



Forth Valley and West Lothian Improvement Collaborative

Regional Improvement Plan 2018/2019

Phase 2

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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. The RIC will focus on closing the poverty- related attainment gap by ensuring that every child receives the highest standards of learning and care to develop the right range of skills, qualifications and achievements to allow them to succeed and achieve a high quality positive destination.

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.

“If there has been one lesson learnt about innovating in education, it is that teachers, schools and local administrators should not just be involved in the implementation of educational change but they should have a central role in its design.”

Andreas Schliecher, OECD Director for Education and Skills



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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 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. Underpinning the strategy is the use of data as an analysis tool to support improvements in performance. As we move in to this next iteration of the plan, 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 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:

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

Consultation on the Plan

This Plan has been developed in collaboration across all four local authority areas. A major event, *Building a Collaborative Culture*, held on 22 January 2018 in Alva Academy, allowed for consultation with Head teachers, Early Years Heads, Parents, Young People, Elected Members, LNCT members, practitioners and Senior Officers. At the event, participants were given the opportunity to reflect on the best international and national practice in Collaborative Professionalism, and driving innovation and change. There was broad general consensus on the principles and overarching themes identified, with other areas being identified, in particular around health and wellbeing. There was positivity and support for increasing collaboration and strengthening support for practitioners. There was some caution voiced around increasing bureaucracy and the level of planning and reporting, with a clear message to avoid top down approaches. Participants felt that it was important that there was a shared vision of the purpose and benefits of collaboration, building on the positive practice that is already underway.

The voice of young people, parents and practitioners should be given careful consideration, and will be vital to ongoing success of the Collaborative. Further consultation and engagement will continue with a

planned review and consultation about phase two of the plan being developed as part of the new *Communication and Engagement* strategy (details of the strategy are on page 27).

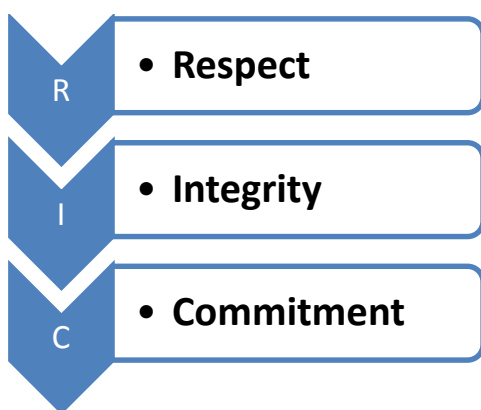
The Lead Officer has also engaged with wider stakeholders from each Council's Community Planning Partnerships to ensure they are sighted on the plan and to agree the establishment of a wider stakeholder engagement group.

Vision

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.



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

Building the Vision

As a regional collaborative, our purpose is to work together in partnership to identify key areas that we need to improve to meet the aims of the National Improvement Framework as these are aligned to our vision for education in Forth Valley and West Lothian.

The **underlying principles** that will drive our aims forward and enable us to achieve our vision are :

- Building shared values and trust with a deep commitment to our RIC partnership
- A consultative approach to promote and develop head teachers', practitioners' and wider stakeholders' voices as partners in shaping the work of the RIC
- Strong leadership which is supported by an understanding of system-wide improvement
- Empowered leaders and practitioners who work across schools and local authorities throughout our RIC
- Practitioners who have the ability to make connections that will improve learning and teaching, and impact positively on outcomes for children and young people
- Career-Long Professional Learning that will develop and share models of best practice in empowerment, building leadership capacity, methodology and pedagogy.

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 region
- 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 what is being provided to support them
- Will support continuous improvement in curriculum design and development including a focus on Developing the Young Workforce
- Will 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

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.

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. 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. 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. (Appendix 5-Numeracy and Literacy data)

Senior Phase (all S4 Leavers in 2016)

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 performing better than the national average. Clackmannanshire's performance in quintile 2 is significantly better than the national average but is below the national average in each of the other quintiles. In quintiles 2,3 and 4 Falkirk, Stirling and West Lothian are all above the national average and Stirling and West Lothian are above the national average for quintile 5 (least deprived).

Across the regional collaborative performance of the lowest achieving 20%, the middle 60% and the highest achieving 20% is above the national average. Although Clackmannanshire's performance is below the national average in some areas, it is also above the virtual comparator in some areas. In Falkirk, only the middle 60% cohort attain better than the national average. In Stirling and West Lothian all three cohorts attain above or well above the national average.

Positive Destinations

The percentage of school leavers in a positive destination on leaving school in 2016 across the regional collaborative was the same as the national average (93%) and ranged from (90% in Clackmannanshire to 95% in Falkirk. This represents an improving trend for all four council areas over the last five years. It has been noted however that the proportion of school leavers entering Higher and Further education in 2015/16 was below the Scottish average by 5% points (55% and 60% 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.

Delivering for the Region: The Plan

Priorities of the RIC

The Forth Valley and West Lothian Collaborative has carried out an initial 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 2018 Plan have been prioritised and agreed:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Numeracy	Assessment of children's progress Staff professionalism	Reduce the poverty related attainment gap from early to first level Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy	Cathy Quinn
Literacy	Assessment of children's progress Staff professionalism	To develop collaborative learning approaches which build staff capacity to deliver high quality literacy learning experiences for all	Maureen McNaughton
Early Learning and Childcare	Staff professionalism	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

Two overarching themes are being developed to support overall improvement and collaborative activity in the region. These themes will support each of the priority focus areas of Numeracy, Literacy and Early Years and Childcare. They will be key to providing support and analysis for taking forward the next phase of the plan. These work stream themes are:

Priority Focus	NIF Drivers	Work Stream Aims	Work Stream Lead
Career Long Professional Learning	Teacher professionalism School leadership	To address expectations of the NIF which are being taken forward by each of the work-streams To empower our teachers, head teachers, parents and communities to deliver excellence for our children and young people	Rhona Jay
Performance Information	Performance information School improvement	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	Siobhan McGarty

Next Stage of the Plan: Phase 2

The priority areas of focus identified in the first stage through consultation and analysis are ongoing and their action plans containing progress and mid/long term planning are set out in the next section (P16-23).

Through consultation with stakeholders, guidance on development areas at national level and further analysis of school improvement plans for session 2018/19, a number of priorities have been identified to widen the scope of the RIC.

Collaborative Partnerships

(NIF drivers: Performance information, Parental engagement, Assessment of children's progress)

A number of connections have been made between groups of practitioners and partners which are supporting our vision of developing collaboratively to solve problems, think creatively and communicate effectively. A number of growing networks are:

Community Learning and Development (CLD) - A CLD group has been established and has identified the following areas for collaboration: Tracking & monitoring of young people's participation in wider community activity; Family learning.

Educational Psychology Services Group has been established and is working on a project promoting numeracy attainment. This involves a Meta study of psychological factors affecting numeracy attainment, based on four projects in numeracy.

Finance – A group has been established to discuss devolved school management structures and share thinking in light of the draft Head Teacher's Charter.

As the range and scope of the RIC grows, inter-connections will develop between groups and an overview will be created to map collaborative activities and support building links across this complex collective.

