



Agenda Item 9

Forth Valley and West Lothian Regional Improvement Collaborative – Progress Report

Falkirk Council

Title: Forth Valley and West Lothian Regional Improvement Collaborative – Progress Report
Meeting: Education, Children and Young People Executive
Date: 28 January 2020
Submitted By: Director of Children's Services

1. Purpose of Report

The report provides an update on the work of the Regional Improvement Collaborative.

2. Recommendations

2.1 The Education, Children and Young People Executive is asked to:

- (1) note the contents of this report and the Forth Valley and West Lothian Regional Improvement Collaborative Phase 3 Plan (attached as appendix 1); and**
- (2) agree that a report on progress with the 2019-2022 Plan is presented to the Education, Children and Young People Executive in September 2020.**

3. Background

3.1 At its meeting of 17 September 2019 the Education Executive noted the progress of the Phase 2 Forth Valley and West Lothian (FVWL) Regional Improvement Plan which detailed:

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

3.2 The report on 17 September also noted the ongoing work to develop a further for September 2019 – September 2022. The development of this plan was informed by consideration of the 2019 National Improvement Framework Plan, School Improvement Plans for Session 2019-20, Education Scotland input and evaluation from key engagement events.

3.3 The 2019-2022 Plan was required to set out:

- The steps the collaborative will take to achieve identified and agreed priorities which support the aims of the National Improvement Framework (NIF); and
- The steps it will take to reduce inequalities of outcome resulting from socio-economic disadvantage.

3.4 The 2019-2022 Plan sets out the regional context and has identified a range of priorities from analysis of data information gathered across the RIC. A range of themed groups, currently led by dedicated work stream lead quality improvement officers, are working in partnership and implementing approaches to engage with practitioners to collaborate, exemplify best practice, and improve outcomes for children and young people.

3.5 Taking account of the National Improvement Framework, as well as an analysis of school improvement plans, the following work-streams for the 2019-2022 Improvement Plan have been prioritised and agreed:

- 1 Numeracy
- 2 Early Learning and Childcare
- 3 Literacy
- 4 Health & Well Being (new)
- 5 Curriculum development with a focus on STEM and Virtual learning (new)
 - two overarching themes support overall improvement and collaborative activity in the regional collaborative:
- 6 Career Long Professional Learning
- 7 Performance Information

3.6 The Numeracy Academy programme is attached as an example of progress in a workstream (appendix 2)

4. Considerations

4.1 The aim of the RIC is to provide additionality and enhancement to support attainment and achievement strategies already in place in Falkirk.

4.2 Falkirk Council officers, Head Teachers, Depute Head Teachers and Teachers are working collaboratively with colleagues from across the RIC and Education Scotland to develop strategies and interventions across the various workstreams that will impact at classroom level to enhance learning and raise attainment and achievement.

5. Consultation

- 5.1 The Phase 1, 2 and 2019-2022 Plans have been developed in collaboration across all four local authority areas.
- 5.2 The Lead Officer and Senior Officers from across the Collaborative continue to engage with wider stakeholders from each Council's Community Planning Partnership and with trade unions and parent representatives to ensure that they are included in the developing work of the collaborative.
- 5.3 Further consultation is ongoing through the implementation of the 2019-2022 Plan and are outlined in the Communication and Engagement Strategy within the plan. Throughout January 2020 a consultation is being undertaken which engages practitioners with the "Ask and offer" of the plan which will further inform the ongoing work of the collaborative.

6. Implications

Financial

- 6.1 The FVWL Regional Improvement Collaborative has received a grant from the Scottish Government of £899,270 for academic session 2018/19. As the overall project was late in commencing the Scottish Government agreed to be flexible and £448,475 was carried forward into 2019/20 which supplements the grant award for 2019/20 of £859,635 (1 August 2019 – 31 July 2020).

Resources

- 6.2 The staff resources of the four participating councils have been allocated as appropriate by the senior education officers of each council to achieve the necessary progress to develop the Phase 1, 2 and 2019-2022 Regional Improvement Plans.

Legal

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

Risk

- 6.4 No risk implications have been identified.

Equalities

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

Sustainability/Environmental Impact

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

7. Conclusions

- 7.1 The work of the FVWL Regional Improvement Collaborative is ongoing and it is acknowledged that the pace of progress is increasing as the collaborative matures.
- 7.2 The various themed groups, are working effectively and have identified approaches to engage with front line staff to exemplify and improve practice in our classrooms. A programme of professional learning will support the skills development of staff (teaching and non) and build collaborative networks that will work towards improving the quality of learning and teaching in a cohesive manner with the aim to improve attainment outcomes for children and young people.
- 7.3 Further reports will be presented to future meetings of the Education, Children and Young People Executive to provide updates on the work of the collaborative.

Director of Children's Services

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Date: 07 January 2020

Appendices

- Appendix 1 **Forth Valley and West Lothian Regional Improvement Collaborative Phase 3 Plan**
- Appendix 2 **Forth Valley and West Lothian Numeracy Academy programme 2019 - 2020**

List of Background Papers:

None



**Forth Valley and West Lothian Improvement Collaborative
Regional Improvement Plan 2019-2022**

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Contents

	Page
Section 1	4
Introduction	
Background	
Profile of Forth Valley and West Lothian Region	
Section 2	7
Vision for the Regional Improvement Collaborative	
Section 3	13
Aligning plans	
Principles of planning	
Section 4	20
Review of Phase 2	
Section 5	23
Consultation outcomes	
Section 6	32
Performance and Improvement Profile	
Section 7	38
Delivering for the Region: The Plan phase 3	
Section 8	
Measurement Plan	
Section 9	
Governance and Reporting Plan	

Appendices

1. Phase 2 Summary Report
2. Workforce plan
3. Communication and Engagement strategy

SECTION 1



INTRODUCTION & BACKGROUND

Introduction

The Forth Valley and West Lothian Regional Improvement Collaborative (RIC) is ambitious to achieve excellence through raising attainment in all *Curriculum for Excellence* areas with a particular focus on numeracy and literacy. Our Improvement Collaborative will focus on closing the poverty- related attainment gap by ensuring that every child engages with the highest standards of learning and teaching to develop a range of skills, qualifications and achievements to allow them to succeed and achieve a high quality positive and sustained destination when they leave school.

Our approach will be shaped by teachers, practitioners, pupils, parents and partners working together with a common purpose to give all our children and young people the highest quality educational experience and best outcomes for life.



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Anne Pearson

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Clackmannanshire Council



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Background

In September 2017, the Scottish Government, local government and Education Scotland agreed that regional improvement plans should be developed *“which identify the improvement priorities within their respective regions in order to inform the design and delivery of a collective and cohesive support package shaped by local needs.”* (National Improvement Framework, 2018).

It was agreed that each Collaborative should formulate a regional improvement plan, based on school improvement plans, local authority improvement plans and the National Improvement Framework.

As a first step, our regional improvement plan (phase 1) was developed in January 2018. This introduced the overarching themes and priorities which were agreed as an immediate focus: Numeracy, Literacy, Early Learning and Childcare. Through consultation with stakeholders it was agreed that Professional Learning would be central to building the work of our Collaborative and supporting the priorities of each work stream theme. Also underpinning the strategy has been the use of data as an analysis tool to support strategies to make improvements in performance.

In September 2018, we published phase 2 of the plan and at this stage reviewed the scope and reach of planning with the addition of funding from the Scottish Government. This enabled a team of people to be recruited to solely focus on Improvement Collaborative aims and priorities. We also reviewed governance arrangements and formalised our approach to governing the plan as a regional collaborative of four local authorities. As a result of the establishment of a dedicated full time RIC Team, phase 2 saw an increase in the pace of progress with priority work stream aims being achieved. As we move in to this next iteration of the plan (September 2019), a fuller range of functions has been reflected to build on and develop plans to achieve our vision of a fully progressive collaborative.

This Regional Improvement Plan is for the Forth Valley and West Lothian Improvement Collaborative and takes account of the following national and local plans and advice for Falkirk, West Lothian, Stirling and Clackmannanshire:

- 2019 National Improvement Framework and Improvement Plan for Scottish Education
- Education Reform-Joint Agreement (Scottish Government, June 2018)
- Regional Improvement Collaborative plan 2018-2019
- Local Outcome Improvement Plans
- Integrated Children’s Services Plans
- School Improvement Plans 2019-2020

This phase of the plan has been informed by:

- The review of the Forth Valley & West Lothian Regional Improvement Plan (Phase 2)
- Regional Improvement Collaboratives (RICs): Interim Review, November 2018

SECTION 2



VISION AND STRATEGIC PRIORITIES

BUILDING THE VISION

PRINCIPLES OF PLANNING

Vision for the Regional Improvement Collaborative

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

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and

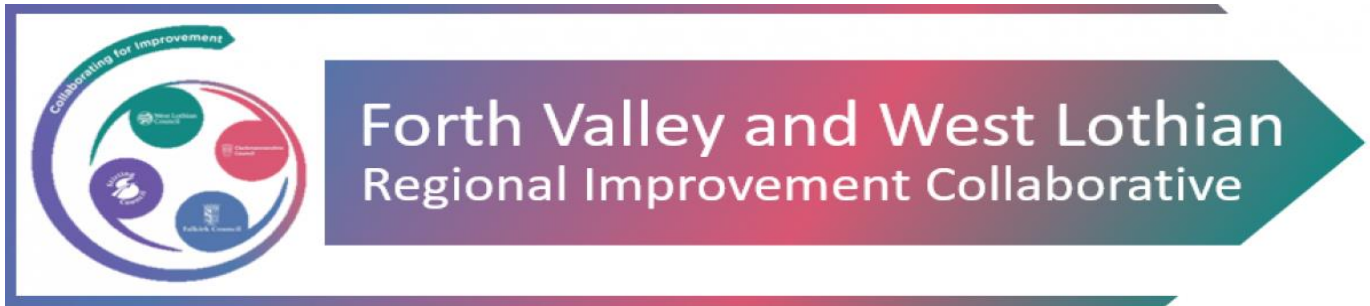
Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The principles of our RIC are underpinned by shared values of respect, commitment and building strong relationships with each other. Our Collaborative will build effective relationships and work in creative collaboration with each other.

During our annual conference 'It's a Good Time to Collaborate' in May 2019, we heard from Professor Andy Hargreaves, Research Professor at Boston College, Visiting Professor at the University of Ottawa and a Distinguished Visiting Professor at Hong Kong University, who supports the use of *Collaborative Professionalism* as the approach to working together effectively as a Regional Improvement Collaborative. This is based on extensive research into collaborative cultures in Education in countries including Norway and Canada.

This approach to collaboration is central to our own Collaborative's aim to improve the quality of learning and teaching in every school and educational establishment, and so achieve our vision of excellence and equity for our children and young people.

Our plan is intended to be used by leadership teams and practitioners in every school and educational establishment throughout our Regional Improvement Collaborative. It will also inform RIC work-stream teams who include leads from our Local Authorities and Education Scotland, and partners such as our colleges, university and Community Learning and Development teams.



Achieving Excellence in Learning

Our vision aims to support learning with meaning and purpose that will equip young people with the skills and attributes, qualifications and achievements that will enable them to contribute to and succeed in the young workforce of the future.



In doing this, we will review our approach to developing Curriculum in light of the refreshed narrative (national advice provided by Education Scotland, September 2019). A fresh look at the principles of curriculum design will support our aims to build an excellent and equitable curriculum for all children and young people. We will look at the totality of the curriculum but with a clear focus on specific areas (based on data information and analysis):

- ➡ Health and Well Being
- ➡ Numeracy
- ➡ Literacy
- ➡ 21st Century Educational Skills (in particular STEM)

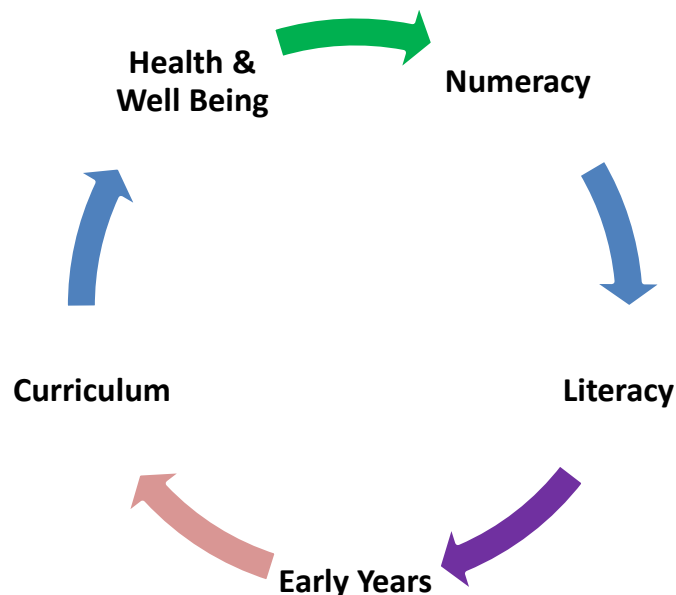
Building Collaboration

Since the establishment of the Improvement Collaborative in November 2017, we have built strong relationships with each other across the four councils and this is based on a partnership of trust and commitment to the delivery of our joint plan.

We have fostered a consultative approach to build an inclusive and reflective culture where all stakeholders' voices are listened to and considered in any development work. Our Regional Improvement Collaborative is led by a strong leadership team with a deep understanding of system wide improvement and how to enable its growth.

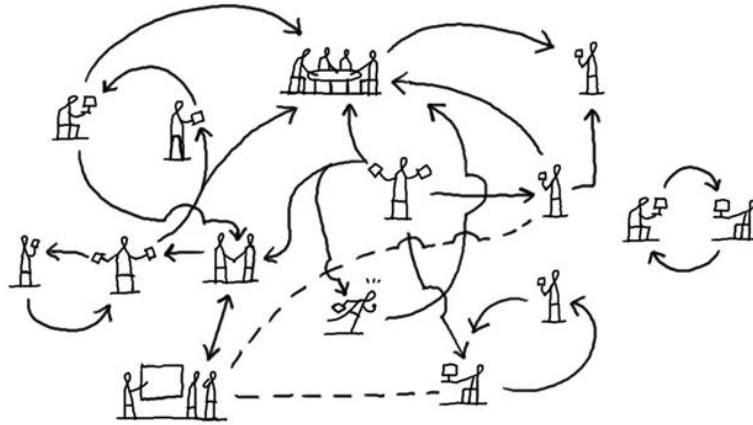
Central to our ethos is one of empowered leadership where practitioners and officers work closely together and across our Regional Collaborative. Practitioners are encouraged and have the ability to make connections that will improve learning and teaching, and impact positively on outcomes for children and young people.

