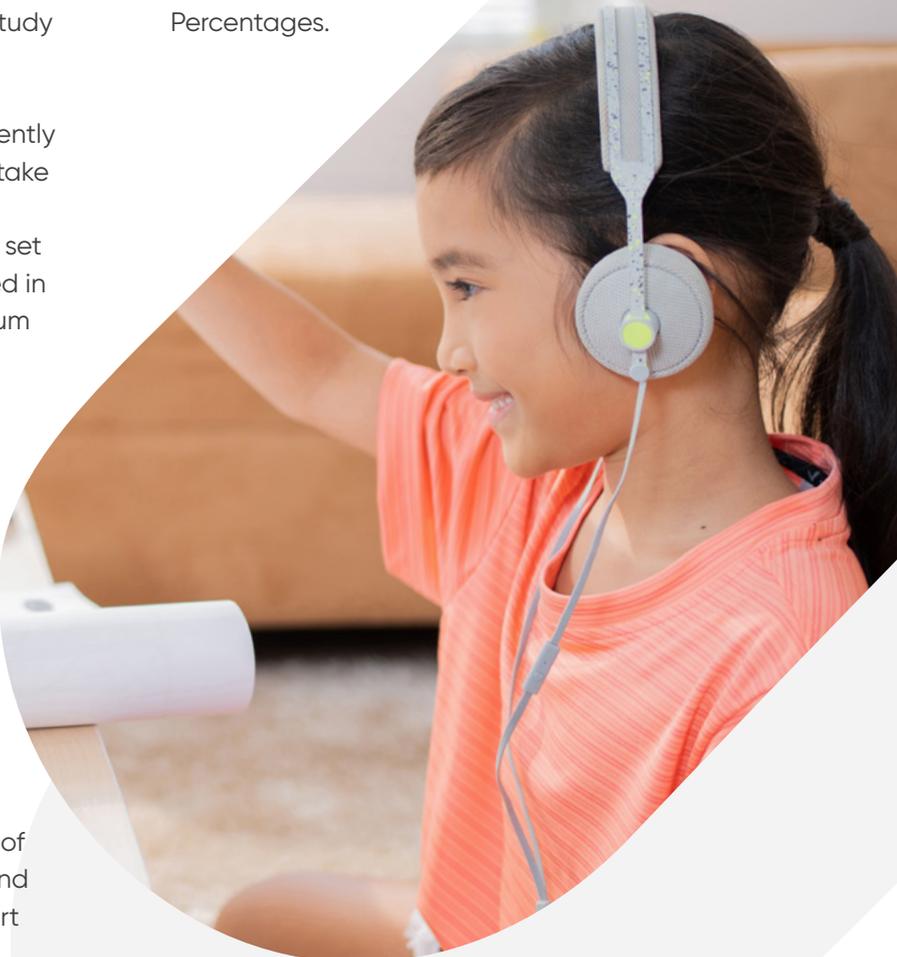
2.7 In October, a Quality Improvement Manager was seconded to lead e-learning within the SWEIC and represent the SWEIC at the national implementation meetings. A regional e-learning implementation group was set up in November 2020 to take forward locally the national e-learning offer, agreements and expectations and to support e-learning transformation across the SWEIC. In the short time that this group has been in operation it has delivered a number of CLPL webinars and blethers to support remote learning and pedagogy. These have been well received and supported by practitioners across the SWEIC. The newly established e-learning SWEIC blog is also proving a useful addition to the collaborative space to share practice and support. The group is ensuring the 'voice' of SWEIC is appropriately representing all four local authorities on the national implementation group and that the national offer meets local needs. A member of the group is also engaged with WEST OS technical group with a number of teachers from across the SWEIC contributing to the creation of recorded resource for the national offer. Teachers from the SWEIC have also delivered online via e-sgoil supported study national offer.

The e-learning implementation group is currently engaging with Education Scotland to undertake a needs analysis focusing on digital learning and teaching. The results of the analysis will set out the systematic/strategic support required in this area across the RIC and create a minimum shared standard informed by the Scottish Government's National Digital Learning and Teaching Strategy.

A subgroup of the e-implementation group alongside a DHT representative from each of the four local authorities is working on the creation of a virtual learning hub for Session 2021 – 22 to support widening of access to the curriculum for young people across the SWEIC at SCQF level 7.