Curriculum Design and Development

(NIF Drivers: School improvement, Performance information, Teacher professionalism, School leadership)

A consultation will be undertaken with key partners on the 'ask & offer' of the RIC to scope potential ways to work together to develop the Curriculum and achieve the aims of CfE. A key aspect will be to consider how we move forward with Developing the Young Workforce (DYW). There is a clear opportunity to collaborate on the work of our DYW steering groups and boards in areas such as Foundation Apprenticeship developments, College and Employer partnerships. A system wide approach will be taken to focus on improving Learner Pathways and invest in our future workforce so that they achieve positive destinations that are fully aligned to their skills and talents.

Learning, Teaching & Assessment –Pedagogy

(NIF Drivers: Teacher professionalism, Performance information, Assessment of children's progress)

Through consultation with practitioners, analysis of feedback from HMI reports and priorities in school improvement plans, a focus on pedagogy and how it will improve consistency in the quality of learning and teaching in learners' environments will be developed in our Collaborative.

To support this, a range of subject networks will be established across sectors. The core principles for each network will be devised through discussion with practitioners, the Heads of Establishment reference group, and through a wider consult with educational establishments.

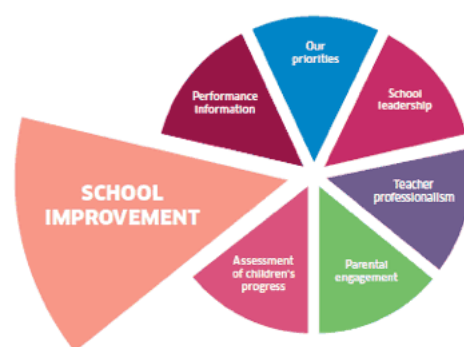
Practitioners will also be consulted about the formation of a Digital Learning platform with input nationally from the Digital Skills and Creativity Teams.

A Self Evaluating Collaborative

(NIF Drivers: Performance information, School improvement, School leadership)

From analysis of school inspections between September 2016 and March 2018 a number of areas for development have been identified. As part of the longer term plan a focus on quality improvement through effective self- evaluation will be developed. This will include:

- Identifying and sharing best practice with examples of very good and excellent models
- Further developing and building schools/establishments/clusters/systems improvement partnerships
- Embedding the RIC offer into self -evaluation for self- improvement
- Supporting a culture of self- improvement through empowering practitioners and leaders to collaborate together to achieve this.



Theme: Raising attainment in numeracy and closing the poverty related attainment gap

Work stream : Numeracy

National improvement Framework Driver- Assessment of Children's Progress

Why is this being prioritised? The data from the four regions indicates that there is a significant issue with Numeracy, particularly between first and second level. This is reflected in the 2015/16 and 2016/17 teacher Professional Judgement Survey for all four authorities.	
Overarching Aims <ul style="list-style-type: none"> To reduce the percentage gap from Early to First Level in Numeracy. To use and enhance the expertise and talent within the Forth Valley and West Lothian RIC to develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in First Level Numeracy. 	
What do we want to achieve? <ul style="list-style-type: none"> To establish an inter-authority, teacher driven, professional network that will work together to strengthen and improve confidence and understanding in teaching numeracy. The focus will initially be at CfE 1st level. To further develop the partnership between the four Numeracy hub champions where they will jointly design and deliver high quality CLPL to identified schools and classroom practitioners. 	
Actions and Indicators of Progress	
Short term (February-June 2018) <ol style="list-style-type: none"> Identify leads from each authority (Numeracy Team) to work with the numeracy champions to develop a plan based on feedback from teachers and practitioners Analyse baseline data and information from across the RIC Identify common areas for targeting interventions Identify drivers for improvement (Numeracy Strategic Plan Appendix 1) Identify up to 3 schools to participate in a pilot project aimed at building staff capacity within First Level Numeracy Develop a professional learning programme to support the pilot project (to be delivered by numeracy champions) Produce a contract for each school engaged with the project to agree parameters commitment, and feedback outcomes to the wider RIC 	✓ ✓ ✓ ✓ ✓ ✓
Medium term (August 2018- June 2019) <ol style="list-style-type: none"> Undertake pilot project- Numeracy PL programme Gather feedback from head teachers and teachers about the pilot project, and review against agreed outcome criteria (discussed with RIC lead group) Revise and prepare roll out of the CLPL programme to a wider audience throughout the RIC Numeracy Hub Champions will facilitate professional dialogue on a monthly basis to increase teacher confidence in using manipulatives to help children and young people gain a deeper understanding of mathematical concepts An agreed assessment measure using teachers' professional judgement will be used to gauge progress over time 	

Theme: Raising attainment in numeracy and closing the poverty related attainment gap

Work stream : Numeracy

<p>Medium term (August 2018- June 2019)</p> <ol style="list-style-type: none"> 6. The Numeracy Team will discuss measurement of progress and analysis of data with the Performance Improvement Team 7. Create a Numeracy data pack demonstrating tracking progress and improvement 8. Engage with the Communications Team to design a strategy to share practice and develop a practitioner network for numeracy 9. Provide input to the Autumn FV & WL RIC Consultation on the 'Ask and the Offer' 10. Review Numeracy plans in light of the outcomes of the consultation 	
<p>Longer term</p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of staff development approaches 2. Numeracy Hub Champions will establish an electronic platform for staff involved to engage in professional dialogue and share good practice 3. Review progress at 1st level Numeracy and reducing the gap from early to 1st level using data analysis, and discuss next steps in preparing to progress into 2nd level 4. The Numeracy team will explore and facilitate sharing best practice from PEF strategies across the RIC 5. A wider collaboration strategy will be developed with partners and stakeholders including CLD, H&WB groups and parents 	

<p>Intended Impact of the Numeracy Plan</p> <p>The measures of success will be:</p> <ul style="list-style-type: none"> • Teacher feedback demonstrates improved engagement and confidence in numeracy delivery • Take up and evaluative feedback of collaborative CLPL opportunities and models of collaboration • Participation by class teachers and regional network input • Engagement and participation with the digital communication platform • Numeracy at 1st level shows improvement in teacher professional judgement surveys • CfE 1st level increases across the RIC • The gap between early and first level is reduced for children from the lowest quintile and highest
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Theme: Raising attainment in literacy and closing the poverty related attainment gap

Work stream : Literacy

National improvement Framework Driver- Assessment of Children's Progress

Theme: Raising attainment in literacy and closing the poverty related attainment gap

Why is this being prioritised?

Each local authority recognises that by improving attainment levels in reading, young people will be able to achieve more. By working across and through the Collaborative, combining resources, creativity and expertise, we will be empowered to transform learning.

Overarching Aims

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

What do we want to achieve?

- To directly support practitioners to develop their knowledge, understanding and application of research informed pedagogy that is proven to improve outcomes for children and young people.
- Develop face to face and digital collaboration between practitioners within and across local authorities and health boards to promote leadership at all levels.
- To raise literacy attainment for all and close the poverty related attainment gap by supporting reflection on the performance of learners to enable continuous improvement.