Connecting



Our work stream priorities are connected and inter-woven to provide a cohesive approach to developing aims and implementation. Our Connect Team's membership consists of the work stream leaders, meet on a regular basis to share progress and ensure a holistic approach to collaboration.

Our vision is to connect schools, educational establishments, practitioners and partners by building extensive networks using digital technology and face to face opportunities to meet. This is being supported by identifying neighbourhood groups based on similar characteristics where relevant collaborative work can be undertaken.



In considering our network participation, we would like it to evolve as our practitioners and school leaders shape and develop the culture of collaborative professionalism. We have acknowledged self- generating improvement collaborative teams that in many cases are grass roots initiated, and we nurture their growth and development in working towards our aims. We are supporting the development of an empowered system where partnership working is the key to reaching improvement in children and young people's outcomes.



Using Improvement Methodology

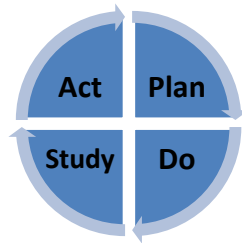
We underpin our planning using Improvement Methodology supported by the National Children and Young People's Improvement Collaborative and our Improvement Adviser team. This is supporting each work stream in understanding the drivers for improvement and the actions that need to be taken to achieve it. The methodology provides learning on how to implement, measure and track progress.

We use the model for improvement which is based on the following questions:

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?



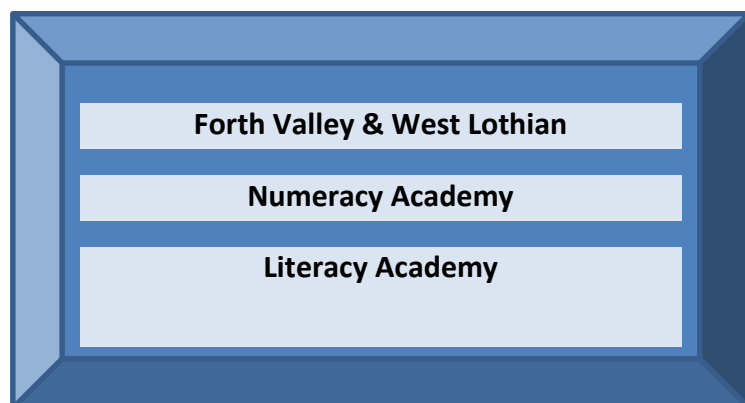
Each project has started on a small scale and considered tests of change before progressing to a model that can be scaled up. Examples of this are demonstrated in the Numeracy, Literacy and Early Years and Childcare reviews and plans. This proven approach ensures that the strategies being used are evidence based, carefully planned and thoughtful in predicting outcomes for children and young people.

Career Long Professional Learning

A central principle of the Improvement Collaborative is that we value the continuous development of our colleagues and enable collaborative practice to take place. Our vision for CLPL is ambitious and we have taken the opportunity supported by the Scottish Government's funding to design and create a bespoke programme of professional learning that is innovative in nature and carefully constructed.

The Forth Valley and West Lothian RIC CLPL offer has been developed by practitioners and informed through consultation with schools, educational establishments and partners. Our course designers have been informed by research based on the principles of a visible learning environment. There is a framework and structure that supports a consistent delivery approach and high quality interaction with participants, as well as embedding reflective practice on learning and monitoring progress of its use in the classroom.

To support the delivery of a full range of quality marked initiatives in Numeracy and Literacy for children and young people aged 3-18, the Improvement Collaborative has had the foresight to create both a Numeracy and Literacy Academy with physical classroom spaces for professional trainers and learners to work in an inspiring environment that promotes deep learning supported by pedagogical expertise.



Our work stream teams and Academy participants will be supported in evaluating each quality improvement strategy by an expert team including the Improvement Collaborative's Educational Psychology team, Improvement Advisers and consultant advice from Stirling University. We envisage a system being established that will support the co-ordination of all professional learning activities across the Improvement Collaborative, as well as provide a collated overview of CLPL uptake, and statistical analysis to support evaluation. We are working to produce a sustainable model of delivery of CLPL based on a 'Training the Trainer' approach in building confidence, expertise, and leadership capacity.

SECTION 3



PRINCIPLES OF PLANNING

ALIGNING PLANS

Principles of planning

Planning within the Collaborative is based on the following principles:

- Children and young people are at the heart of what we do
- We take a holistic approach to improving outcomes for children
- We are focused on strengthening the middle across the region - leadership at all levels
- A bottom up approach – the needs and improvement of schools and educational establishments will remain at the forefront of planning
- The voice of teachers, parents, pupils, communities and the third sector will be sought, valued and listened to at all stages of planning and reporting
- Decisions will be based on evidence and research, taking account of a range of the best international research and practice
- Ongoing improvement based on improvement methodology and theory of change will be the norm, with clear measurement plans, relating to impact and outcomes for children
- We will promote local diversity
- Activity will support additionality across educational establishments and the regional improvement collaborative
- Ideas and Innovation will be encouraged.

Our Plan will:

- be based on a detailed analysis of the latest relevant data on educational performance within the region.
- draw on data and information from other key sources, including health, justice and local community planning information.
- make clear how schools will access the support for improvement they require.
- make clear to Head Teachers and Heads of Establishments what is being provided to support them.
- support continuous improvement in curriculum design and development.
- work towards providing sector and subject specific support and advice in all eight curriculum areas.
- will support the development of high quality learning, teaching and assessment methodologies.
- build collaborative partnerships through innovative projects with a widening range of groups.

National, Regional and Local Plans

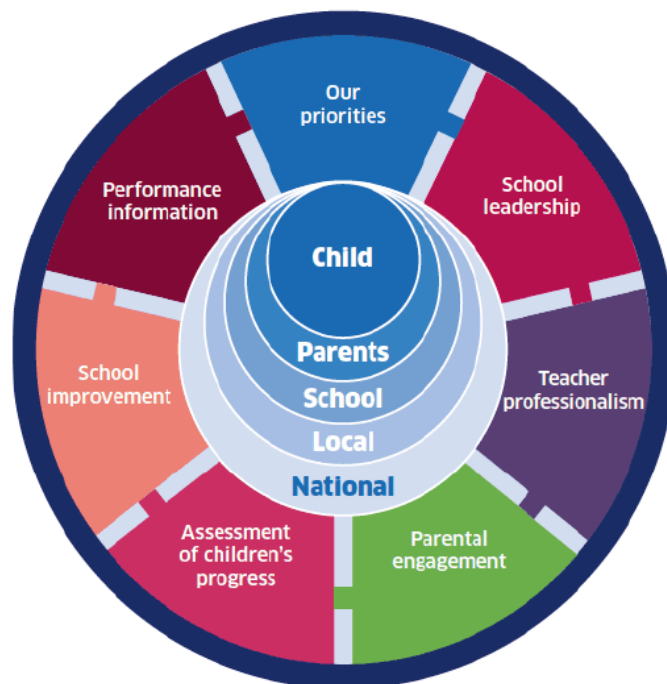
National Priorities

The overarching key strategic priorities set out in the National Improvement Framework are reflected in all local authority and school plans.

These are, as set out in the National Improvement Framework:

- Improvement in attainment particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and well being
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

Each plan is also focused on the national drivers for improvement:



Each Local Authority has set out their improvement priorities taking in to account the National Improvement Framework as follows:

Clackmannanshire	Towards an empowered, connected, self-improving system to achieve excellence and equity for all.
<ul style="list-style-type: none">• Improvement in attainment, particularly in literacy and numeracy• Closing the attainment gap between the most and least disadvantaged children• Improvement in children's and young people's health and wellbeing• Improvement in employability skills and sustained, positive school leaver destinations for all young people	
Falkirk	Learning to Achieve
<ul style="list-style-type: none">• Raising attainment and achievement: Raise attainment for every child and young person and enable them to make excellent progress through their learning journey 3-18 years.• Wellbeing, equality and inclusion: Improve processes to support attainment and positive destinations for Falkirk's vulnerable children and young people.• Skills and attributes development: Improve attainment and positive destinations for Falkirk's young people.	
Stirling	Prosperous, Healthy, Achieving, Resilient
<ul style="list-style-type: none">• The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced.• Raise attainment for every child and enable them to make excellent progress through the Broad General Education.• Improve children and young people's mental health and wellbeing.• Support young people to further develop skills and knowledge which allows them to fulfil their potential in both their careers and in wider life.	
West Lothian	Achieving Excellence and Equity
<ul style="list-style-type: none">• Improvements in attainment including numeracy and literacy.• Closing the gap between the most and least disadvantaged children particularly in numeracy. literacy, health and well- being, positive destinations, early learning and childcare.• Improvements in Children and Young People's health and well- being.• Improvement in employability skills and sustained, positive school-leavers destinations for all young people.	

Regional Priorities

In considering each of the Local Authority priorities, and the National Improvement Framework, Forth Valley and West Lothian Regional Improvement Collaborative will continue to focus on the following:

- Improving attainment in literacy and numeracy for children and young people aged 3-18 years.
- Closing attainment gaps between the most and least disadvantaged children and young people for numeracy and literacy.

In addition, this year there will be a priority focus on the following:

- Improvement in health and well-being of children and young people.
- Improvement in curriculum developments and learning and teaching to support employability skills and sustained positive destinations.

The four Local Authorities are sharing plans, building connections with each other and engaging with the newly formed Education Scotland RIC team to maximise partnership working to achieve the aims of local and regional priorities.



In addition, each Local Authority is developing their plans for working with Education Scotland on the following aspects for development:

<p>Clackmannanshire</p> <p>STEM:Support for schools and staff in taking forward STEM learning, skills, leadership and partnership with industry. A particular focus will be to make links with the FV STEM Strategy, DYW, and the City Deal.</p> <p>Digital:To support schools and staff in taking forward the Education Service Digital Learning Strategy – in the areas of skills, leadership, access and curriculum</p> <p>Support for Computing Science in Secondary.</p> <p>1+2 languages:</p> <p>Supporting the service in implementing 1+2 Languages Policy.</p> <p>Health and Well Being:</p> <p>The Service wants to transform the way that HWB is delivered across Education and using improvement methodology take a much more strategic and outcome focused approach to a new HWB Programme of work.</p> <p>BGE in Secondary:</p> <p>All Secondary schools are currently working with the University of Stirling on transforming their S1-S3 Curriculum.</p> <p>CLD are collaborating across the RIC and will continue to work with Education Scotland on peer to peer evaluation and supporting data literacy.</p>	<p>West Lothian</p> <p>Community Learning and Development in particular adult learning.</p> <p>Support around scrutiny - understanding of standards around key QIs.</p> <p>Specific support around understanding of 2.3 - learning, teaching and assessment linked to effective classroom observations.</p> <p>Potential support on VSEs for some areas eg PEF, numeracy, specific subject areas.</p> <p>3.1 key area for further input and support for secondary schools.</p> <p>Collaboration on evaluation 'toolkits' eg evaluating the work of the RIC in numeracy could involve local authority VSE leads, RIC, Ed Scotland - ensuring a consistency of standards and expectations and provide a robust process.</p> <p>Direct links with subject networks - focussing on learning, teaching, assessment and moderation.</p> <p>Support around measuring the impact of PEF - whether from Education Scotland or attainment/improvement advisors.</p> <p>Support around curriculum transition primary to secondary in subject areas linked to raising attainment.</p>
<p>Stirling</p> <p>Contribute to curriculum innovation; project based learning.</p> <p>Widening the curriculum offer in the Senior Phase.</p> <p>Enhancing learning and teaching approaches.</p> <p>Supporting assessment and moderation.</p> <p>Tracking, monitoring and reporting S1-S3.</p> <p>Contribute to enhancing transitions.</p> <p>Developing good practice in HGIOELC and HGIOurS.</p> <p>Support on ASN improvement work.</p> <p>Children's Rights reporting.</p> <p>Developing empowered leadership at all levels.</p>	<p>Falkirk</p> <p>Support schools embrace the "Towards a Learning System" agenda.</p> <p>Provide collated links to specialist areas for resources, support and signposts to effective practice across the RIC and nationally.</p> <p>Contribute to curriculum development work BGE and Secondary Subject specific Support.</p> <p>Participate in Falkirk's Leading Improvement and Evidencing Impact work.</p> <p>Collaborate with Team Managers to support their strategic remits and quality assurance work.</p> <p>Where appropriate, contribute to senior leadership programmes.</p>

The RIC Education Scotland team for Forth Valley and West Lothian is working with each local authority and will provide an overview of their work with each and identify areas that could be progressed in a collaborative local, regional or national approach.

The overview of improvement priorities for each Local Authority has been collated and provides detailed plans for partnership working.

The Lead Director and Lead Development Officer have met with the Education Scotland Team linked with Forth Valley and West Lothian and proposed the 'Ask' of the team. This is being discussed where the Education Scotland team, Lead Directors team, Connect work stream leads and Senior Education Officers from each local Authority will shape and agree joint planning for Session 2019-2020.

The Core Ask of Education Scotland	
▶ Commission reports for each Local Authority on a PEF overview to inform progress with reducing the poverty related attainment gap.	
▶ Provide detailed analysis and narrative of recent inspection reports for the 4 LAs with RIC overview.	
▶ Provide 'data literacy' expectations of HMI school inspections.	
▶ Provide support for the RIC CLPL programme- facilitators, links to expertise.	
▶ Attend and contribute to established work stream meetings.	
▶ Supporting new work streams:	
▶ Health and Well Being	
▶ Commission reports for each Local Authority on a PEF overview to inform progress with reducing the poverty related attainment gap.	
▶ Provide detailed analysis and narrative of recent inspection reports for the 4 LAs with RIC overview.	
▶ Provide 'data literacy' expectations of HMI school inspections.	
▶ Provide support for the RIC CLPL programme- facilitators, links to expertise.	
▶ Attend and contribute to established work stream meetings.	
▶ STEM	
▶ Support planning and development of the STEM strategy.	
▶ Curriculum	
▶ Support digital requirements of the RIC virtual campus.	
▶ Support specific subject networks eg. Computing, Social Sciences.	
▶ Support assessment and moderation strategy and planning.	
▶ Supporting established work streams	
▶ Numeracy	
▶ Collaborate with the Numeracy team to validate whole class approach to teaching numeracy at P1 and P2.	
▶ Support in developing the numeracy specific Pupil Support Worker course.	
▶ Literacy	
▶ Sharing of ES' strategies and mechanisms for sharing practice across wider audiences.	
▶ Sharing of ES' research-based plans and priorities in Literacy.	

SECTION 4



REVIEW OF PHASE 2

SUMMARY REPORT

A summary review of Phase 2 progress is attached in Appendix 1.