2.8 The SWEIC Maths group have continued to collaborate to increase the pace and reach of their work by providing ongoing numeracy and mathematics CLPL opportunities and support

collaborative development activity throughout session 2020–21. The SWEIC Numeracy and Mathematics Professional Learning Team, launched in September 2020, hosts a wide range of synchronous and asynchronous CLPL shared via the Team by all four local authorities and Education Scotland colleagues. To date 334 practitioners from across the four authorities have joined the Team with 280 active users on the site during February. The group have collaborated with the Education Scotland Maths Team who have delivered two synchronous numeracy and mathematics webinars during January with a further six planned from March to May 2021. These webinars complement the National Numeracy Professional Learning Resources. 95 SWEIC practitioners participated in the first webinars which focussed on Number and Number Processes across Early to Second Level and across Second to Fourth Level. A further 235 SWEIC practitioners have signed up to join the next two webinars in this series focussing on Fractions, Decimals and Percentages.



The group have progressed developments with ITE partners at UWS (Ayr Campus) and University of Glasgow (Creighton Campus). ITE under-graduate and post-graduate courses and modules incorporate synchronous and asynchronous CLPL inputs provided by the SWEIC maths group. The group have progressed developments with UWS partners on the establishment of a Critical Friends Programme for numeracy leaders. Plans are in progress to offer this programme to SWEIC practitioners from August 2021. University of Glasgow have developed an Enhanced Practice module for BA4 students with the SWEIC Maths Group providing CLPL inputs for this module. The first cohort of students have successfully completed this module. Plans are in progress to offer this module to SWEIC practitioners from August 2021.

In January 2021 the SWEIC Maths group initiated and supported the creation of the SWEIC Application of Mathematics Team. This Team currently has 26 members who are benefitting from this collaboration to develop course outlines, resources and materials for the new Applications of Mathematics Higher course.

2.9 Developing the Young Workforce (DYW) representatives from each authority, DYW regional groups and the Senior Education Officer from the Education Scotland Regional Improvement Team continue to meet regularly to identify and share good practice in local authorities and to discuss challenges/ opportunities presented by the current position. Professional learning opportunities have been offered across the collaborative and these have been well attended and received positive feedback. Recruitment of DYW co-ordinators continues and a regional network will be developed to allow sharing of good practice.

2.10 Over 40 school leaders and practitioners from the South West engaged with Winning Scotland Foundation's Growth Mindset Teams programme which began in June. This programme offered a blend of independent online learning, tutor guidance, collegiate discussion and supported project delivery, empowering teaching professionals to have a greater understanding of

growth mindsets and embed approaches within their schools. A number of participating school teams reluctantly dropped out of the programme due to lack of capacity due to the pandemic however a number of teams have begun to plan their school project.

2.11 The Early Years seconded officer continues to support this workstream to shape input around Early Years assessment and moderation. An on-line event for early years practitioners (EYPs) was organised in November with presenters from the South West locality team providing professional learning on the moderation cycle followed by small group discussions on aspects of planning, learning, teaching and assessment. Over 50 EYPs attended and reported that the keynote talk on assessment and moderation had been very informative and that the group discussions had been useful to their practice.

2.12 This workstream has enabled collaboration in many different areas to evolve over the last 18 months. Following discussions with the workstream representatives, SWEIC groups and strategic officers, it has been decided that e-learning will become a workstream in its own right and the BGE: Assessment and Moderation workstream will now be known as the Planning for learning, teaching and assessment 3-18 workstream.



# 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



3.1 This workstream has made very good progress towards its outcomes over the last seven months.

3.2 The workstream lead officer, seconded officer, senior officers representing each local authority and a representative from the Education Scotland Regional Improvement Team continue to meet on-line monthly to progress the plan. Members of this workstream are committed to working collaboratively to close the poverty related attainment gap.

3.3 Very good progress had been made last session, building networks of families of primary schools however this work has been paused due to lockdown. An on-line event was organised to provide Primary Head Teachers with an opportunity to reconnect with their peers in their family of schools, to discuss their thoughts, share experiences and explore solutions to challenges associated with assessment and tracking; delivering interventions, use of recovery teachers and their impact; and positive behaviour/social skills. A senior inspector from the SW locality team delivered a presentation on 'Priorities during recovery'. Head Teachers then split into smaller groups of 'families of schools' to discuss these themes with colleagues leading schools in similar contexts. Head Teachers evaluated the presentation as being very helpful and reassuring and welcomed the opportunity to share with colleagues who were facing the same challenges. When presented with an opportunity to carry out a collaborative action research project with their SWEIC family of schools, 84% of respondents welcomed the opportunity but said 'in the future'.