Actions and Indicators of Progress

Short term (February-June 2018)

- | | |
|--|---|
| 1. Identify leads from each authority (Literacy Team) to work with the literacy QAMSOs to develop a plan based on feedback from teachers and practitioners | ✓ |
| 2. Analyse baseline data and information from across the RIC | ✓ |
| 3. Identify common areas for targeting interventions | ✓ |
| 4. Identify drivers for improvement (Literacy Strategic Plan Appendix 2) | ✓ |
| 5. Establish sub group work-streams for agreed areas to research, develop and support:
Accurate practitioner judgement of CfE levels in reading
Practitioners' skills in pedagogies required to engage learners in building a reading culture
Sharing skills in pedagogies required in vocabulary development | ✓ |
| 6. Develop a professional learning programme for reading moderation | ✓ |

Medium term (August 2018 – June 2019)

- | | |
|---|--|
| 1. Literacy QAMSOs will work with the lead team to develop a high quality moderation pack for Reading | |
| 2. Develop a digital sharing space to support pedagogy CLPL | |
| 3. Develop power-points and holistic assessments to support professional judgement in confirming CfE levels in Reading | |
| 4. Identify best practice to share across the RIC | |
| 5. Initiate practitioners groups supported by librarians and researchers who will build practitioner skills in developing a reading culture | |
| 6. Discuss and agree baseline measures to use to gauge progress (use information provided by the Performance Improvement Team) | |

Work stream : Literacy

<p>Medium term (August 2018 – June 2019)</p> <ol style="list-style-type: none"> 7. The Literacy Team will discuss measurement of progress and analysis of data with the Performance Improvement Team 8. Create a Literacy data pack demonstrating tracking progress and improvement 9. Engage with the Communications Team to design a strategy to share practice and develop a practitioner network for literacy 10. Literacy QAMSOs will work with practitioners, schools and clusters within their own local authority to build confidence in professional judgement on CfE levels in reading 11. Provide input to the Autumn FV & WL RIC Consultation on the 'Ask and the Offer' 12. Review Literacy plans in light of the outcomes of the consultation 13. Develop partnerships with Scottish Booktrust and other identified literacy partners. 	
<p>Longer term</p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of staff development approaches 2. Review progress at identified level(s) of literacy in reading 3. The Literacy team will explore and facilitate sharing best practice from PEF strategies Across the RIC 4. A wider collaboration strategy will be developed with partners and stakeholders including CLD, ASN groups and parents 5. Design a scaling up of the project to all levels throughout the BGE 	

<p>Intended Impact of the Literacy Plan</p> <p>The measures of success will be:</p> <ul style="list-style-type: none"> • Sampling of moderation shows consistency of practice • Practitioner feedback demonstrates quality collaborative activity • Assessments from speech and language therapy service • Practitioner feedback demonstrates improved confidence in reading level CfE judgements • Take up and evaluative feedback of collaborative CLPL opportunities • Engagement and participation with the digital communication platform

Theme: Raising attainment in early learning & closing the poverty related attainment gap

Work stream : Early Learning and Childcare

National improvement Framework Driver- Teacher/Practitioner Professionalism

Why is this being prioritised?

Each local authority is undertaking work to improve practitioner professionalism and to raise standards across Early Learning and Childcare settings. By working across the Collaborative, combining existing resources and expertise will support a more consistent approach to the delivery of professional learning and development, and to sharing practice. Practitioners have asked for support in this area to improve the quality of delivery of ELCC.

Overarching Aim

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

What do we want to achieve?

- To build a deeper understanding of the key features of a high quality Early Learning and Childcare workforce
- To establish a CLPL programme across the Collaborative that supports developing high quality learning experiences
- To develop networks that demonstrate the best practice in collective responsibility and collaborative enquiry
- Outcomes for children improve from the support of highly skilled early learning and childcare practitioners

Actions and Indicators of Progress

Short term (February-June 2018)

- | | |
|--|---|
| 1. Identify leads from each authority (Early Learning and Childcare Team) to work with EY&CC education officers to develop a plan based on feedback from practitioners | ✓ |
| 2. Analyse HMI reports and data information from across the RIC | ✓ |
| 3. Identify common areas for targeting interventions | ✓ |
| 4. Identify drivers for improvement (Early Learning & Childcare Strategic Plan Appendix 3) | ✓ |
| 5. Develop a professional learning programme to support the pilot project (to be delivered by numeracy champions) | |
| 6. Develop QA framework focusing on Learning and Teaching (Age 2-3) using <i>Building the Ambition</i> resource | ✓ |
| 7. Trial use of the QA framework with a number of establishments | ✓ |
| 8. Initiate partnership links with colleges, improvement advisor and Care Inspectorate representative | ✓ |
| 9. Identify core teaching materials to address common need | |
| 10. Share presentations used with staff in each authority and agree on key messages arising from these | ✓ |

Medium term (August 2018 – June 2019)

1. Use feedback from the QA trials to review and further develop the QA framework
2. Discuss and agree next steps for use of the QA framework with a whole scale approach across the RIC

Theme: Raising attainment in early learning & closing the poverty related attainment gap

Work stream : Early Learning and Childcare

<p>Medium term (August 2018 – June 2019)</p> <ol style="list-style-type: none"> 3. Deliver launch event of the QA framework with practitioners and heads of establishments 4. Build shared understanding of the role for ELC graduates 5. A sub-group of the lead work stream has identified parental engagement as a key improvement theme and will examine the quality of this across settings. 6. A parental engagement strategy will be developed building collaborative working practice 7. The lead team will discuss measurement of progress and analysis of data with the Performance Improvement Team 8. Engage with the Communications Team to design a strategy to share practice and develop a practitioner network for early learning and childcare 9. Provide input to the Autumn FV & WL RIC Consultation on the 'Ask and the Offer' 10. Review ELCC plans in light of the outcomes of the consultation 11. Identify practitioners to undertake leadership and coaching improvement methodology training 	
<p>Longer term</p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of staff development approaches 2. Review progress of children age 2-3 (milestones and CfE) using data analysis, and discuss measurement criteria with the Performance Team 3. A wider collaboration strategy will be developed with partners and stakeholders including CLD, ASN, Ed Psychologist groups and parents 4. Build partnerships with multi-agency partners to deepen knowledge to support children's progress- across RIC collaborative 5. Develop a plan to promote use of outdoor areas for a variety of activities 6. Develop opportunities for children's voice in all aspects of provision 	

Intended Impact of the Early Learning and Childcare Plan

The measures of success will be:

- Practitioner feedback demonstrates improved engagement and confidence in early years delivery
- Take up and evaluative feedback of collaborative CLPL opportunities and models of collaboration
- Participation by practitioners and regional network input
- Engagement and participation with the digital communication platform
- Children (age 2-3) show improvement in progression measures
- Improvement in gradings from the Care Inspectorate and Education Scotland
- Recruitment and retention of excellent staff

Theme: Building a collaborative approach to CLPL that will provide quality engagement and learning development for practitioners

Work stream: Career-Long Professional Learning

National Improvement Framework Drivers- Teacher Professionalism, School Leadership