Feedback on the Phase 2 Plan

The following areas were highlighted in feedback provided to the Improvement Collaborative in October 2018 from the Scottish Government and Education Scotland:

1. Provision of Governance arrangements could be strengthened
2. More information on tracking performance progress
3. Widen partnership working

To address point 1, through consultation with key people involved in governance, a Governance Plan was created. An updated version of the Governance Plan is included in this Phase 3 plan.

To address point 2, advice was sought from the RICs Improvement Advisors who worked with each work stream to support the use of improvement measures to identify baselines, track and monitor progress, and set realistic targets for each project.

To address point 3, a number of partnerships have been established and developed. These are discussed in the summary report and throughout the phase 3 work stream plans.

Communication and Engagement Strategy

In phase 2, the lead team created a Communication and Engagement Strategy. This was developed to increase awareness of the work of the regional collaborative, and build networks of practitioners who are engaged in working collaboratively with each other on the RIC priorities. Details of progress are provided in the summary report of phase 2 and next steps are in the updated Communication and engagement strategy included in this Phase 3 plan.

A range of engagement events have taken place to provide practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism.

Some of the planned activities which have taken place are:

- Leadership and Improvement Methodology programme delivered by National Improvement Advisers- RIC SCLIP (Scottish Coaching and Leading for Improvement), December 2018 and February 2019, 6 days training event for 30 practitioners.
- 'It's a Good time to be Two', 12th February 2019, 250 Early Years practitioners conference.
- A series of 4 Head Teacher meetings per session (Primary/Early Years and Secondary) are being planned with each local authority hosting and leading on the themes for each session. The first meetings took place in May 2019.

- ‘It’s a Good time to Collaborate’, 29th May 2019, 350 teachers and middle leaders with representation from every school/educational establishment, conference engaging with the work-stream priorities. Keynote speakers included Dr Elaine Cook (FV&WL Lead Director), Professor Mark Priestley (University of Stirling) and Professor Andy Hargreaves (Boston University).
- The CLPL Programme has delivered two symposiums (November and December 2018, 70 practitioners attending each) with a focus on self- evaluation, evidencing progress and pace and challenge in learning and teaching.
- Local Authorities invited each other to events for example, the West Lothian PEF Conference (15th March, 2019); The Falkirk Learning Festival with Sir John Jones (15th June 2019); STEM@the Helix event for all secondary schools (May 2019).

Budget Spend and Recruitment Planning

In October 2018, the Regional Collaborative was successful in its bid for funding to support the delivery of the phase 2 plan. Funding was used to recruit a full time team of lead people to develop and progress the aims of the plan. The lead Director and lead Development Officer for the Improvement Collaborative have both been funded from the grant, and from February 2019 the following posts have been appointed to support the work stream priorities: Lead Quality Improvement Officers – Numeracy (2), Literacy (1), CLPL (1); Performance Officer (Data Analysis); Support Officers for Early Years (4, one for each Local Authority); Data Coaches (4, one for each Local Authority); Numeracy Pedagogues (2); Business Management Support (0.5).

There are seven areas of budget spend:

- Developing the work of the RIC
- Leading the work of the RIC
- Numeracy
- Literacy
- Early Learning and Childcare
- Improving performance
- Career Long Professional Learning

As well as recruitment of staff, funds have been used to research, develop and launch a bespoke programme of professional learning for the FV&WL Improvement Collaborative which will be ready to launch in September 2019.

Work Stream Progress in Phase 2

A summary of each work stream’s progress is provided in the summary report (Appendix 1).

SECTION 5



CONSULTATION OUTCOMES

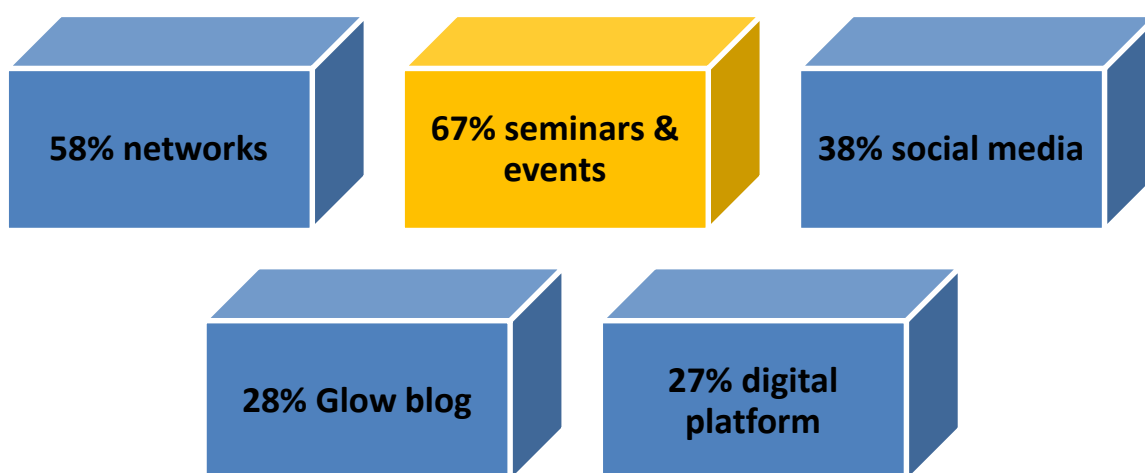


In January 2019, a full consultation was undertaken with schools and educational establishments in Forth Valley and West Lothian. A summary of key findings and actions taken is provided:

64 schools or educational establishments responded to the consultation. This is approximately a 29% response. Responses were provided from 76% Primary, 14% Secondary, 10% Additional Support Needs & Officer Teams.

We asked: 'What would be your preferred means of communication to engage with other schools and staff across our RIC?'

You said:



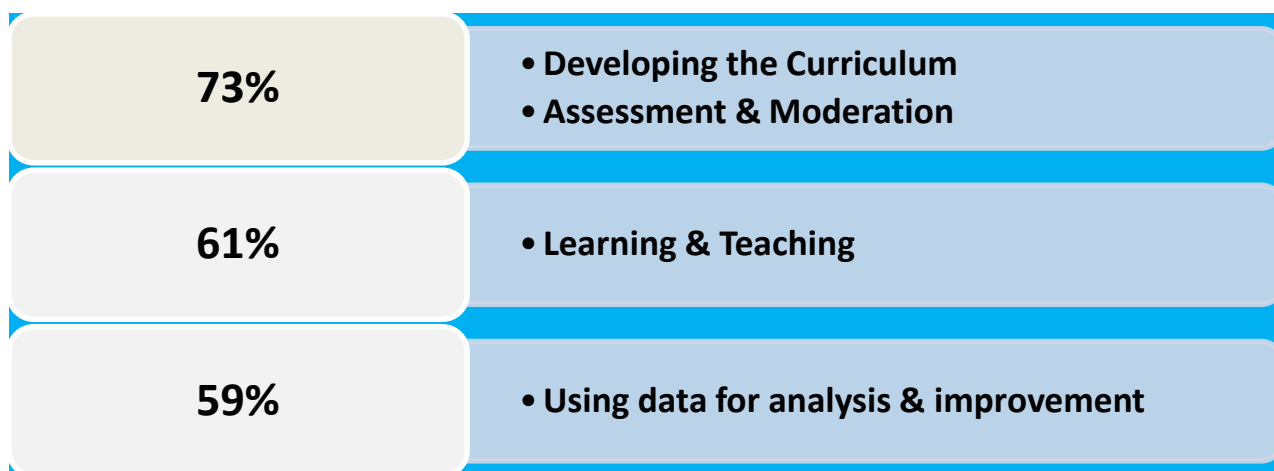
We did:

- Early Years Conference for 250 practitioners (February 2019)
- Middle leaders and teachers Engagement Conference for 300 practitioners (May 2019)
- Secondary Head Teachers morning (June 2019)
- Primary and Early Years Head Teachers and Heads of Establishment morning (May 2019)
- Calendared 4 Primary/Early Years and 4 Secondary Head Teachers meetings for Session 19/20

- Launched 18 Curriculum networks (secondary subjects) (February 2019)
- Created Numeracy, Literacy and CLPL networks at the Engagement conference (May 2019)
- Launched twitter (February 2019) currently with 848 followers
- Launched You Tube channel (July 2019)
- Created and launched FV&WL RIC Blog (February 2019)
- Provided digital platform linking tiles across the Regional Collaborative

We asked: 'What areas of professional learning would you like to be offered through the support of our RIC?'

You said:



In addition:

50%	Empowering leadership
42%	Aspects of Literacy
41%	Aspects of Numeracy
41%	Leading change

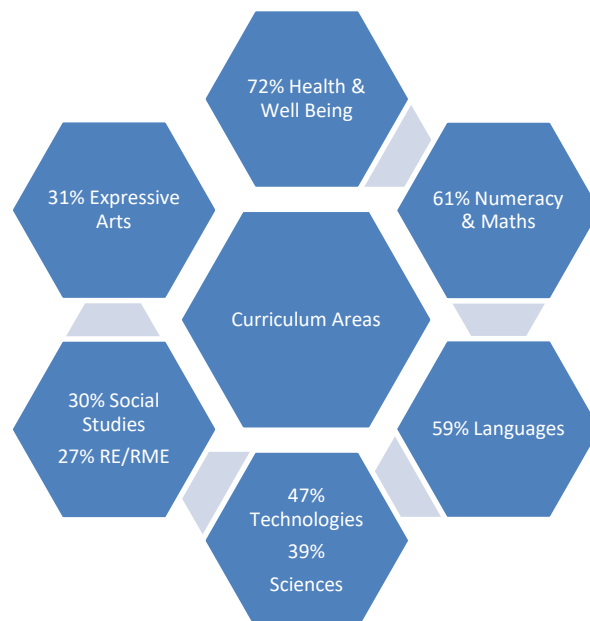
We did:

- Provide a Curriculum development programme (4 days) for senior leaders led by the University of Stirling- September 2019 launch.
- Launch of 18 Curriculum networks in West Lothian (February 2019) covering full range of subjects in the senior phase. Being developed to open up to all 4 local authorities through Microsoft teams- September 2019.
- Preliminary discussions and plans developed with Forth Valley and West Lothian Colleges to support a STEM strategy (details in the STEM plan).
- Support of various Curriculum areas in the FV&WL CLPL programme including STEM, Numeracy, Literacy, H&WB.

- Agreement to focus on PSE development in partnership with Education Scotland and the new H&WB RIC work stream team.
- Partnership agreement with Winning Scotland Foundation (WSF) to provide Numeracy Mindsets programme (1 year course with 75 practitioners starting in September 2019); Co-designing Literacy Mindsets in partnership with WSF and the University of Strathclyde (Session 19/20).
- Development of a Numeracy Academy 3-18 (details in the Numeracy plan) launching start of Session 19/20.
- Development of a Maths Strategy -National 5 level, (details in the Numeracy plan) starting in August 2019.
- Development of a Literacy Academy 3-18 (details in the Literacy plan) launching during Session 19/20.
- Assessment and Moderation event led by Education Scotland and assessment co-ordinators.
- Provision of Data Analysis session at the regional conference (May 2019) and development of 4 session course for the RIC CLPL programme (Session 19/20).
- Appointment of 4 Data Coaches – primary and secondary- to support practitioners in using data for improvement and improve confidence in data literacy.
- Partnership programme in collaboration with Stirling University- Systems level change, empowering leadership.
- Bespoke FV&WL RIC Columba 1400 programme (3 cohorts) for Head Teachers, Education Officers, Education Scotland RIC team.
- Improvement Methodology programme (6 days)- with the National Improvement Team.

We asked: 'Which curriculum areas would benefit from regional collaboration?'

You said:



We did:

- Create a programme of professional learning to support Maths and Numeracy (See Numeracy Academy).

- Create a programme of professional learning to support Literacy (See Literacy Academy).
- Undertook preliminary research of work being undertaken currently across the Collaborative on Health and Well Being (H&WB). The outcome is that a new H&WB work stream will be formed and its aims are set out in the phase 3 plan.
- Shared the outcomes of the Social Studies programme which West Lothian led with its Principal Teachers of Curriculum in Session 2018-19. The programme will be extended to Session 19/20 with collaboration widening across the Improvement Collaborative.
- Shared the progress of the STEM strategy for Falkirk in particular the work of the RAISE Primary Science project. This will inform the Improvement Collaborative's Phase 3 plan for Curriculum and STEM development.
- Develop the use of Curriculum networks throughout the Improvement Collaborative.

We asked: 'Please provide suggestions of how the RIC could support future improvements for each of these priorities':

You said could we have:



Key comments on the following themes-

Sharing good practice: Sharing interventions to trial in class through resources from the Pupil Equity Fund.

We did: The PEF Leads from each Local Authority met and shared the key strategies which have worked and were being used successfully in schools. These are being discussed with schools in each council. Each Local Authority has also invited colleagues to attend their annual PEF Conference in Session 2018/19.

Numeracy: Support teaching methodologies; share evidenced based improvements; focus on pedagogy; drive to improve attainment.

We did: Numeracy report available from Phase 2, summary report and phase 3 plan.

Literacy: Develop a writing culture; provide a literacy audit tool for validated self -evaluation; use Education Scotland colleagues to validate literacy developments; focus on pedagogy; build consistency of reading skills across schools/clusters/local authorities; practitioner led professional reading that has been effective in reducing reading gaps.

We did: Summary report available from phase 2 and phase 3 plan. Examples to support Reading development available on the FV&WL RIC blog.

Early Years: Robust assessment; reducing workload by sharing preparation of resources; providing guidance and training on Early Years 'learning through play' to raise attainment in numeracy and literacy; high quality CLPL such as Froebel training.

We did: The ELCC team shared resources and strategies to reduce overlap of resource development and to develop their strategies together for the Early Years expansion. The EY Conference provided training on 'learning through play' and a self- evaluation toolkit of progress measures. Froebel training was delivered throughout the Improvement Collaborative. Professor Ferres Laevers, University of Leuven, Belgium invited to hold a conference to support Early Years development in November 2019.

Career Long Professional Learning: Self- evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Network meetings with work stream focus.

We did: A self –evaluation model has been developed in partnership with the Improvement Collaborative's Principal Educational Psychologist team. This is supporting evaluation of professional learning and ongoing reflection and monitoring of its use in practice. An agreement has been reached so that senior and middle leaders can support each other with reviews and visit each other's schools. The neighbourhood grouping of schools is supporting this initiative. Stirling University has developed a leadership programme to support the Curriculum and this will be delivered in Session 19/20.

Moderation: Provide bank of holistic assessments in literacy and numeracy which have been moderated; moderate beyond the local council context; create example pieces and bank of holistic assessments/benchmarked.