3.4 A secondary leader's event 'Supporting our learners in a Covid-19 world' was organised in December. This on-line event provided participants with an opportunity to discuss their thoughts, share experiences and explore solutions to challenges associated with young people's mental health and delivering high quality learning and teaching in the current context. The Senior Education Officer (Inclusion, Wellbeing & Equalities) delivered a presentation on 'Getting It Right For All Learners during Covid-19', followed by presentations from Head Teachers from each local authority. Participants then had the

opportunity to break out in to smaller groups to discuss issues associated with supporting learners. Evaluations of the event rated the presentations very highly and feedback indicated that similar events would be welcome in the future.

3.5 An Attainment Advisor from the SW RIT led an on-line event in February aimed at practitioners and promoted staff in all sectors. 'Equity within Remote Learning' provided an opportunity to reflect on learning from the recently published National Equity Audit and learning resource – Equity within Remote Learning, deepening participants understanding of the impact Covid-19 and school closures on children and young people from socio-economically disadvantaged backgrounds and supporting reflection on how we can support equity for all learners during the remote learning period. Participants were able to share the knowledge and practice that is rapidly developing in schools across the SWEIC. 100% of those who responded found this session useful and most responded that their thinking had been challenged. Further sessions were requested.



3.6 'SWEIC Blethers', on-line facilitated, themed conversations, have been organised on a regular basis for different networks of practitioners. Covid education recovery teachers, early years practitioners, early level, first level and second level teachers from the south west have engaged in monthly facilitated discussions on a range of themes suggested by practitioners during registration. Blethers have covered remote learning, parental engagement, interventions and their impact, tracking and monitoring of engagement and progress, transitions and outdoor learning. Feedback indicates that participants find these collaborative opportunities worthwhile, realising that everyone is facing similar challenges and sharing effective practice and creative solutions.

3.7 Professional learning opportunities have been offered to support high quality learning, teaching and assessment to support improved outcomes for all learners. Webinars on digital learning, teaching and assessment; outdoor learning; play based learning; maths and literacy have been offered to practitioners. Interesting practice from across all 4 authorities has been identified and shared with colleagues in the south west. These opportunities have increased staff knowledge, skills and confidence.

3.8 This year the P1 Literacy Pedagogy and Practice programme, previously delivered in North and East Ayrshire, moved on-line and this provided the opportunity for a cohort of P1 teachers from across all 4 authorities to take part. The delivery team, led by the Literacy Teams from East and North Ayrshire, included experienced teachers and Speech and Language Therapists. This collaboration provided an in-depth focus on literacy learning and teaching at this stage and provided P1 teachers with the knowledge of what underpins literacy learning and the tools to build a reader and writer. The launch event in October 2020 was attended by over 150 P1 teachers and senior management. The following four information sessions and discussion groups were well-attended by 120 teachers. All participants either agreed that the sessions had enhanced, increased or refreshed their knowledge and that they could put the ideas from these sessions into practice.

3.9 Local authority representatives on this workstream regularly share guidance, policies and practice related to Covid-19 recovery e.g. supporting vulnerable children during lockdown; use of PEF to support recovery; the rollout of digital devices. Workstream representatives have found this to be a positive support during these challenging times.



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# Enhance Leadership Capacity and Collaboration



4.1 This workstream has made some progress towards its outcomes during the last seven months.

4.2 Last session, 25 senior leaders from across the South West participated in the Evolving Systems Thinking programme offered by Education Scotland. The programme is designed to support system level educators to enhance their leadership skills and experience through regional collaborative working, with a strong focus on delivering excellence and equity for all children and young people in Scotland. Evaluations have been very positive. As a result of social distancing measures, the programme was paused in March 2020, however, delivery of the programme resumed on-line to allow participants to complete the final module. A sustainable model of delivery is being considered for next session, making use of the knowledge and expertise of the current cohort.