<p>Why is this being prioritised?</p> <p>Central to the success of the Forth Valley and West Lothian RIC will be the opportunity for practitioners to learn, share and develop together to achieve standards of excellence in learning and teaching so that our children and young people achieve their full potential.</p>	
<p>Overarching Aims</p> <ul style="list-style-type: none"> • To address expectations of the <i>National Improvement Framework</i> which are being taken forward by each of the work-streams. • To empower our teachers, head teachers, parents and communities to deliver excellence for our children and young people <p>What do we want to achieve?</p> <ul style="list-style-type: none"> • CLPL experiences and resources which will have a direct impact on improving outcomes for children and young people in our classrooms • A cohesive programme of CLPL across the RIC that supports practitioners in contributing to reaching improvement targets for numeracy, literacy, ELCC, curriculum design, quality of learning and teaching, and collaborative partnerships • Develop leadership capacity at all levels with consistent access to CLPL opportunities 	
Actions and Indicators of Progress	
<p>Short term (February-June 2018)</p> <ol style="list-style-type: none"> 1. Identify leads from each authority (CLPL Team) to form a working team to develop a plan based on feedback from teachers and practitioners 2. Analyse data and information from across the RIC 3. Identify common areas for targeting interventions 4. Identify drivers for improvement (CLPL Strategic Plan Appendix 4) 5. Develop a professional learning programme based on the CSP model to include input from Stirling University 6. Create an overview of the RIC (power-point) to support Inset 1 discussions 	<p align="center">√</p> <p align="center">√</p> <p align="center">√</p> <p align="center">√</p> <p align="center">√</p> <p align="center">√</p>
<p>Medium term (August 2018 – June 2019)</p> <ol style="list-style-type: none"> 1. Gather overview of the CLPL input from the other work streams to provide alignment with the RIC plan 2. Clearly outline baselines across RIC and measure progress 3. Consider how sessions may be delivered with a RIC brand/approach 4. Research and bring together national expertise, university and international research and practitioner experience 5. Work with the National Improvement Methodology Advisor to underpin CLPL activities using an improvement model in supporting all work streams 6. Engage with new work streams to agree CLPL <i>offer and ask</i> (Curriculum design and development, Learning, teaching and assessment, and Collaborative partnerships) 	

Theme: Building a collaborative approach to CLPL that will provide quality engagement and learning development for practitioners

Work stream: Career-Long Professional Learning

<p>Medium term (August 2018 – June 2019)</p> <ol style="list-style-type: none"> 7. The CLPL Team will discuss measurement of progress and analysis of data with the Performance Improvement Team 8. Engage with the Communications Team to design a strategy to share practice and develop a practitioner network for CLPL 9. Provide input to the Autumn FV & WL RIC Consultation on the 'Ask and the Offer' 10. Review CLPL plans in light of the outcomes of the RIC consultation 11. Share localised CLPL to the collaborative where appropriate and manageable 12. Alignment initially of one in-service day to facilitate collaboration 	
<p>Longer term</p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of staff development approaches 2. Explore and facilitate sharing best practice from PEF CLPL strategies across the RIC 3. A wider collaboration strategy will be developed with partners and stakeholders including CLD, H&WB groups and parents 	
<p>Intended Impact of the CLPL Plan</p> <p>The measures of success will be:</p> <ul style="list-style-type: none"> • Teacher feedback demonstrates engagement with professional learning opportunities offered by the RIC work streams • Take up and evaluative feedback of collaborative CLPL opportunities and models of collaboration • Participation by class teachers and regional network input • Engagement and participation with the digital communication platform • All performance measures will be impacted by CLPL and will show an upward trend • Identified attainment gaps are reduced for children and young people 	

Measurement Plan

Key Indicators and measures to evidence progress

In line with the 2018 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.

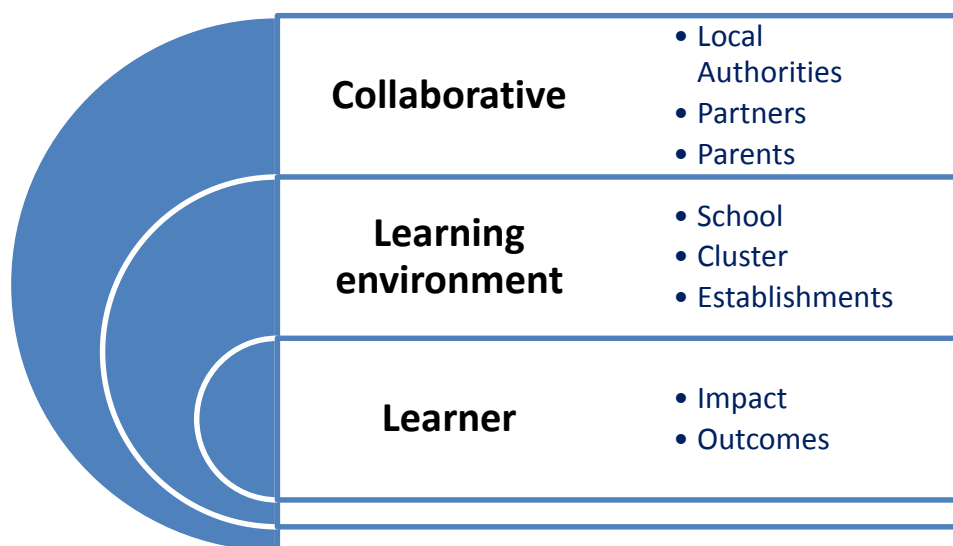
Strategic Priorities of the NIF	Prioritised Activity of the RIC	Measures
Improvement in attainment	Literacy Plan Numeracy Plan Early Learning and Childcare Plan Learning, teaching and Assessment- pedagogy CLPL plan Subject networks	Teacher Professional Judgement: Literacy Numeracy P1 and P4 levels
Closing the attainment gap	Literacy Plan Numeracy Plan Early Learning and Childcare Plan CLPL plan Subject networks	Evidence of LA Inspections Framework HMIE Inspection Data Insight data Virtual, regional & National comparators
Improvement in health and wellbeing	Collaborative Partnerships CLD Ed Psychology Services	Attendance rates Exclusion rates Health and well- being survey data
Improvement in Employability skills and sustained positive destinations	Curriculum design and development	SCQF 4, 5 and 6 award Achievement Awards Participation measures Leaver Destinations

In addition to the Measurement Plan, the Performance Team will consider key performance indicators from each Local Authority and establish a common set for the RIC to better inform areas for development.

Forth Valley and West Lothian Collaborating to achieve our vision

Communication and Engagement

It is a priority of the FV and WL improvement collaborative to develop and communicate a clear vision of what we aim to achieve and how we will do this together.



What have we achieved so far?

- An initial communication plan used face to face engagement, events and social media with priority target audiences:
Practitioners; Head teachers and Heads of establishments; Children and Young People; Partners; Elected Members
- The priority work streams have been established with teams meeting on a monthly basis and awareness raising of each being shared across the RIC
- A number of schools approached to engage with pilot initiatives for Numeracy development at first level, and trials of the new quality improvement framework for Early Years (age 2-3 range)

Next Steps

A specific focus will now be to step up the extent of the plan and build momentum in communicating and engaging people in the work and development of the RIC. We have developed a *Communication and Engagement* strategy which outlines how we will build consultative forums with stakeholders across our RIC and embed their contribution to the over-arching plan. The strategy explains the communication methods that will make clear to head teachers and partners what is being provided by our RIC and how to access support for improvement.