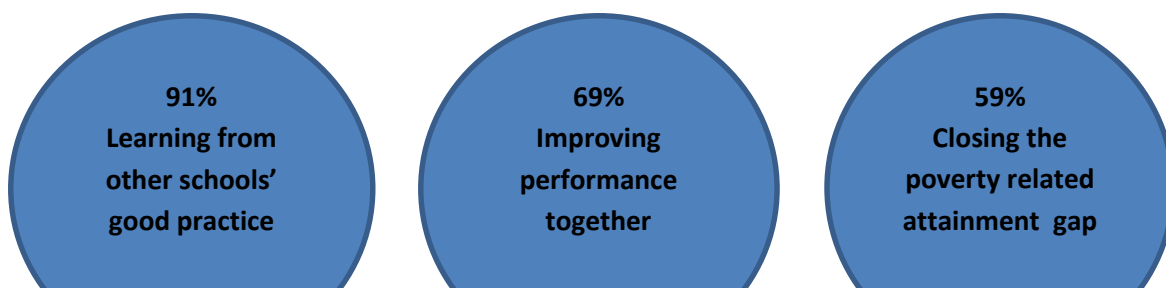
We did: Moderation and Assessment co-ordinators from each Local Authority have established a Regional Improvement Collaborative team. They have shared approaches and invited practitioners to joint events to support training in the use of moderation and assessment strategies.

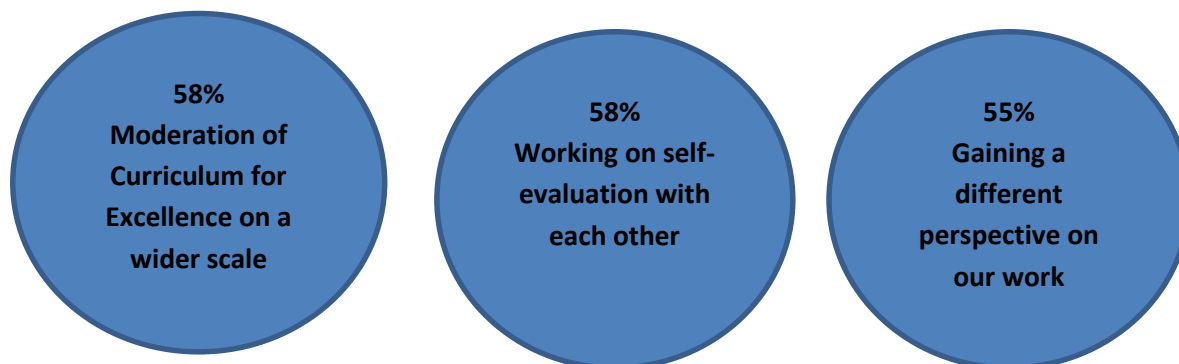
Build confidence in using data for improvement: Provide training at a range of levels in the use of data for improvement.

We did: Range of training provision provided and new programme developed for Session 19/20. In listening to our stakeholders, we have begun to address the following questions:

We asked: What would you want your school to gain from being part of our RIC?

You said:







We asked: What else would you want your school to collaborate on as part of our RIC?

You said:

You said	We did
<ul style="list-style-type: none"> • Sharing expertise in SEBN • Create neighbourhood HWB profiles • Inclusion, progress and achievement • Approaches to meeting additional support needs • Supporting positive mental health of staff to build resilience • Efficiency and not to reinvent the wheel • Good parental practice-sharing • Network within subject areas • Well- being/nurture initiatives which have worked well • Family learning 	<ul style="list-style-type: none"> • SEBN leads have met to share expertise. • Performance Team developing H&WB profile and neighbourhood groups within it. • Initial Head Teacher meeting facilitated discussion. • New RIC Team being launched Session 19/20. • RIC CLPL programme supported by Unions input. • New H&WB Team will progress this ask. • Leads from each LA have met and formed a team to share strategies. CLPL programme supporting 4 session training course with Education Scotland input. • Practitioner and HT meetings; RIC Blog sharing resources. Microsoft Teams files for Curriculum networks and work stream teams. • 18 Curriculum networks established in West Lothian and being expanded across the RIC in September 2019. • CLPL programme supporting 4 session training course with Education Scotland input. Numeracy Team providing training as part of the Numeracy Academy.

<ul style="list-style-type: none"> • Innovative ways of schooling- structure of the school day • Share DYW and GIRFEC practice 	<ul style="list-style-type: none"> • Curriculum DHTs group established for the RIC. Development programme being led by University of Stirling. • Performance Team updating RIC Profile to include DYW data. This will inform new Curriculum and STEM strategy for the RIC. GIRFEC will be shared through the new H&WB Team's plan.
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We asked: 'Please add ideas that you have to support/contribute to the development of the Regional Improvement Collaborative. What added value would there be from your experience?'

You Said	We did	Check
Hosting visits from other colleagues	Neighbourhood schools groups identified. Validated Self Evaluation teams being created.	
Opportunities for school leaders and teaching staff to meet and discuss improvement priorities	Head Teacher & Heads of Establishment meetings arranged-4 per session. Improvement priorities shared.	
Pilot interventions and/or conduct small tests of change, evaluate findings	A range of projects being undertaken across all of the work streams.	
Structured approach to Special Needs establishments working together more closely	Initial meeting taken place and new plan being developed.	
Align inset days	Draft document produced with possible alignment agreed for Session 19/20. 20/21 under current discussion.	
Expand college links to increase breadth in the curriculum	Agreements in place to work with Forth Valley and West Lothian Colleges on Curriculum, STEM and Numeracy, Virtual Campus developments.	
Discuss flexible curriculum and range of qualifications being developed	Discussion about Virtual Campus being progressed. Scoping visit to E-Sgoil undertaken. Phase 3 plan developed to take forward.	
Establish quality improvement partnerships- engage in school evaluation from different perspectives	Agreement to undertake programme of Validated Self Evaluation reviews together. Team of Quality Improvement Officers developing framework for Session 19/20.	

CHAPTER 6



PERFORMANCE AND IMPROVEMENT PROFILE

Profile of Forth Valley and West Lothian Region

The Forth Valley and West Lothian Improvement Collaborative serves an area of 3070 square kilometres. Stirling Council's area covers 70% of the overall Collaborative geography which ranges from rural highland and lowland in Stirling, through urban and post-industrial mining, steel and manufacturing communities in all four authorities. The Collaborative has a total population of 484,700 or slightly less than 9% of Scotland's population.

The Collaborative provides core education services to nearly 68,000 pupils in 173 Primary, 29 Secondary and 16 Additional Supports Needs Schools. This is just under 10% of Scotland's school pupils and 9% of Scotland's schools. A detailed picture of ASN schools is attached in Appendix 2.

The teaching workforce is made up of 2425 Primary Teachers, 2306 Secondary Teachers and 217 Additional Support Needs Teachers. Early Learning and Childcare places are provided across the Collaborative for 7,875 three and four year olds.

Across the Forth Valley and West Lothian Collaborative region 60 data zones fall within the 15% most deprived in Scotland according to SIMD 2016, with Clackmannanshire having 15% of their data zones in this category, Falkirk 11%, Stirling and West Lothian both 7%. Clackmannanshire is a Scottish Attainment Challenge (SAC) authority and there are SAC schools in each of the other LAs, as well as a significant amount of PEF funding being allocated across the region.

Early Years

Across the region Early Learning and Childcare provision is made through nursery classes, stand-alone local authority extended day 50 week centres, private and voluntary sector providers and through some child minding services.

The quality of provision across the region is good based on Care Inspectorate reports but there is a need to maintain quality with the expansion of provision. Notably, between 2010/11 and 2016/17, all Local Authorities within the Forth Valley and West Lothian Collaborative region achieved higher quality ratings than the Scottish average. In 2016/17 rates within the region ranged from 93% to 100%, compared to the Scottish average of 92%.

Reviews were introduced by the Scottish Government in 2013 to assess children's developmental status and to record any concern or disorder against a selection of developmental domains (social, emotional, behavioural, attention, speech, language & communication, gross motor, fine motor, vision and hearing). In 2015/16 approximately 72% of children in Scotland met developmental milestones at these reviews. Within the Forth Valley and West Lothian region equivalent percentages currently range from 71% to 79%.

Attainment: Broad General Education

The recorded CfE levels across the regional collaborative as a whole are in line with, or marginally better than the national average for all stages in reading, writing, listening & talking and numeracy. Each has also shown an increase from 2016/17 to 2017/18. This is also true for all stages across all five SIMD quintiles.

However the percentage of pupils attaining the expected levels in numeracy drops from P1 to P4 and again to P7. This is the case for all four authorities, as it is for Scotland as a whole. Numeracy in the Forth Valley and West Lothian has demonstrated improvements in P1,4 and 7 from 2016/17 to 2017/18. One of the early targets of the regional collaborative has been to identify interventions to address this drop and seek to drive up attainment levels, particularly in numeracy, across the region. Another early area identified is Reading and this will be a focus of the Literacy strategy.

Senior Phase (all S4 Leavers in 2017)

Across the regional collaborative as a whole the average tariff point score for our children and young people is above the national average for SIMD quintiles 2-5. However, it is significantly below the national average in quintile 1 (most deprived) with only West Lothian and Falkirk performing better than the national average. Clackmannanshire's performance in quintiles 3,4 and 5 have increased from 2015/16 to 2017/18 but are below the national average except in quintile 4. In quintiles 2,3,4 and 5 Falkirk have increased from 2015/16 to 2017/18, while Stirling has increased in quintiles 3,4 and 5 for the same period and is above the national average. West Lothian has increased in quintiles 2 and 4, remaining the same in quintile 3 and slightly decreasing in quintile 5 from 2015/16 to 2017/18 but remains above the national average in all quintiles.

Positive Destinations

The percentage of school leavers in a positive destination on leaving school in 2016/17 across the regional collaborative was the same as the national average (93%) and both have increased to 94% in 2017/18. It is noted that the proportion of school leavers entering Higher and Further education in 2017/18 is in line with the national figure of 41% and below (24% compared to 27%) respectively. Work will be undertaken to better understand why this is the case with the aim of driving up the aspiration of our young people to attain higher level qualifications.

Attendance

Attendance at Primary School across the regional collaborative is broadly in line with the national average at around 95% for all primary stages.

In S1-S3 overall attendance across the regional collaborative is also in line with the national average. However, across all four authorities' attendance drops from S1 to S2 to S3 to around 90%. This represents, on average, every pupil missing one day of school in ten. Work will be undertaken to provide a more detailed analysis of patterns of attendance across the collaborative. This will be cross-referenced with the success of Pupil Equity Funded targeted initiatives to improve attendance rates.

A full insight into the performance data for the Improvement Collaborative is attached in the Performance Profile (Appendix 3). This includes a narrative and links to the Local Government Benchmark Framework. The table below links the data sets within the profile to the work stream performance measures and informs their analysis, strategy and planning for improvement.

In line with national guidance on Developing Regional Improvement Plans, the Forth Valley and West Lothian Collaborative will plan on the basis of all available evidence on performance within the region, including school attainment data. It is a priority for the Collaborative to make intelligent use of the data and wider performance information and ensure that there is a balance between data analysis and broader collaborative inquiry.

The Collaborative has worked to collate and oversee shared data to analyse and inform priority areas to target, and to provide information for the teams to develop their ideas and plans. Numeracy and Literacy CfE levels and HMI reports have provided a good overview. The Performance Team works with each team i to draw together agreed baseline data and progression updates. They have developed a data pack for the wider use of the RIC. As each new work stream forms in phase three, in-depth data will be required to support planning and target specific outcomes. The team is also supporting the development of a RIC data sharing agreement, and has completed a data impact assessment.

The Performance Team have summarised and collated inspection reports from September 2016-March 2018 for special, primary and secondary schools. These provide a summary of quality indicator evaluations with key strengths and areas for development (section 5, Performance Profile). Each work stream is using this information to support the focus of their project.

What do we want to achieve?

- ✓ Improvement planning will be carefully designed to maximise the quality of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology.
- ✓ Evidence is used across the Collaborative to gain a deeper understanding of improvement
- ✓ Practitioners across the Collaborative are more confident in data literacy

Measures of success will be:

- ✓ External feedback on planning and reporting across the Collaborative will be recognised as based on good use of data and evidence and effective planning
- ✓ Resources and support for data analysis at the centre is reduced

What will we do?

- ✓ Gather data and establish baselines
- ✓ Identify families of schools based on socio-economic and attainment schools
- ✓ Develop School Improvement Partnerships across the Collaborative
- ✓ Develop subject and curriculum area partnerships across the Collaborative
- ✓ Share evidence based approaches to close the poverty related attainment gap .

CHAPTER 7



DELIVERING FOR THE REGION: THE PLAN PHASE 3

Delivering for the Region: The Plan, Phase 3

Priorities of the RIC

The Forth Valley and West Lothian Collaborative has carried out an analysis on the available performance data for the region. Taking account of the National Improvement Framework and the Strategic Priorities, as well as an analysis of school improvement plans, the following work-streams for the 2019-2020 Plan have been prioritised and agreed:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Numeracy	Teacher professionalism School improvement Performance information	Raise attainment and reduce the poverty related attainment gaps in numeracy Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy	Peter Valentine Lynne McBain
Literacy	Assessment of children's progress Teacher professionalism School improvement Performance information	To bring together a range of professionals with a relentless focus on supporting teachers and a range of other staff who provide support to improve children and young people's educational attainment	Lindsey Duncan
Early Learning and Childcare	Teacher professionalism Assessment of children's progress School improvement Performance information	By the end of 2020, 100 % of children aged 2-3 years old will experience good or very good quality ELC in establishments in the FVWL RIC	Judith Edwards
Health and Well Being	Teacher Professionalism School Improvement Assessment of children's progress Performance Information Parental engagement	Support positive mental health and well-being of children, young people, staff and school communities. Review PSE programme Develop parental engagement and family learning Support schools with evaluation: Ensuring Wellbeing, Equality and Inclusion.	TBC
Curriculum: Developing the Curriculum & STEM	Teacher professionalism Assessment of children's progress School improvement Performance information	Develop the Curriculum and ensure that it is equitable and accessible for all children and young people Develop pathways that raise attainment and close the poverty related attainment gap	TBC

Two overarching work streams support overall improvement and collaborative activity in the region. These themes support each of the priority focus areas of Numeracy, Literacy, Early Learning and Childcare, Health and Well Being and Curriculum development. These work streams are:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Career Long Professional Learning	Teacher professionalism School leadership School improvement Parental engagement Assessment of children's progress Performance information	To address expectations of the NIF which are being taken forward by each of the work-streams To empower teachers, head teachers, parents and communities to deliver excellence for children and young people	Stefan Wyroslawski
Performance Information	Performance information School improvement Assessment of children's progress Teacher professionalism	Maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology Evidence is used across the Collaborative to gain a deeper understanding of improvement Practitioners across the Collaborative are more confident in data literacy	Michael Davis

SECTION 8



MEASUREMENT PLAN

Measurement Plan

Key Indicators and measures to evidence progress

In line with the 2019 National Improvement Framework, a basket of measures will be used to assess progress of RIC priorities. This will provide a comprehensive and consistent approach with key performance indicators being tracked across the Forth Valley and West Lothian Improvement Collaborative in relation to the four key strategic priorities of the NIF.