4.3 In January, 28 early years leaders from across the south west began the Froebel and childhood practice course facilitated on-line by the University of Edinburgh. Participants will engage with this programme for a year. Positive outcomes of this

practice have been reflected nationally in inspections by both Education Scotland and the Care Inspectorate. Schools who have rolled out the approach to P1 and P2, have noted a significant impact in terms of the attainment of their pupils. At the end of this programme, SWEIC will consider how to ensure a sustainable roll out of the learning and impact of this programme.

4.4 A bespoke 'Programme for Leaders of Pedagogues' aimed at secondary middle leaders has been devised in partnership with Education Scotland Regional Improvement Team, Joyce Matthews and existing middle leaders from across the region. Identified Secondary DHTs will design and facilitate this professional learning programme following appropriate training. Reviews of initial online training have been very positive and ongoing engagement has been established to support the development of key facilitation skills through social media channels. 18 middle leaders have registered for the 'Programme for Leaders of Pedagogues' professional learning which will begin online next session. The programme aims to empower middle leaders by deepening their knowledge and perception of their leadership skills through critical evaluation of their practice and synthesis of a focus for change which is relevant to the needs of their context. Through gaining enhanced skills in critical thinking, middle leaders will identify gaps/issues in their practice through unlocking thinking, problem solving and strategic planning that permits them to move forward in a sustainable way.

4.5 Following discussions with strategic officers, who recognise the range of national offers and local authority opportunities provided for leadership development at all levels, it was decided to incorporate priorities from this workstream within the remaining workstream plans. This will be revisited in the future when pressure on the system is reduced.



## 5 Other Regional Groups

5.1 Additional groups are beginning to add to collaborative capacity across the South West and support the workstreams where applicable. The groups include staff focused on Additional Support Needs, Psychological Services, Information and Communications Technology,

Early Years, staffing and Community Learning and Development. The groups represent growth in the willingness to work collaboratively across the South West and will increasingly focus on better outcomes for children and young people.

## 6 Evaluating and Reporting

6.1 The seconded Data Analyst supports collaborative approaches to improvement by clearly providing baseline performance information. Each workstream is supported with analysis of data as required in order to identify key measures of success. Although there has not been the same attainment data available over the past year, other areas of exploration have included –

- Providing number and subject areas of Highers and Advanced Highers to support evidence-based approach for the introduction of the e-learning initiatives

- Researched Secondary Schools by SIMD lowest 20% to provide information on those schools who were doing well in particular curricular areas in spite of disadvantage.
- Created for each authority look up tables similar to SIMD to look at local relative poverty, allowing for better distribution across school, area or authority. This was based on a Northern Alliance initiative.
- Further research ongoing into GLOW usage to inform e-learning groups.

## 7 Communication

7.1 The SWEIC blog has been created to facilitate communication and the sharing of information and resources. The SWEIC e-learning blog has recently been launched to provide a 'one stop shop' to access the National e learning offer, support practitioners with remote learning, professional learning and on-line

events. Microsoft TEAMS are now used by SWEIC workstreams and networks to facilitate collaborative working. A Twitter account is used to raise the profile of collaborative work and a SWEIC newsletter is issued to all staff across the region on a regular basis.

## 8 Resources

8.1 Funding is provided to the SWEIC by Scottish Government. This has facilitated the secondments of experienced senior staff to support the progress of the workstreams. The funding has created additional capacity which has added significantly to the pace of progress. The

secondment of an e-learning officer in October has supported the rapid pace of digital/e-learning developments in the SWEIC. E-learning will become a workstream in 2021/22.

## 9 Consultation with stakeholders

9.1 Every opportunity is taken at collaborative events to gather feedback and consult with practitioners on the work of SWEIC. The Regional Lead Officer and Quality Improvement Manager met with the South West's education conveners to discuss

the regional improvement plan and ask for their views. They are positive about the work of the collaborative. Parent Council Chair forums have also been consulted on RIC plans and progress.

## 10 Partnership with Education Scotland

10.1 SWEIC is very well supported by the Education Scotland Regional Advisor who works closely with Strategic Officers and all workstreams.

10.2 The Senior Regional Advisor leads the Education Scotland Regional Improvement Team and works closely with officers in the SWEIC. The Senior Regional Advisor has built positive relationships, engaging well with the RIC Lead and Chief Officers in each of the SWEIC local authorities.