Communication and Engagement Strategy

Autumn 2018

Outcome	Activity	Detail	Method of Communication	Development Times	People
All school and learning community staff are familiar with the RIC plan	Build communication with schools	Share Autumn RIC plan with all practitioners	HTs share plan with staff Power-point & launch meetings with HTs to discuss overview of the plan	Inset 2	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, the stakeholder ask, and the ambition and reach of the RIC	<p>Phase 1</p> <p>Meet with teachers and head teachers as clusters</p> <p>Whole scale survey across wider RIC community</p> <p>Phase 2</p> <p>Meet with current and future partners</p>	<p>Visits to clusters and engage with focus groups</p> <p>Meet with HT groups</p> <p>Electronic survey</p> <p>Visit college links, H&WB links, CLD, Parent Councils & Forums, professional associations-teaching & non-teaching</p>	<p>September</p> <p>October</p>	<p>RIC development officer</p> <p>HTs; Teachers</p> <p>DYW College links; Ed Psychs; H&WB leads; CLD; Parent groups</p>

Outcome	Activity	Detail	Method of Communication	Development Times	People
Practitioners, groups 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	Build a digital communication platform 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 the RIC	Exchange ideas with the IT team and develop a template for the platform	Design meetings and practical sessions	September	RIC development officer + IT Team
		Explore the Glow and NIH offer from Education Scotland as toolsets for a platform	Requirement meetings	September	Work stream leads (Connect Team)
		Create areas in the platform to support each work stream and an overarching RIC engagement portal	Connect Team meeting	September	Work stream leads
		Populate the platform	HTs share platform with staff	Inset 3	Head Teachers
		Launch event	Power-point & launch meetings with HTs to discuss overview of the platform	October	RIC development officer + HTs
Effective planning between strategic teams ensuring clear communication	Strategic overview of the progress of the RIC plan	Directors discuss progress with the RIC development officer	Monthly meetings and update of working plan	Ongoing Monthly	Directors + RIC development officer + Work stream leads

Outcome	Activity	Detail	Method of Communication	Development Times	People
Effective planning between strategic teams ensuring clear communication with all stakeholders	Launch a Connect Team	The work stream leads will meet with the new RIC development officer to align plans and connect with the CLPL and Performance Team	4/6 weekly meetings	August/ September	RIC development officer+ work stream leads
	The work stream groups will progress their plans and share them to feed in to the over- arching RIC plan	The groups will meet to share progress and agree next steps with timelines. They will share their progress with the Connect Team and Directors' group	4/6 weekly meetings Record of progress Share plans and progress on digital platform, newsletter and inset days	Ongoing	Work stream groups
	Design and launch a newsletter for the RIC	Phase 1 Discuss design and format with Media & IT teams. Create folio to collect info for the newsletter Phase 2 Produce and launch newsletter	HTs share newsletter with staff	October	RIC development officer + Media team + IT team; Work stream groups. Share newsletter with all stakeholders

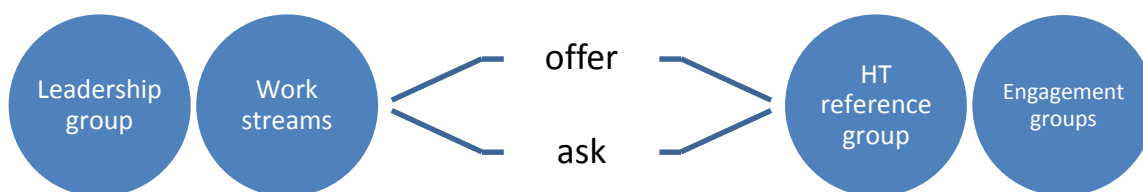
Outcome	Activity	Detail	Method of Communication	Development Times	People
There is a shared understanding about the purpose and rationale of the RIC, vision and ambition. This supports the development of a RIC culture based on shared values and aims	Create a 'Values and Vision' paper	Develop a paper informed by recent national documents: <i>The Head teachers Charter; International Council of Education Advisers report 2016-2018; Education Scotland RIC 2018</i>	Share the paper through the new digital platform and for use during PL activities with staff	September	RIC development officer
	Create a HT Reference Group	Invite HTs from across sectors and throughout the RIC to form a consultative group	6/8 weekly meetings with outcomes shared on digital platform	September	RIC development officer+ HTs
	Branding	Design and create a FV & WL brand	Use brand in all communications	September	RIC development officer+ Media team
Build partnerships and progress the implementation of work stream plans	Practitioners engage in a collaborative and practical session	Programme to be developed in collaboration with lead groups & consult with HT reference group	Focus for lead groups & co-ordinated. Inset day	February 19	RIC development officer+ work-stream groups+ HT reference group

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 Scottish Government.

The structure for the Improvement Collaborative has been agreed and established. Over time the Collaborative will develop a Governance model going forward that effectively reflects the principle of leading from the middle, collaboration and bottom up.

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



The Lead Officer will report 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 will also be updated on the work of the RIC.

Timeline of Activities

Date	Activity
	Phase 1
13 November 2017	Lead Officer appointed
1 December 2017	Forth Valley and West Lothian Improvement Collaborative is launched
20 December 2017	Initial data analysis of performance across the region
15 December 2017	Working Groups have agreed Action Plans
22 January 2018	First FV & WL Regional Summit to shape and develop Plan
25 January 2018	Stakeholder engagement with third sector, health and other key community planning partners
By 30 January 2018	Senior Officer engagement in all regions
By 30 January 2018	Engagement with Scottish Government and Education Scotland on Plan
By 30 January 2018	Initial Regional Improvement Plan submitted to Scottish Government
By February 2018	Communication and Engagement Plan to drive activity agreed
By February 2018	Agreed evidence, data sets, measurement plan for all areas of priority work

Date	Activity
	Phase 2
By May 2018	Review progress of priority areas and development of next iteration of Plan
By June 2018	Consultation on next draft plan
August inset 2018	Progress overview of plan shared with all educational establishments
By August 2018	Work stream groups complete update plan and driver diagram overview
By August 2018	Draft consultation and finalising the Plan
By August	Establish a DSM group
By August	Complete bid for funding the work of the RIC
3 rd September	Updated version of Plan and bid submitted to Scottish Government
By September 2018	Launch of new Communication and Engagement strategy
By September 2018	Initiate new Connect team and Communication team
By September 2018	Create a HT reference group
By September 2018	Initial meetings about Leading System Change in the RIC. Invite lead practitioners and input from SCEL, Education Scotland to discuss.
By October 2018	Consultation with teachers, head teachers and practitioners about the 'ask' and the 'offer' of the RIC
By October 2018	Build a digital communication platform
By October 2018	Launch RIC newsletter & other media
By November 2018	Building Partnerships programme with current and future links
By November 2018	Identify and agree leads and group membership of new priority themes such as Curriculum Design and Development; Collaborative Partnerships; Learning, Teaching and Assessment
By November 2018	Launch new priority work streams and initiate vision development
By November 2018	Recruit Subject network leads & develop Aims/Remit/engagement strategy
By December 2018	Priorities- Numeracy, Literacy, ELCC, CLPL report progress on interim action points (see individual plans)

Workforce Plan

The workforce plan provides an overview of the current commitment in terms of officer time and requirements of the plan for phase 2. This also reflects the work done to date during the period from early November 2017 until the end of August 2018.