Strategic Priorities of the NIF	Prioritised Activity of the RIC	Measures
Improvement in attainment	Literacy Plan Numeracy Plan Early Learning and Childcare Plan CLPL plan Subject networks Performance data and profile	Teacher professional judgement: Literacy CfE levels Numeracy CfE levels Maths award data Level 5, 6 and 7 awards 3.2 HMIE reports
Closing the attainment gap	Literacy Plan Numeracy Plan Early Learning and Childcare Plan CLPL plan Subject networks Health and Well Being plan Performance data and profile	Closing the gap data for levels 5 and 6 Closing the gap data for numeracy and literacy 3.2 HMIE reports Levels 5 and 6 awards
Improvement in health and wellbeing	Health and Well Being plan Early Learning and Childcare plan Collaborative Partnerships	Attendance rates Exclusion rates Health and well-being survey data Developmental milestones
Improvement in Employability skills and sustained positive destinations	Curriculum development plan STEM plan Numeracy plan Literacy plan Performance data and profile	SCQF 4, 5,6 and 7 awards Achievement Awards Participation measures Leaver Destinations

SECTION 9



GOVERNANCE AND REPORTING PLAN

Governance and Reporting

In line with the agreement between COSLA and the Deputy First Minister, and the report of the subsequent joint Steering Group, the Forth Valley and West Lothian Improvement Collaborative has agreed a model of governance that will retain local accountability, working in partnership with Education Scotland and the Scottish Government.

The structure for the Improvement Collaborative has been agreed and established. The Collaborative has developed a Governance model that effectively reflects the principle of leading from the middle, collaboration and bottom up.

The Governance structure ensures that the leadership and work stream groups are responsible for developing the **“offer”** to schools and practitioners, with the reference and engagement groups helping to develop the **“ask”**. Engagement groups are comprised of practitioners and wider stakeholder groups.

The Lead Officer reports on the progress of the Collaborative to respective Chief Executives and to local elected members via the relevant education committees of each council. Centre colleagues are also updated on the work of the RIC.

The first RIC Governance plan was produced in November 2018 and the updated version is shared on the next page.



Governance Plan

August 2019

Governance Arrangements

Each Local Authority has its own unique set of circumstances. The experiences and learning from the SAC and PEF inform the way we work in partnership with each other. The Forth Valley & West Lothian Regional Improvement Collaborative aims to improve outcomes for children and young people in line with the National Improvement Framework for Education:

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

Each Local Authority is responsible for the provision of education for children and young people in terms of planning and delivery and will be accountable for attainment and achievement outcomes. The Improvement Collaborative will provide 'added value' to the work of each local authority and will engage in an annual review which is informed by robust evaluation and a revised plan submitted to the regional board.

It has been agreed by the four Local Authorities that lead roles will be aligned to provide coherence to the work that is being undertaken on a regional basis. The Chief Executive Officer, RIC Lead Director and RIC Lead Development Officer will sit within one local authority for an 18 month basis which will then be open to review. Any change would involve discussion with Education Scotland before approval of a new RIC Lead director.

Funding: Forth Valley & West Lothian Grant

The Scottish Government has given the RIC a grant for 1 year from 1st August 2018 to July 31st 2019. It has been agreed that monies will sit separately from the 'Lead' local authority for auditing purposes. A report on the use of grant funds has been produced and sent to the Scottish Government (July 2019).

Staff employed to support the work of the Improvement Collaborative do so on a secondment basis and are line managed by their local authority Lead Director. They remain accountable to their local authority.

Strategic and Operational Leadership

The work of the Improvement Collaborative will be supported by a number of strategic and operational teams. The purpose and role of each team within the governance arrangements are as follows:

1. Regional Board Membership

Chief Executive Officers and Education Spokespersons of Falkirk, Clackmannanshire, West Lothian and Stirling.

Purpose

- To share the vision of the Collaborative.
- To drive the success of the FV&WL RIC plan.
- To support and facilitate collaborative projects and working together.
- To oversee the RIC grant allocation from the Scottish Government.

Reporting

The Regional Board will receive reports on the progress of the Improvement Collaborative from the Regional Lead Director and will meet biannually (March & September). Chief Executive Officers will be responsible for political reporting arrangements and sign off the plan in their own local authority. The Chief Inspector of Education Scotland will be involved in signing off the annual plan and will be updated on progress through the Education Scotland Regional Adviser. The Regional Lead Director will attend the National Council of RIC Lead Officers and will share progress of RICs at a national level.

2. Lead Directors Team

Membership

Relevant Director/Chief Education Officer with responsibility for Education from each Local Authority. The RIC Lead Development Officer and Senior Regional Adviser from Education Scotland are also members of this team.

Purpose

- To provide direction for the vision and aims of the Improvement Collaborative.
- To support the Connect Team (work stream leads) in shaping and delivering outcomes for each priority.
- To ensure that all partners and stakeholders are fully consulted and engaged in the development of the Improvement Collaborative.
- To share key developments in Local Authorities and consider opportunities for collaborative working that will support improvement outcomes.
- To evaluate the overall performance of the Improvement Collaborative and support a robust measurement plan.

- To facilitate clear communication between the key groups leading the work of the Improvement Collaborative.
- To review and report on the impact of the grant on progress in achieving outcomes.

Reporting

The Lead Directors team reports to the regional board. It meets every six weeks and receives updates on progress of the work streams from the RIC Lead Development Officer. Formal reports will be produced from each work stream quarterly which will be presented to the lead directors team for evaluation of progress. The evaluation of progress will be supported by the Performance Team. Each director will present regular progress of the Improvement Collaborative to elected members at each local authority's committee meetings.

3. Connect Team (Work Stream Leads)

Membership

Regional Improvement Collaborative Lead Development Officer; Lead Quality Improvement Officer from each work stream- Numeracy, Literacy, Early Learning & Childcare, Health and Well Being, Curriculum, CLPL(Career Long Professional Learning); Performance Team Lead Officer; representative from the Communication Team.

Purpose

- To add value to the work of each Local Authority.
- To bring coherence across the priority work streams and work collaboratively to plan and develop themes for improvement.
- To use information from the RIC Performance Profile to inform the direction of focus and to identify areas requiring improvement to support achieving excellence and equity aims.
- To further develop the Communication and Engagement strategy in collaboration with the Communication Team.
- To inform practitioners, leaders and partners about the work of each work stream.
- To support and develop a culture that empowers practitioners and develops systems leadership capacity by delivering quality professional learning programmes and providing opportunities to lead the growing range of projects supporting the Improvement Collaborative priorities.

Reporting

The Connect Team reports to the Lead Directors Team. It meets monthly and will produce quarterly reports for the Lead Directors Team. It will also provide updated plans on an annual basis. Reporting will be supported by data from the Performance Team.

4. Work Streams Membership

Work stream Lead Quality Improvement Officers; practitioners & Education Officers representing each local authority; representative from the Performance Team; representative from the Communication Team (both will attend aligned with the venue which rotates); RIC Improvement Advisor; Care Inspectorate (ELCC Team); Numeracy pedagogues (Numeracy Team); Forth Valley & West Lothian College representative; linked Education Scotland Officer.

Purpose

- To support the development of 'the Ask and the Offer' of the RIC.
- To create and produce driver diagrams and action plans for each priority.
- To clarify overarching aims and provide detail of what is to be achieved.
- To develop measurement plans that demonstrate baseline measures, tracking and monitoring of progress, targets and outcomes.
- To reflect on and act on the analysis provided by the Performance Team to develop robust processes to measure, collect and collate data which will be analysed to inform progress.
- To co-ordinate and monitor progress of sub-teams leading on the range of related projects for each priority theme.
- To communicate the work of the group to all stakeholders and partners and build collaborative networks to support developing themes.
- To engage with stakeholders on the work and progress of projects and inform next steps from feedback through RIC Consultation events/evaluations and meeting with RIC reference groups.

Reporting

The work streams – report to the RIC Lead Development Officer. They will meet monthly with diaries agreed for the year.

5. Performance Team Membership

RIC Performance Officer; data analyst from each local authority; input from RIC data coaches (1 for each local authority)

Purpose

- To provide a full Performance Profile for the Improvement Collaborative.
- To provide data, analysis and narrative for the regional profile including performance.
- To provide data to inform work stream progress and next steps.
- To support the development of work- stream measurement plans.
- To support and build confidence in practitioners using data for improvement.

Reporting

The Performance Team reports to the Lead Directors Team. The team is supported by the National Analytic Team (Scottish Government).

Communication Team

The Communication Team comprises an IT/Digital Learning lead from each local authority with input from local authority Communication Officers. The role of the team is to develop the RIC digital platform that provides a communication portal for collaboration across the four local authorities. A digital sharing agreement will support communication throughout the Improvement Collaborative.

The team will work with work-streams to develop relevant communication media for example, twitter, webinars, and blogs. They will also support strategies for PR in advertising professional learning opportunities and RIC events.

Engagement Groups

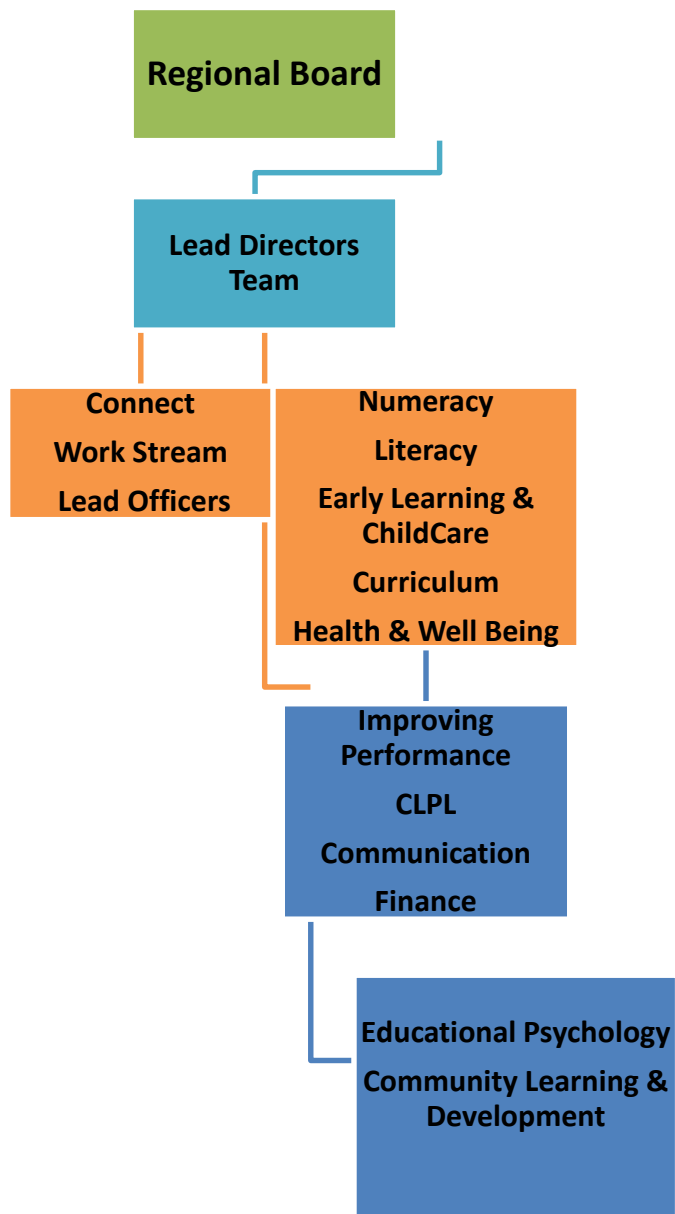
Reference Groups have been formed and comprise Early Years, Primary and Secondary Head Teachers. Practitioners and Pupils groups will be formed in Session 2019-2020 to consult on current and evolving priority themes, and support building the scope of the Improvement Collaborative.

Professional Associations meet with the RIC Lead Director and Lead Development Officer, and a formal calendar of engagement meetings is established.

Widening Collaboration

As the scope of the Improvement Collaborative expands, new groups are forming and will be considered in the wider planned vision. Projects led by Education Psychology Teams, CLD, ASN, Local Authority PEF Teams and Finance Teams are established and developing. Groups not directly leading on priorities will be included as 'self-generating RIC teams' and welcomed to spread the collaborative nature of the region.

Forth Valley & West Lothian Regional Improvement Collaborative



Membership of Teams

	Clacks	Falkirk	Stirling	West Lothian
Strategic Board CEO Education Chair	Nikki Bridle Cllr Graham Lindsay	Kenneth Lawrie Cllr Adanna McCue	Carol Beattie Cllr Susan McGill	Graham Hope Cllr David Dodds
Elected members	People Committee	Education Executive	Children & Young People Committee	Policy Development & Scrutiny Panel
RIC Lead Director				Elaine Cook
Lead Directors Team	Anne Pearson	Robert Naylor	Kevin Kelman	
RIC Lead Development Officer				Siobhan McGarty

Connect Team Work Stream Lead Quality Improvement Officers	Numeracy Peter Valentine Lynne McBain	CLPL Stefan Wyroslawski Performance Michael Davis	ELCC Judy Edwards	Literacy Lindsey Duncan
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Partners

- Education Scotland: Jackie Halawi Senior Regional Adviser
- University of Stirling
- Forth Valley College
- West Lothian College
- Winning Scotland Foundation
- Gateway- CPD Manager
- La Salle Education (Mathematics); Maths Recovery Council; Edgehill University; Oxford University Press
- Scottish Book Trust



Appendix 1

Forth Valley & West Lothian

Regional Improvement Collaborative

Summary Report

Phase 2, 2018-2019

The FV&WL priorities for 2018-2019:

Numeracy

The aims of the Numeracy work stream are to reduce the poverty related attainment gap from early to first level, and to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.

Using the principles of Improvement Methodology, a small scale project was undertaken with a number of schools from each local authority. The project involved staff being trained in a specific numeracy intervention strategy to support children in Primary 2 who had gaps in their Numeracy knowledge and understanding. The staff were coached throughout the project and supported in tracking progress. The attainment outcomes for nearly all children supported by this improvement approach increased. A full report of the project is available from the Numeracy team.

The lead Numeracy team has undertaken considerable research and development of a range of intervention strategies to develop Numeracy and Mathematics. The result is that a substantial collaborative offer has been designed, developed and is ready for implementation for Session 19/20. A range of partners have been commissioned to provide high quality training and continuous support to practitioners including teaching and support staff. Partners include Edge Hill University, La Salle Education and Maths Recovery. A Numeracy Academy has been designed with a site identified to create a physical classroom space for the training programmes. 2 full time Numeracy expert pedagogues have been appointed and will deliver the training programme.