10.3 SWEIC workstreams are well supported by representatives of the Regional Improvement Team.

10.4 A number of the SWEIC webinars and on-line events have been led or supported by the members of the SWRIT. There is increased partnership working.

# High Level Critical Indicators for SWEIC



## Status index

	Alert
	Warning
	Ok
	No change
	Data only

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	Stretch Aim/Target	Showing Improvement
% of Children Meeting Developmental Milestones 27-30 month review	72	76	78	April 2021	88*	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	70	70	72	-	76*	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% most disadvantaged</b>	60	61	63	-	68	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% least disadvantaged</b>	83	82	84	-	85	
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening) <b>Gap between most and least disadvantaged</b>	23	21	21	-	16	

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	Stretch Aim/Target	Showing Improvement
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	74	78	78	-	81*	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>SIMD 20% most disadvantaged</b>	66	72	70	-	75	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>SIMD 20% least disadvantaged</b>	84	87	89	-	88	
Percentage point difference (pp) of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy <b>Gap between most and least disadvantaged</b>	18	15	19	-	13	
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84	88	86	-	90*	
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% most disadvantaged</b>	75	79	75	-	84	
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>SIMD 20% least disadvantaged</b>	94	94	90a	-	95	
Percentage point difference (pp) of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening) <b>Gap between most and least disadvantaged</b>	19	15	14a	-	10	

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	Stretch Aim/Target	Showing Improvement
% of S3 pupils achieving third level or better in numeracy	85	90	90	-	91*	
% of S3 pupils achieving third level or better in numeracy <b>SIMD 20% most disadvantaged</b>	75	85	83	-	84	
% of S3 pupils achieving third level or better in numeracy <b>SIMD 20% least disadvantaged</b>	95	95	96a	-	96	
Percentage point difference (pp) of S3 pupils achieving third level or better in numeracy <b>Gap between most and least disadvantaged</b>	20	10	13a	-	11	
% of leavers achieving 1 or more awards at SCQF Level 6 or better	64.1	64.9	63.97	65.82	71*	
% of leavers achieving 5 or more awards at SCQF Level 6 or better	33.7	31.9	32.65	36.33	**40.16	
% of school leavers achieving SCQF Level 5 in Literacy	80.5	80.8	81.25	80.9	**81.8	
% of school leavers achieving SCQF Level 5 in Numeracy	70.3	69.6	68.05	70.62	**71.03	
Exclusion Rates – All Pupils (Rate per 1000 pupils)	26	-	18	-	**22	
Exclusion Rates – LAC status Pupils (Rate per 1000 pupils)	77	-	118	-	**152	
Attendance Rates – All Pupils	93.0	-	92.66	-	**92.95	
Attendance Rates – LAC status Pupils	91.0	-	87.0	-	**87.0	
Initial School Leaver Destinations (% in positive destinations)	94.1	94.2	94.38	94.29	95	
% Participation Rates for 16–19 year olds	91.0	91.1	90.5	91.0	93*	

Indicators	2016/17 Baseline	2017/18 Value	2018/19 Value	2019/20 Value	Stretch Aim/ Target	Showing Improvement
% of ELC, Primary and Secondary establishments evaluated as good or better for learning, teaching and assessment QI 2.3 (Academic Year)	52.2 (12/23)	65.2 (15/23)	60.7 (17/28)	76.2 (16/21)	80	✓
% of ELC, Primary and Secondary establishments evaluated as good or better for leadership of change QI 1.3 (Academic Year)	54.5 (12/22)	63.6 (14/22)	63.2 (12/19)	72.7 (8/11)	80	✓
% of ELC, Primary and Secondary establishments evaluated as good or better for Raising attainment and achievement QI 3.2 (Academic Year)	61.5 (16/26)	65.5 (19/29)	65.5 (19/29)	85.7 (12/14)	80	✓
% of ELC, Primary and Secondary establishments evaluated as good or better for Ensuring wellbeing, equality and inclusion QI 3.1 (Academic Year)	70.0 (14/20)	66.7 (16/24)	69.6 (16/23)	81.8 (9/11)	80	✓

\* Midpoint value from NIF indicators \*\* National Avg ° Approximate as one authority has small numbers and shows asterisk and one authority with small numbers shows bandings

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