It is anticipated that these officers will be able to commit more and 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 are developed.

Discussions are ongoing within the Leadership Group and with Chief Executives regarding dedicated project management and administrative support. The collaborative has worked with both the Scottish Government Analytical Services Team and with the Improvement Service to assist with the development of the initial Regional Improvement Plan. It is recognised that additional dedicated capacity is needed within the collaborative to provide further analytical support. As part of the second phase of the plan, a full time Regional Improvement Collaborative Development Officer has been appointed to support the development of the plan and co-ordinated approach to delivery.

A collaborative wide workforce profile is being developed from individual authority workforce plans which will include a profile on a sectoral basis. From this profile the collaborative will be able to identify future staffing needs to assist with planning for project delivery on areas such as ELC expansion; subject specific shortages to inform curriculum planning; and CLPL needs to ensure succession planning for management and leadership roles.

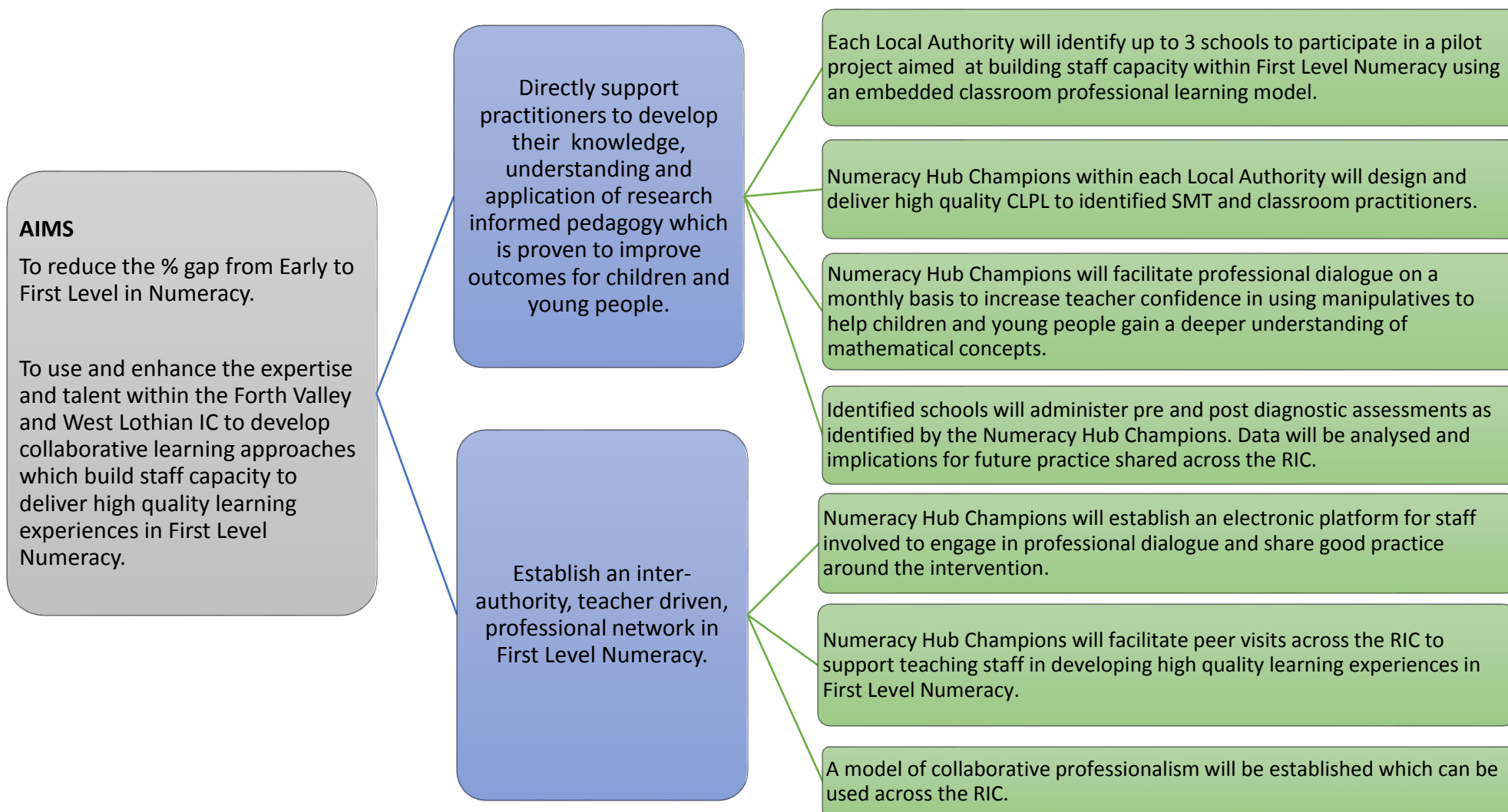
Role	Responsibilities	Time Commitment
Lead Officer Robert Naylor (Falkirk)	Lead the development of the collaborative and co-ordinate the work of designated staff to achieve progress in each area of the plan. Develop a comprehensive Plan for 2018/19 in partnership with school staff and other key stakeholders	Full Time
Core Leadership Team Directors/Chief Officers Anne Pearson (Clackmannanshire) Kevin Kelman (Stirling) Elaine Cook (West Lothian) David Mackay (Falkirk)	Work with the Lead Officer to promote and embed a collaborative culture. Drive progress through oversight and direction of the five themed areas of initial focus, and support development of new priority themes for development in phase two of the plan.	Bi-monthly Leadership Team meetings. Monthly meeting of Extended Leadership Team. Bi-monthly meeting(s) with work stream leads. Estimate of 1 day per fortnight dedicated to the work of the collaborative.
Extended Leadership Team: Regional Action Plan Leads Cathy Quinn (Clackmannanshire) Judy Edwards (Stirling) Maureen McNaughton (West Lothian) Rhona Jay (Falkirk) Siobhan McGarty (West Lothian)	Gather and analyse data and evidence to develop detailed action plans in each of the five initial themed areas. Lead the development and delivery of action plans with each mobilisation team. Co-ordinate and plan staff development and specialist advice and support for individual schools and “families” of schools with the same characteristics. Identify successful practice and evidence this. Plan approaches to take best practice to scale.	Convene, prepare and lead bi-monthly meetings of work streams and take forward resulting actions. Estimate of 1 day per week dedicated commitment per Action Plan Lead.
Heads of Establishment Reference Group Regional Heads ELC/Primary/Secondary	To be established	

Role	Responsibilities	Time
RIC Development Officer Siobhan McGarty	<p>Develop an overview of the collaborative to build coherence throughout the RIC plan.</p> <p>Connect the range of work streams and lead groups to further develop the strategic direction of the RIC.</p> <p>Create a Communication and Engagement strategy to widen awareness and develop effective communication across the RIC.</p> <p>Undertake a follow up consultation with stakeholders about the current work of the RIC, the 'ask' and the 'offer', and feedback on phase two of the plan (priorities).</p>	Full Time
Priority Action Plan Literacy Mobilisation Team : Action Plan Lead Officer Regional Officers Maureen McNaughton (WL) Lynsey Duncan (WL) Kay Hills (Stirling) Carolyn McDaid (Stirling) Rhona Jay (Falkirk) Carol Turnbull (Falkirk)	Donna McMaster (West Lothian) Support the Action Plan Lead Officer to deliver the actions set out above for Action Plan Leads.	Estimate of ½ day per week dedicated to the work of the collaborative.
Priority Action Plan Numeracy Mobilisation Team: Lead Officer Regional Officers Lynne McBain (Clackmannanshire) Rhona Jay (Falkirk) Sally Kennedy (Stirling) Simon Johnsons (Stirling) Greg Welsh (W Lothian) Peter Valentine (W Lothian)	Cathy Quinn (Clackmannanshire) Support the Action Plan Lead Officer to deliver the actions set out above for Action Plan Leads.	Estimate of ½ day per week dedicated to the work of the collaborative.