Literacy

The aim of the Literacy work stream is to develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all.

The Literacy Team reviewed Curriculum for Excellence (CfE) levels and identified Reading as an area for improvement from 3-18. Through consultation with practitioners and consideration of current strategies throughout the Improvement Collaborative, 3 aims were identified:

1. Developing Teachers' Professional Judgement

Literacy QAMSOs have worked with the lead team to develop a high quality moderation pack for Reading in order to build practitioner confidence in professional judgement. They have developed a digital sharing space (on the FV&WL RIC Blog) to support pedagogy. They have identified best practice and are sharing across the Improvement Collaborative.

2. Building a Reading Culture

A sub group of the Literacy Team has developed approaches to build practitioners' skills in pedagogies required to engage learners in building a reading culture. At the FV&WL Conference, 'It's a Good Time to Collaborate', the team shared research based approaches to developing positive reading attitudes and skills. They have identified a small number of teachers within each local authority to become lead

teachers in reading who will develop capacity of practitioners through collaborative delivery of CLPL, networking opportunities and supporting tests of change.

3. Early Vocabulary Development

A framework of successful interventions currently used across the four authorities has been created and shared with practitioners. The team has established a partnership with The Scottish Book Trust and has entered into a pilot with 40 schools from across the Improvement Collaborative to accredit reading and develop a national award.

With the appointment of a full time Literacy lead officer in July 19, the scope of the Literacy plan has expanded to include a Literacy Academy which is under design and is currently at the research/scoping phase.

Early Learning and Childcare

The aim of the Early Learning and Childcare work stream is to achieve 100 % of children aged 2-3 years old experiencing good or very good quality ELC in establishments in the Regional Collaborative by the end of 2020.

The ELCC team undertook an analysis of inspection reports across the Improvement Collaborative and gauged that on average, the quality of learning and teaching was good. They developed a framework to support educational establishments in using self-evaluation effectively to identify areas for improvement and plan strategically to implement change. The team led a conference in February 2019 (It's a Good Time to be Two) with significant input from HMIE colleagues and Improvement Advisors. This supported 250 practitioners in developing their understanding of improvement methodology and self-evaluation indicators used by HMIE during the inspection process. A market place showcasing organisations such as the Scottish Childminding Association and Bookbug, and a series of workshops led by practitioners from across the 4 local authorities showcased examples of good practice in working with 2 year olds. The workshops focussed on music and early literacy, increasing practitioners knowledge in speech and language development, increasing parental engagement through quality conversations/improving educators skills in engaging with families, flexible and responsive planning , improving outcomes for children using personal learning plans and increasing expressive arts experiences for two year olds.

The team has shared their approaches to the expansion programme for Early Years and supported each other with current challenges and future planning. They devised remits and appointed 4 Support Officers who will support each local authority in developing Early Years pedagogy, as well as linking with the work of each of the Improvement Collaborative's work streams.

Career Long Professional Learning

The aim of the work stream is to address expectations of the NIF which are being taken forward by each of the work-streams, and empower teachers, head teachers, parents and communities to deliver excellence for children and young people in the Regional Collaborative.

The CLPL work stream undertook an analysis of recent inspection reports throughout the Improvement Collaborative. They identified the areas of Learning, Teaching and Assessment as a focus for improvement and developed a series of professional learning activities to address this key indicator determining school progress. 140 practitioners attended 2 symposiums and provided positive reflective feedback on the usefulness of the events.

With the appointment of a full time lead for CLPL, the momentum of the work stream plan increased and the lead team developed a significant RIC CLPL offer. This was designed to address the priorities of the RIC and the outcomes of the Improvement Collaborative consultation in January 2019 ie. the 'ask and offer'. The new and bespoke FV&WL CLPL programme (launching September 19) has been developed by a team of approximately 40 facilitators and partners from a range of organisations including Education Scotland, Stirling and Strathclyde Universities, Forth Valley and West Lothian Colleges, Police Scotland, Teaching Unions, school leaders, RIC Community Learning & Development officer team, Educational Psychologist team. The facilitators have collaborated together at a series of conferences to design and agree the format and standardise the approach to the programme.

The themes of the programme aim to address NIF priorities and include the Numeracy Academy, development of a Literacy Academy, Health and Well Being sessions, STEM, family learning, parental engagement, and additional support needs. Participants will be able to access the programme through a new system which will enable signing up, support professional review and development, and provide analytical data for the CLPL team.

Performance Information

The aim of the work stream is to maximise the use of information and ensure that evidence sources are fit for the intended purpose, based on improvement methodology; evidence is used across the Improvement Collaborative to gain a deeper understanding of improvement; practitioners across the Improvement Collaborative are more confident in data literacy.

Each of the work streams has been supported by Improvement Advisors to support the development of their aims and measurement processes.

The Performance Team has created a profile of key data and developing trends from the start of the Regional Collaborative in Session 17/18. Each work stream has used the data to inform their priorities, aims and strategy.

The Performance Team has delivered a range of CLPL activities for practitioners, middle and senior leaders for example, at the FV&WL Conference, 'It's a Good Time to Collaborate' in May 2019. They have also devised a 4 session offer for Session 19/20 as part of the RIC CLPL programme. This is designed to build confidence

in practitioners using and analysing data. The team are also working with the Data Coaches from each local authority to identify schools and provide analytical support for each Numeracy and Literacy project.

Feedback on the Phase 2 Plan

Strengthening Governance arrangements

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

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

Developing the Performance Profile

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

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

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

Communication & Engagement Strategy

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

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

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

- 64 schools/educational establishments responded (29%)
- A significant ask is for schools to share good practice especially PEF interventions and to be supported in building confidence in the use of data for improvement
- Professional Learning asks: Self- evaluation in practical ways to involve all stakeholders; visit other schools; shadowing; share improvement methodologies; building leadership capacity (middle and HT); Moderation- provide bank of holistic assessments in literacy and numeracy; moderate beyond council context; create example pieces and a bank of holistic assessments/benchmarked.
- The preferred means of communication to engage with other schools and staff across the RIC is to develop a seminar/RIC events programme and build up networks.
- The top area of professional learning that schools and educational establishments would like to be offered through the support of the RIC is Developing the Curriculum (73%).
- The main curriculum areas that would benefit from regional collaboration are H&WB, Numeracy and Maths, and Languages.
- 91% of respondents asked for learning from other schools' good practice.

The Improvement Collaborative's Primary and Secondary Head Teacher Reference Groups were established in February 2019, and have met to discuss the outcomes of the Consultation, as well as provide feedback on proposals to take the 'Offer' forward. They also act in a consultancy role about collaborative developments with Head Teachers, Heads of Establishments, practitioners and partners.

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

A range of engagement events have taken place which provided practitioners with the opportunity to become more involved with the work of the RIC, network and develop relationships across local authorities and be supported with learning that develops collaborative professionalism. A series of FV&WL RIC themed conferences are being developed for Session 19/20 to widen engagement with work stream projects and build collaborative networks and partnerships.

The RIC Grant and Recruitment

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

Post	Local Authority	Start Date
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Improvement Collaborative Lead Director	Falkirk West Lothian	Aug 2018-Feb 2019 March 2019
Improvement Collaborative Lead Development Officer	West Lothian	August 2018
Numeracy leads (FT)	West Lothian Clackmannanshire	March 2019
Literacy lead (FT)	West Lothian	July 2019
CLPL lead (FT)	Stirling	March 2019
RIC Performance Officer (FT)	West Lothian	February 2019
Data Coach (FT)	West Lothian	March 2019
Data Coach (FT)	Falkirk Stirling, Clackmannanshire	August 19
ELCC Officers x 4 (FT)	Clacks/Falkirk/Stirling/West Lothian	August 19
Comms Officer (0.2)	West Lothian	March 2019
Business Manager (0.2)	West Lothian	March 2019
Numeracy expert Pedagogues (2)	West Lothian	August 2019

The grant has paid for professional learning activities, the Winning Scotland Foundation project, and research support from Stirling University. A new CPD (career long professional learning) system to support the co-ordination and evaluation of CLPL has been developed with the Gateway organisation for all four local authorities. A range of scoping and research activities have been undertaken for example, a visit to the E-Sgoil in the Western Isles to look at their virtual campus and consider how it will be developed for the Improvement Collaborative.

Building Collaborative Relationships

A number of partnerships are developing across the RIC:

Principle Educational Psychologists have completed a joint numeracy project together and they are formalising work with the RIC Numeracy team to be built in to the next stage of the RIC plan. They are also supporting the professional learning programme with course delivery and consultation advice about self-evaluation processes.

Exploring common themes has led to a partnership agreement being developed with **Forth Valley and West Lothian Colleges** to support a joint STEM strategy. This will focus on skills development at Primary Science level and collaboration with the RIC Numeracy Academy to develop research based approaches to Numeracy learning and teaching in schools and colleges.

A collaborative partnership has been established with the **University of Stirling**. The outcome from discussion is that the collaboration entails:

1. Consultancy on a range of issues including early years; numeracy; literacy; curriculum; pedagogy and assessment, children's rights and participation; and STEM.
2. Research services, including baseline data generation and analysis, evaluation and research to understand process/dynamics.
3. A 4 day programme of curriculum development through critical collaborative professional enquiry, aimed at senior/middle leaders with responsibility for curriculum in their schools.
4. A 6 seminar programme plus recall session of professional learning in promoting system level change through enhancing pedagogical practices.

The **Winning Scotland Foundation (WSF)** presented a successful pitch to a representative group from the FV&WL Improvement Collaborative and as a result their project has been developed with the Numeracy team. This entails a 1 Year training programme (Masters level accredited by Glasgow Caledonian University): Numeracy and Growth Mindset, being offered to teams of practitioners/senior leaders. A cohort of 75 teachers will begin the programme in Session 2019-20. The WSF and the FV&WL RIC have also started a joint project to co-design 'Literacy and Growth Mindset' with support from Strathclyde University, and are at the early stages of a joint venture to develop Science Mindset.

To support collaborative networking, a directory of people has been created which is informing the RIC map being designed and developed by the Communication and Performance teams. The mapping has aligned neighbourhood school groups and supported the first joint Head Teacher meetings in May and June 2019. A series of 4 meetings have been arranged for Session 19/20 where each local authority will host and lead a Primary/Early Years and Secondary meeting to build collaborative partnership working together.

This summary report along with detailed reports from each work stream, feedback from practitioner events and consultations will inform planning for the next phase.

APPENDIX 2



WORKFORCE PLANNING

The workforce plan provides an overview of the current commitment in terms of officer time and requirements of the plan for Phase 3. This also reflects the work done during the period from August 2018 until the end of July 2019.

It is anticipated that officers will be able to commit more of their time to the work of the collaborative as individual authorities re-profile their existing activities and commitments to established processes in line with both the priorities already identified and further work-streams as they emerge. In addition there will be a commitment of time, both from promoted staff and front-line practitioners from across the four council areas, as collaborative work-streams continue to develop.

The Lead Directors Group oversees project management and administrative support. The Improvement Collaborative has worked with both the Scottish Government Analytical Services Team and with the Improvement Service to assist with the development of the Regional Improvement Plan. It has been recognised that additional dedicated capacity is needed within the collaborative to provide further analytical support and so a Performance Officer has been appointed to this work on a full time basis (seconded). As part of the second phase of the plan, a full time Regional Improvement Collaborative Lead Development Officer was appointed and supports the development of the plan and co-ordinated approach to delivery.

A collaborative wide workforce profile provides a profile on a sectoral basis. From this profile the collaborative identifies future staffing needs to assist with planning for project delivery on areas such as ELC expansion (4 Support Officers have been appointed in August 2019, one from each Local Authority); subject specific shortages to inform curriculum planning; and CLPL needs to ensure succession planning for management and leadership roles.

Role	Responsibilities	Time Commitment
Lead Director Elaine Cook (West Lothian) Depute Chief Executive Officer	Lead the strategic development of the Improvement Collaborative and Chair the Lead Directors Team. Provide updates to the Scottish Government, Education Scotland and the Forth Valley & West Lothian Regional Improvement Collaborative Board.	0.5 week
Core Leadership Team Directors/Chief Officers Elaine Cook (West Lothian) Anne Pearson (Clackmannanshire) Kevin Kelman (Stirling) Robert Naylor (Falkirk)	Work with the Lead Director to promote and embed a collaborative culture. Drive progress through oversight and direction of the themed areas of focus, and support development of new priority themes for development in the next phase of the plan.	6 weekly Lead Directors Team meetings. Monthly update to Extended Leadership Team in own local authority. Estimate of 1 day per fortnight dedicated to the work of the collaborative.

<p>Lead Development Officer Siobhan McGarty (West Lothian)</p>	<p>Provide an overview of the Collaborative to build coherence throughout the RIC plan. Provide guidance with a framework to develop the next phase of the plan.</p> <p>Connect the range of work streams and lead groups to further develop the strategic direction of the RIC.</p> <p>Develop the Communication and Engagement strategy to widen awareness and develop effective communication across the RIC.</p> <p>Lead next consultation about the current work of the RIC.</p>	<p>Full Time</p>
<p>Work Stream Lead Quality Improvement Officers Judy Edwards (Stirling) Lynne McBain (Clackmannanshire) Peter Valentine (West Lothian) Stefan Wyroslawski (Stirling) Lindsey Duncan (West Lothian) Performance Officer Michael Davis (West Lothian)</p>	<p>Gather and analyse data and evidence to develop detailed action plans in each of the themed areas.</p> <p>Lead the development and delivery of action plans with each work stream team.</p> <p>Design, develop and plan a professional learning programme and specialist advice/support for individual schools and “families” of schools with the same characteristics.</p> <p>Identify successful practice and evidence this. Plan approaches to take best practice to scale.</p> <p>Develop measurement plans that evidence progress and working towards improvement targets.</p>	<p>Each QIO is Full Time</p>

Reference Groups Head Teachers and Heads of Establishment: Early Years/Primary/Secondary Pupils/Practitioners/Parents	Provide feedback on current and future planning, support the development of the 'Ask and Offer' of the Improvement Collaborative.	Termly meetings
Literacy Team : Lead QIO Lindsey Duncan Carol Turnbull (Falkirk) Carolyn McDaid (Stirling) Jacqui Burns (Stirling) Emma McFarland (Clacks) Marion Cochrane (West Lothian) Elaine Craigen, (Falkirk)	Support the Lead QIO to deliver the actions set out in the Literacy plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Numeracy Team: Lead QIO Lynne McBain Lead QIO Peter Valentine Lynda Stewart, PT Numeracy (West Lothian) Mary Rendle, PT Numeracy (West Lothian) Maureen McNaughton (West Lothian) Susan Thompson (Falkirk) Kay Robertson (Stirling) Adrienne Aitken (Clacks) Judy Edwards (Stirling)	Support the Lead QIO to deliver the actions set out in the Numeracy plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative. PT Numeracy-Full Time
Data Coach Team: Stuart McIntyre (West Lothian) Kimberley Robinson (Falkirk) Nicola Roberts (Stirling) Leigh Graham (Clacks)	Support the Lead QIOs for Numeracy and Literacy to deliver the actions set out in each plan. Work within own local authority to support the 'Closing the Gap' priorities identified in the LA plan.	Each Data Coach is Full Time
Early Learning & Childcare Team: Lead Service Manager Judy Edwards Support Officer Team: Yvonne Lindsay (Clacks) Elaine Craigen (Falkirk) Karen McLaughlin (Stirling) Samantha McCulloch (WLothian) A Styles – West Lothian College Kirsteen Carmichael – Clacks Jeanette McCulloch – FV College	Support the Lead QIO to deliver the actions set out in the Early Learning and Childcare plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative. Support Officers range from part to full time.

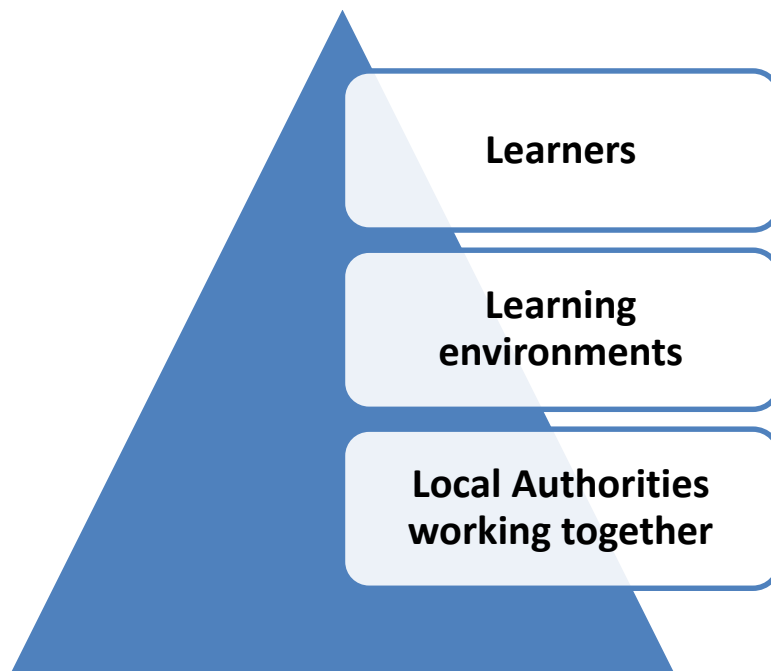
Kevin Kelman - Stirling Council Lisa McCabe – Falkirk Mary Morris – Care Inspectorate Mvairi Lynch – West Lothian Wendy Toner – Imp Advisor		
Career Long Professional Learning Team: Lead QIO Stefan Wyroslawski Rhona Jay (Falkirk) Laura Baird (Falkirk) Sandra Logan (Stirling) Anne Hutchison (Clackmannanshire) Iain McDermott (West Lothian)	Support the Lead QIO to deliver the actions set out in the CLPL plan.	6 weekly meetings Estimate of ½ day per week dedicated to the work of the collaborative.
Performance Team: Lead Officer Michael Davis Siobhan McGarty	Support the Lead Officer to deliver the actions set out in the Performance plan.	6 weekly meetings Estimate of ½ day per week
Communication and Engagement Team Lead: Siobhan McGarty Malcolm Wilson (Falkirk) Laura Compton (West Lothian) Vicki Sherry (Stirling) Lorna Murdoch(Clacks)	Develop and enhance a digital platform for the Improvement Collaborative. Support the RIC with media developments, digital learning including the design and implementation of the RIC Virtual Campus.	6 weekly meetings. Project work which is estimated as ½ day per week during peak periods of development.
Education Scotland Advisers Attainment Advisers Improvement Advisers	Support the work of each work stream and the overarching RIC plan.	Time allocations to be established.
Administrative support Claire Tough	Provide admin support to the lead director & development officer	Full Time
Business Support Yvonne McDonald (West Lothian)	Support the business needs of the Improvement Collaborative.	1 day per week
Communication Support West Lothian Comms Team	Support the communications and media needs of the Improvement Collaborative.	Commissioned work approximately ½ day per week
NEW TEAMS to be established: Lead: Siobhan McGarty Curriculum devpt; STEM; Health and Well Being	Establish new teams and leads to take plans forward.	6 weekly meetings. Estimate of ½ day per week dedicated to the work of the collaborative.

APPENDIX 3



COMMUNICATION AND ENGAGEMENT STRATEGY

It is a priority of the Improvement Collaborative to further develop and communicate the vision of what we aim to achieve and how we will do this together.



What have we achieved so far?

- ✚ A phase 2 Communication and Engagement plan has supported a range of strategies to raise awareness of the work of the Improvement Collaborative, and engage practitioners and partners with developing priorities.
- ✚ The plan was used to respond to the 'Ask' from practitioners throughout the RIC. As a result, an increased number of face to face engagement events took place with an increasing number being planned for phase 3.
- ✚ The governance plan created in phase 2 also helped to formalise and plan for regular work stream meetings, build coherence to planning across the priority areas and improve communication links between work streams and associated partners.
- ✚ The RIC blog has supported the sharing of RIC developments and collaborative professionalism between practitioners across the Improvement Collaborative.

Communication and Engagement Strategy: Next Phase

Outcome	Progress in Phase 2	Next steps: 2019-2022	People
All schools and learning community staff are familiar with the RIC plan.	The plan was shared with all schools and educational establishments.	Share the 2019-2022 plan with all schools, educational establishments, and partners. Discuss at HT meetings and provide power-points to support insets with staff.	RIC development officer Head Teachers Heads of Establishments
An up to date picture of the needs and ask of the RIC stakeholders will inform future planning and provision.	In-depth consultation with stakeholders about the improvement offer, and the stakeholder ask completed. Outcomes shared in 'You said, we did' document.	2019 consultation to be undertaken with a wider range of participants encapsulating the growth and reach of the Improvement Collaborative.	Connect work stream leads Head Teachers Heads of Establishments CLPL partners Work stream partners
Practitioners, and learning communities will build knowledge of the work of the RIC, & engage in professional learning and working together collaboratively to achieve the improvement priorities of the RIC	A digital communication platform has been created and launched February 2019, that supports the development of the work of each priority, communicates the up to date work of the RIC and engages people in working together across and beyond the RIC.	Develop the use and scope of the RIC Blog. Continue to support the use of twitter and other media channels that will engage people with RIC work streams.	Communication team Connect work stream reps to support the Communication team Digital team, Education Scotland team
Effective planning between strategic teams ensuring clear communication.	The RIC Governance plan (November 2018) supported effective planning strategy.	Build partnerships between work streams and Education Scotland links.	Connect work streams Education Scotland team

Outcome	Progress in Phase 2	Next steps in Phase 3	People
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All practitioners will have a sound knowledge and understanding of the work of the RIC and have access to RIC CLPL and network opportunities.	A RIC newsletter was launched in October 2018 and is produced on a termly basis.	<p>The RIC newsletter will be produced on a more regular basis and shared directly with practitioners through email.</p> <p>The RIC CLPL programme will launch in September 2019 with all education staff (including CLD/Ed Psychology) signed up through CPD Manager in each local authority.</p>	<p>RIC Development Officer</p> <p>Connect work stream lead officers</p> <p>CLPL lead officer</p> <p>CPD Manager-Gateway</p>
There is a shared understanding about the purpose and rationale of the RIC, vision and ambition. This supports the development of a RIC culture based on shared values and aims	<p>HT Reference groups established (Primary/Early Years and Secondary) with membership from each local authority and providing a consult role.</p> <p>FV&WL brand created and media package to raise RIC awareness and profile.</p>	<p>Practitioner, Pupil, Parent reference groups to be established.</p> <p>Review the RIC brand and consult with media to progress the shared message and vision of the Improvement Collaborative.</p>	<p>RIC Development Officer</p> <p>Head Teachers & Heads of Establishments</p> <p>Practitioners</p> <p>Pupil Councils</p> <p>Parent Councils</p> <p>Communication team</p> <p>Media team</p>
Build partnerships and progress the implementation of work stream plans.	Two engagement events held: It's a Good Time to be Two (February 2019) with 250 practitioners; It's a Good Time to Collaborate (May 2019) with 300 practitioners.	Themed engagement events being planned for Session 2019-2020 based on work stream priorities.	<p>Connect teams</p> <p>HT reference groups</p>

Outcome	Progress in Phase 2	Next steps in Phase 3	People
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Build partnerships and progress the implementation of work stream plans.	<p>RIC Head Teachers and Heads of Establishment meetings held in May/June 2019 for Secondary and Primary/Early Years. Agreement that each local authority will host a meeting next session.</p>	<p>4 HT/Heads of Establishment meetings planned for Session 2019-2020 (Secondary; Primary/Early Years). Neighbourhood groups of schools identified based on similar characteristics and will support collaborative networking.</p> <p>New team of local authority partners – Education Officer teams and Heads of Education will be established with a focus on quality improvement.</p>	<p>RIC lead officer RIC Development officer HT Reference groups Local Authority senior education teams</p>
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Numeracy and Mathematics Programme

2019-20



**Forth Valley and West Lothian
Regional Improvement
Collaborative**

Contents

	Page
Introduction	3
Conceptual Understanding in Numeracy	4
Highly Impactive Teaching at 2nd/3rd Level	5
Highly Impactive Teaching at National 5	6
Numicon Intervention Programme	7
1stclass@number	8
Maths Recovery	9
Numeracy Work stream	10 - 11



Raising attainment in mathematics cannot be done alone.

Let's work together to make it happen.

Introduction

Introduction

We are delighted to present the very first Forth Valley and West Lothian Numeracy and Mathematics Programme for session 2019-20. Outlined in this programme are the range of research-based professional learning opportunities which will be made available across the Regional Collaborative next session to build staff capacity to ensure all our learners have access to meaningful learning experiences which enable them to progress their skills in Numeracy and Mathematics.

An important part of our vision is to provide a range of pedagogical approaches to professional learning to support the improvement of teaching and learning as central to securing better outcomes for learners across the FVWL.



Aims

- Develop a positive attitude to Numeracy and Mathematics across the Regional Collaborative, fostering high aspirations and an ethos of achievement.
- Build staff capacity to develop appropriate skills, knowledge and understanding of Numeracy and Mathematics across all sectors.
- Ensure all our learners have access to meaningful learning experiences which enable them to progress their skills in Numeracy and Mathematics.
- Ensure all our learners are secure in conceptual development of Numeracy and Mathematics skills through a shared understanding of numerical development.

Lesson Study Model

The FVWL Numeracy Team will advocate and implement the **Lesson Study Model** in a number of the programmes offered. This powerful, professional learning approach is known to dramatically improve learning and teaching and the practice and subject knowledge of teachers. It will follow the general model outlined below.

1. Plan

- **Plan** a lesson together.
- Address each activity to your enquiry question and **predict** how pupils will react and how you will assess this.
- Pick a group of **case pupils**.

2. Observe

- **Teach** the lesson with your colleagues observing
- Pay particular attention to the **case pupils**
- Conduct any assessments and/or **interviews** during and after

3. Reflect and Plan

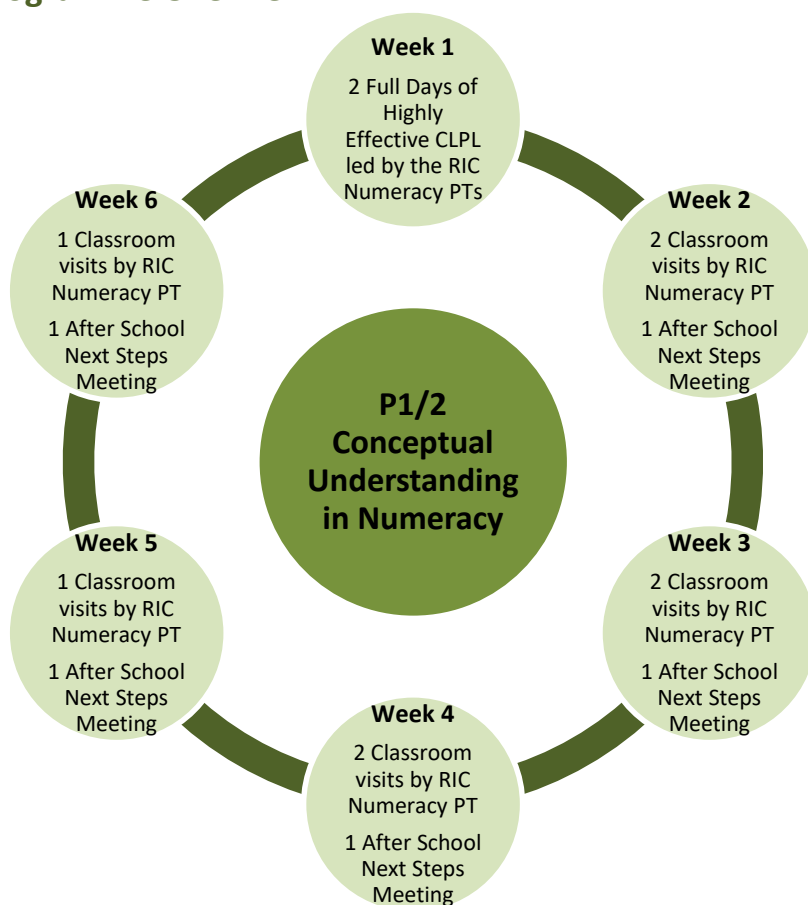
As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

Conceptual Understanding in Numeracy Programme

Introduction

The **Conceptual Understanding in Numeracy Programme** is based on robust research examining what effective teaching and learning in numeracy looks like. Through collaborative enquiry, practitioners will work around a programme of planning, teaching and dialogue sessions based on the Lesson Study Model. Participants will develop a deeper understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.

Programme Overview



Aims

- Develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.
- Be able to apply over time these practices to your own classroom and department.



To support the practitioners who will be engaging in the programme for the first time, **two full** days of high quality professional learning will be provided.

Led by our RIC Numeracy Team, this comprehensive and collaborative training ensures practitioners are equipped with the knowledge, understanding and skills to develop highly effective pedagogies in their classroom.

Eligibility

In Year One, 40 schools across the FVWL Regional Improvement Collaborative will participate in the **Conceptual Understanding in Numeracy Programme**. Each school will identify 2 practitioners teaching at Primary 1 or 2 to take part.