Role	Responsibilities	Time
Priority Action Plan ELCC Mobilisation Team: Lead Officer Regional Officers Jane Rough (Clackmannanshire) Lisa McCabe (Falkirk) Donna Adam (W Lothian) Karen Thomson (Falkirk)	Judy Edwards (Stirling) Support the Action Plan Lead Officer to deliver the actions set out above for Action Plan Leads.	Estimate of ½ day per week dedicated to the work of the collaborative.
Priority Action Plan CLPL Mobilisation Team: Lead Officer Regional Officers Carol Turnbull (Falkirk) Sandra Logan (Stirling) Kay Hills (Clackmannanshire) Cathy Quinn (Clackmannanshire) Geraldine Armstrong & Ann McLean (W Lothian)	Rhona Jay (Falkirk) Support the Action Plan Lead Officer to deliver the actions set out above for Action Plan Leads.	Estimate of ½ day per week dedicated to the work of the collaborative.
Priority Action Plan Performance Mobilisation Team: Lead Officer Regional Officers Lorraine Sanda (Clackmannanshire) Tracey Fox (Falkirk) Carolyne McDaid (Stirling) Greg Welsh (W Lothian)	Siobhan McGarty (W Lothian) Support the Action Plan Lead Officer to deliver the actions set out above for Action Plan Leads.	Estimate of ½ day per week dedicated to the work of the collaborative.
Education Scotland Advisers Attainment Adviser ALO Improvement Advisor	Alistair Brown Currently four ALOs – one working in each authority.	Time allocations to be established.

Role	Responsibilities	Time
Communication and Engagement Team	Siobhan McGarty (W Lothian) Establish a Communication Team to develop a digital platform	To be established in consultation with each council's communications team and head teachers.
Administrative support	Currently existing Administrative Support as allocated to the officers involved within their own authority.	Further work required to develop effective arrangements to support the work of the collaborative.
Priority Action Plans: Collaborative Partnerships Curriculum design and development Learning, Teaching & Assessment Mobilisation teams to be established	Analyse current data to inform planning for improvement Use feedback from stakeholder groups and HT reference group to support planning development	Estimate of ½ day per week dedicated to the work of the collaborative for each action plan theme.

FVWL Improvement Collaborative Numeracy Action Plan : Appendix 1





Clackmannanshire Council
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Comhairle Siorrachd
Chlach Mhanann