"... but today, as in the past, many students struggle with mathematics and become disaffected as they continually encounter obstacles to engagement. It is imperative, therefore that we understand what effective mathematics teaching looks like – and what teachers can do to break this pattern."

Highly Impactive Teaching at Second and Third Level

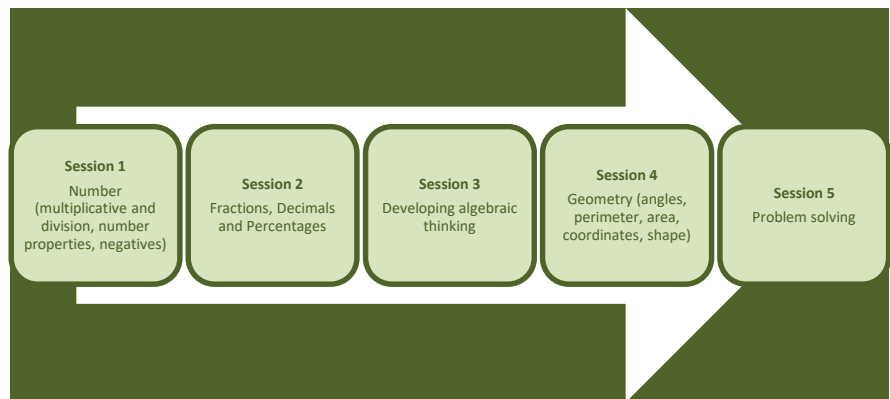
Introduction

The **Highly Impactive Teaching at Second and Third Level** is based on robust research examining what effective teaching and learning in numeracy looks like. Through highly effective professional development sessions primary and secondary staff will develop a deeper understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.

Aims

- Develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.
- Become proficient in the use of manipulatives at 2nd/3rd level
- Be able to apply over time these practices to your own classroom and department.

Programme Structure



Eligibility

In Year One, cluster schools across the FVWL Regional Improvement Collaborative will participate in the **Highly Impactive Teaching at Second and Third Level**. Each school will identify 1 or 2 practitioners teaching at second or third level to take part.



“With Mathematics itself being abstract, concrete Maths manipulatives provide the learner a ‘window’ in, to make sense of the problem at hand by touching them, playing with them, exploring the patterns and relationships which make a huge difference between understanding for depth or just for procedure. Research has shown that teaching with physical manipulatives has significant positive impact on learning in Maths.”

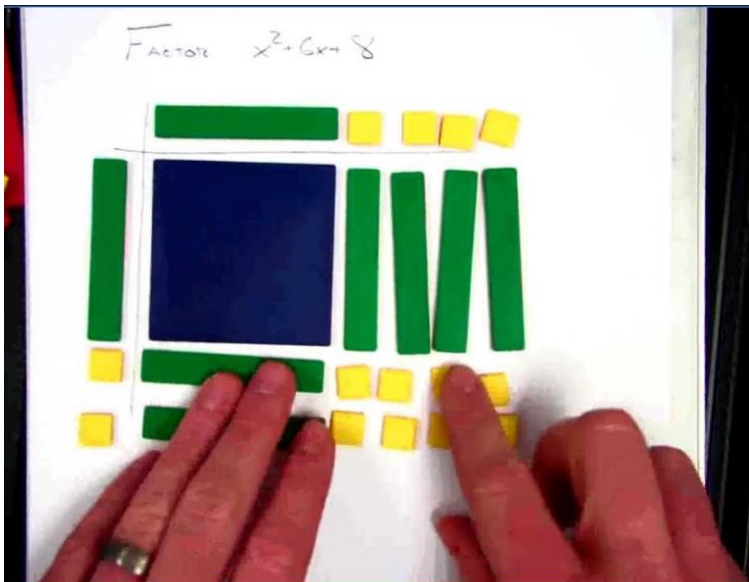
Highly Impactive Teaching at National 5

Introduction

The **Highly Impactive Teaching at National 5** programme is tailored specifically for secondary teachers delivering National 5. This programme will focus particularly on the use of manipulatives and alternative representations to develop understanding and fluency with key number and algebra ideas at this level including: percentages, factorisation, completing the square, negative numbers, solving equations etc. It will encourage and develop practice and reflection from attendees between sessions, so that professional discussion around the implementation of ideas in lessons can take place.

Aims

- Develop a deep understanding of the kinds of pedagogical approaches that engage learners and lead to desirable outcomes.
- Be able to apply over time these practices to your own classroom and department.



Who will be involved?

In Year One, 20 Secondary Schools across the FVWL Regional Improvement Collaborative will participate in the **Highly Impactive Teaching at National 5**. Each school will identify up to 2 practitioners to take part.



Programme Structure

Session 1

Use of manipulatives and alternative representations in teaching integers, fractions, percentages

Session 2

Use of manipulatives and alternative representations in solving Equations, Factorisation

Session 3

Use of manipulatives and alternative representations in developing fluency with key numbers and algebra ideas

Session 4

Full Day Session
Develop the use of manipulatives and alternative representations in the teaching of Nat 5

This programme will require practice and reflection from attendees between sessions, so that professional discussion around the implementation of ideas in lessons can take place.

Numicon Intervention Training

Introduction

The Numicon Intervention Programme (NIP) approach develops conceptual understanding in mathematics using multi-disciplinary/multi-sensory approaches, making use of apparatus and focusing on action, imagery and conversation. It is designed to be conducted by trained Learning Assistants/Pupil Support Workers and a supporting teacher.

The programme has been developed to support maths intervention for 6-11 year olds. The intervention lasts 12 weeks, with 2 or 3 lessons a week, depending upon learner's needs.



Studies have consistently shown that the Numicon Intervention Programme (NIP) is the only intervention which improves pupil attainment and progress.



Programme Structure



This training focuses specifically on the materials needed to carry out the Numicon Intervention Programme including diagnostic assessment. Attendees are introduced to the resources used for developing mathematical understanding and how they can best meet the needs of individual learners and whole schools, through a rigorous and proven intervention.

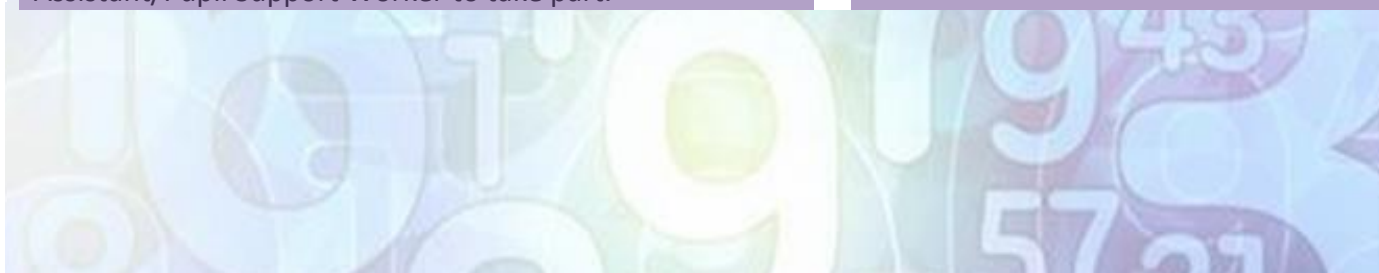
Having completed this training, attendees will be able to carry out the Numicon Intervention Programme. The RIC will support and facilitate staff to carry out live training in their setting or to effectively facilitate the intervention with individual and small groups of learners.

Who will be involved?

In Year One, up to 24 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the Numicon Intervention Programme. Each school will identify a lead teacher and Learning Assistant/Pupil Support Worker to take part.

“Numicon is a highly visual resource which can be used to explain ‘abstract’ concepts in a clear way.”

Jayne Evans, Yarm Primary



1stclass@number

Introduction

1stClass@Number is delivered by trained Pupil Support Workers/Learning Assistants (PSWs/LAs) to small groups of learners who have fallen behind in mathematics. The intervention was designed and is delivered by Edge Hill University. PSWs/LAs work with learners for eight weeks using detailed lesson plans and adapting them according to information gained from structured assessments.

It aims to help them to make faster progress and catch up with their peers. This research based intervention has been tested by the Education Endowment Foundation showed favourable results having a positive impact on participants. 55,000 learners have been supported by 1stclass@number in over 4000 schools with participant's average number age gain of 13 months in only 4 months (Sandwell test) with 93% of learners showing more confidence and interest in mathematics lessons.



"Our evaluation found that pupils who received 1stclass@number made, on average, two additional months' progress in maths. This result has a high security rating. The headline finding adds to the growing evidence base supporting the use of teaching assistants to deliver high-quality, structured interventions to pupils who are falling behind."

Education Endowment Foundation

Programme Structure

Teachers and PSWs/LAs receive 6 half day training sessions spread out over a number of weeks. Training then runs alongside the implementation of the intervention. Participants will be supported throughout the delivery of the intervention by the numeracy academy. An online support network will also be created and developed.



Who will be involved?

In Year One, up to 8 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the 1stclass@number programme. Each school will identify a lead teacher and Learning Assistant/Pupil Support Worker to take part.



Maths Recovery

Introduction

Mathematics Recovery is a long established international intervention programme operating throughout the English-speaking world since 1992.

Professional development in the Maths Recovery Programme prepares teachers to approach mathematics instruction in a new way. It emphasises ongoing assessment, careful observation, gauging student's current knowledge and strategies, and building on them to increase the learner's knowledge, ability and self-confidence in mathematics. It also engages teacher reflection through the use of videotape of both the assessment interviews and the teaching.



Programme Structure

Session 1 and 2

Full Day Session

Assessment focus on early number, structuring number to ten, addition and subtraction

Gap tasks to complete in school

Session 3 and 4

Full Day Session

Teaching Focus
Intervention Begins

Session 5 and 6

Full Day Session

Assessment focus on: Tens and Ones, Structuring number to 20
Multiplication and Division

Intervention continues

Session 7 and 8

Full Day Session

Teaching Focus
Intervention Continues

Who will be involved?

In Year One, up to 16 schools across the FVWL Regional Improvement Collaborative will have the opportunity to participate in the Maths Recovery programme. This 8 day training programme is for school staff involved in mathematics intervention. It will enable teachers to become specialists in children's early mathematical development and equip them to support colleagues within the school community.



"This course has been an invaluable CLPL opportunity. I now have a much better understanding of how children learn about numbers and in how to teach this"

Teacher, Forth Valley & West Lothian RIC

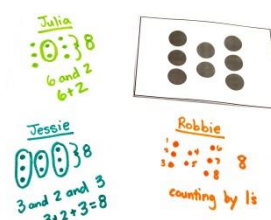
Work stream Opportunities

Introduction

The Numeracy RIC Team aim to collaborate and seek the expertise from a range of professionals from across the Forth Valley and West Lothian and beyond. It is our plan to develop work streams which will have a particular focus aimed at raising attainment and closing the poverty related attainment gap, whether it be around Numeracy in the Early well-being Years (Numeracy Through Story) or Effective Pedagogy (Number Talks). Detailed below are 4 of the Work stream opportunities that will be made available in Session 2019-2020. If you have expertise in any of these areas of numeracy or are passionate about joining a work stream to develop these across the FVWL RIC then please contact your Local Authority Numeracy Lead.



Numeracy Through Story



Number Talks

Overview

Using maths story books in the early years is a well-established practice. There are lots and lots of story books which resonate with mathematical themes. These stories can help to contextualise or *humanise* mathematics, and when presented in the picture book format with abstract mathematical concepts being visually represented to readers, they provide a useful tool to develop learners' conceptual understanding.

Our plan is to develop a work stream which sets out to investigate various aspects of using mathematical story picture books in mathematics teaching and learning within the Early Years with the aim of using storytelling to help enrich mathematics experiences.

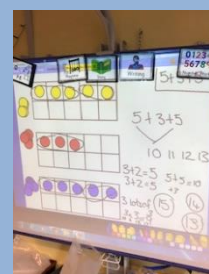
As part of this initiative it is our intention to upskill the knowledge and understanding of Early Year's Staff in Early Number, in particular the principles of counting, addition and subtraction etc.

Overview

Number Talks are short (5/15 mins), learner led daily lessons which allow learners to develop mental computational skills as well as reinforcing number sense, enhancing problem solving and communication skills.

In a number talk learners share their different strategies for solving problems. The teacher allows adequate wait time for most learners to come up with an answer. Learners are invited to share their answers only, not their solutions. They then share how they solved the problem. Learners are invited to question each other on their strategies. Within a number talk learners are looking to become accurate, flexible and efficient when solving problems.

During a number talk, learners are thinking, asking their peers questions, and explaining their own thinking all while the teacher records the thinking.



Work stream Opportunities



**onebillion: app-based
maths learning**

Overview

This programme teaches maths to P1/3 learners using apps on tablet computers. Learners work through activities developed by the not-for-profit organisation one billion. The app teaches core topics in numeracy and mathematics through a “virtual teacher” and learners progress through topics on their own and at their own pace. The “virtual teacher” demonstrates how to complete exercises, then learners are able to practice exercises themselves. After learners complete a particular mathematical topic, their knowledge is assessed through a quiz built into the apps.

Pupil Support Workers/Learning Assistants monitor a group of up to 6 learners to complete the maths intervention while they work through tasks set by the app. The learners selected to take part will be those considered by their teacher to be at risk of low attainment in maths. The PSWs/LAs do not take a pedagogical role; they support learners with logging in to and using the app, and ensure that the learners remain focused on the task. Learners work with the apps for 30 minutes each day, in addition to normal maths teaching.

The Numeracy RIC team will train identified PSWs/LAs to deliver the programme through one full-day workshop. They will train staff to use the technology and will provide guidance on how the intervention should fit within the school day. The Numeracy RIC team will provide support to schools throughout the schools as well as performing fidelity checks throughout the course of the intervention.



Numberblocks

Overview

Numberblocks, is a P1 BBC television series aimed at introducing children to early number. The programmes are designed to entertain and delight learners whilst also building a mathematically robust concept of number.

The National Centre for Excellence in Teaching Mathematics (NCETM) has created a suite of resource materials to be used in conjunction with the **Numberblocks** episodes. They highlight and develop the key mathematical ideas that are embedded in the programmes.

The sessions are led by teachers and administered by trained PSWs/LAs. Both teacher and PSWs/LAs are provided training in how to deliver the sessions.

A small test of change intervention using the **Numberblocks** episodes and support materials is taking place in 4 schools in West Lothian.

It is the intention of the Numeracy RIC Team to create a Work stream consisting of classroom practitioners to carry out further tests of change across Forth Valley and West Lothian using improvement methodology to measure learner engagement, practitioner confidence in delivering the sessions and on learner attainment.