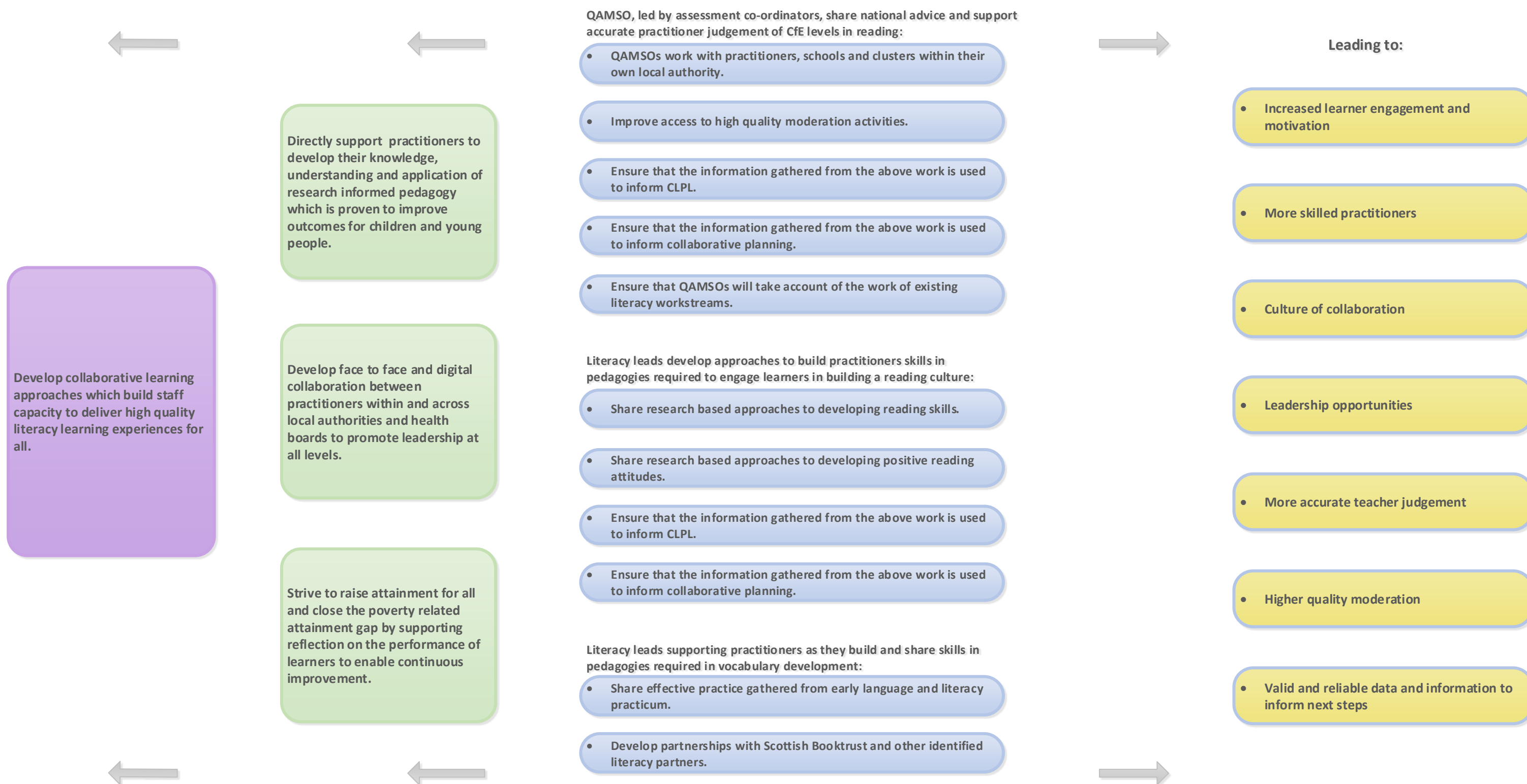


Falkirk Council
Children's Services

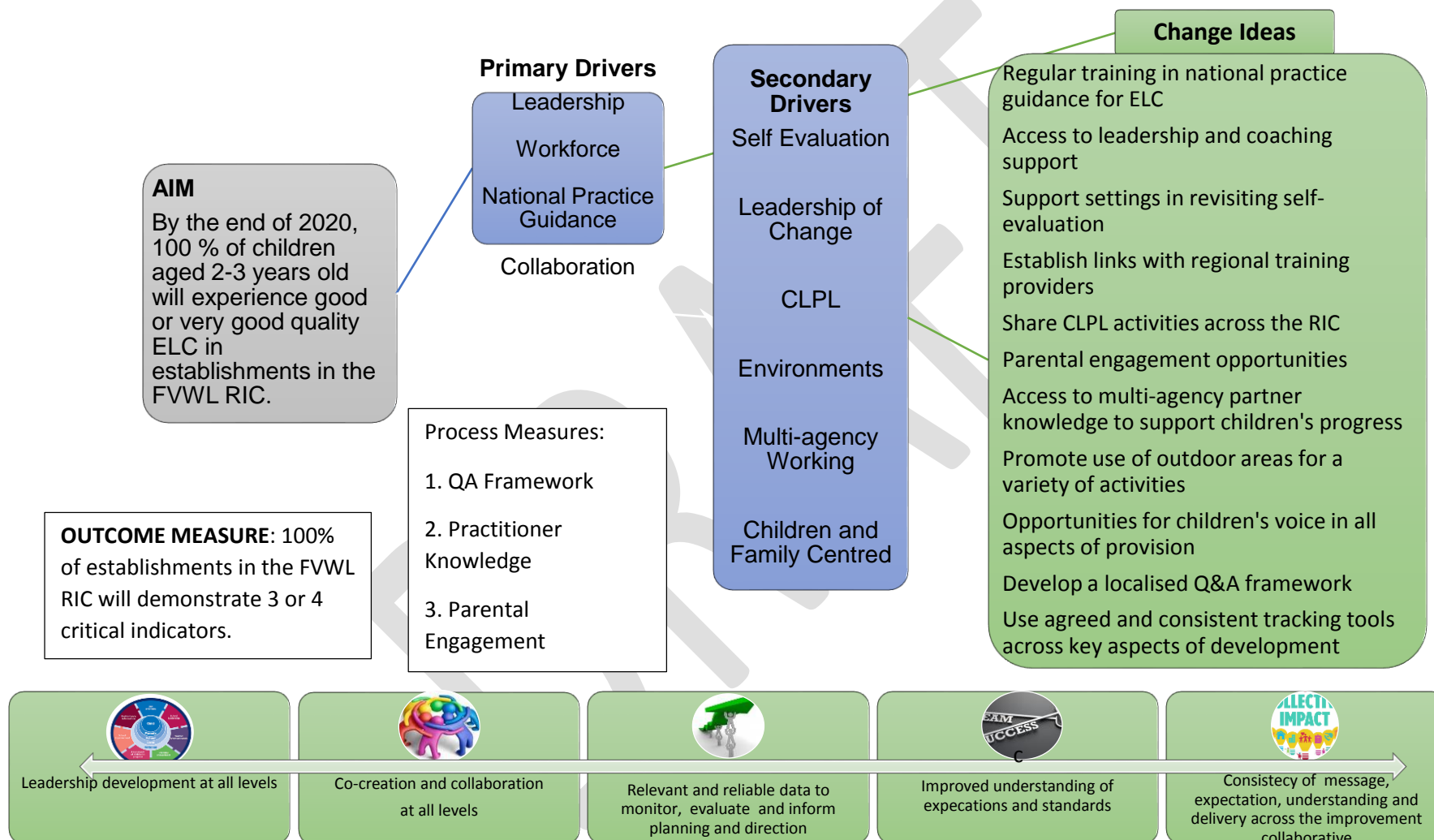


West Lothian Council

FVWL Regional Improvement Collaborative Literacy Action Plan - Appendix 2



FVWL Regional Improvement Collaborative - Early Learning and Childcare Action Plan : Appendix 3



Forth Valley and West Lothian Regional Improvement Collaborative

Primary and secondary School Inspections: September 2016-March 2018

Key Messages

4 Secondary schools and 21 Primary schools (including 6 short model) were inspected during this time.

Key Strengths

Identified strengths feature in more than one school. These include:

- Children with a positive attitude to learning and a concern for each other
- Leadership of the head teacher
- Impact of the work with parents and partners
- Relationships, positive environment for learning and ethos
- Teamwork of all staff, working together to deliver school improvement, engagement in professional learning)
- Range of out-of – class activities enhancing wider achievement and children’s skills
- Contribution of support staff
- Support for young people (help in making choices, included, partnerships between teachers and support staff)

Main points for action:

- Raise attainment
- Develop the curriculum, and improve the quality of the curriculum by extending the range of learning pathways
- Strengthen approaches to and impact of self-evaluation to drive school improvement
- Strengthen leadership and management of change
- Further develop approaches to assessment, moderation and the monitoring of progress
- Further develop children’s skills in talking about their learning
- Share good practice in learning and teaching to improve consistency of experience and better meet children’s needs
- Strengthen links with nursery to build more effectively on children’s prior learning

Forth Valley and West Lothian Regional Improvement Collaborative

Numeracy and Literacy Attainment Data

	Primary 1				Primary 4			
%	Reading	Writing	Listening & Talking	Numeracy	Reading	Writing	Listening & Talking	Numeracy
Clackmannanshire	80.66	76.61	86.37	79.01	64.53	57.80	75.70	59.77
Falkirk	81.70	78.58	86.51	83.52	74.44	70.51	80.71	71.41
Stirling	84.18	81.04	88.41	85.59	80.45	72.81	83.93	77.67
West Lothian	81.75	78.15	85.79	84.28	81.17	79.19	88.91	81.13
Scotland	80.21	77.08	85.26	83.44	76.88	71.11	83.04	74.82

	Primary 7			
%	Reading	Writing	Listening & Talking	Numeracy
Clackmannanshire	70.19	48.68	75.09	53.58
Falkirk	71.70	66.48	80.51	64.72
Stirling	80.00	73.99	85.70	74.92
West Lothian	79.77	75.30	86.15	74.25
Scotland	76.04	68.60	81.24	70.46

Below National

Forth Valley and West Lothian Regional Improvement Collaborative

Numeracy and Literacy Attainment Data

	S3 (Third level)				S3 (Fourth level)			
%	Reading	Writing	Listening & Talking	Numeracy	Reading	Writing	Listening & Talking	Numeracy
Clackmannanshire	83.98	81.82	86.58	64.15	35.71	30.95	40.26	25.70
Falkirk	94.99	95.12	95.79	93.00	62.66	58.92	62.79	62.33
Stirling	92.57	92.27	93.69	89.54	49.85	44.15	51.78	58.98
West Lothian	92.57	91.48	92.78	92.24	62.60	55.90	64.16	60.99
Scotland	90.02	88.83	90.83	88.24	51.09	48.45	51.47	55.72