

SOUTH WEST
EDUCATIONAL
IMPROVEMENT
COLLABORATIVE
ANNUAL PLAN 2018

*Our commitment to
the children and
young people of the
South West*

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1. INTRODUCTION AND RATIONALE

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

We believe in the benefits of working in partnerships within a culture of collaboration. We believe that the most important decisions are made in the classroom and we expect professional excellence in our staff. We support this by building confidence and capacity in school leadership at all levels, by listening to parents, children and young people by empowering headteachers to make local decisions and by trusting professional judgements. This has been the basis for our approach as four local authorities to delivering Curriculum for Excellence, GIRFEC and Developing the Young Workforce (DYW) and will continue as the South West collaborative. By working together, challenging each other and sharing what works, we will strengthen the 'middle' of our system. The interventions at regional level will be to accelerate this agenda and therefore support the best chance of success in terms of outcomes for young people with a focus on closing the poverty related attainment gap and helping to achieve excellence and equity for all children.

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

In 2015 the OECD published a review of schools in Scotland¹ with one of the conclusions being that in order to take Curriculum for Excellence forward and build on what has already been accomplished, there was a need to strengthen professional leadership of Curriculum for Excellence and the "middle":

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

The Scottish Government's response to the OECD review included a review of governance and the proposal to create regional improvement collaboratives. The proposals were set out in the

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

*Next Steps*² document and following negotiation between local and national government, agreement was reached which was set out in the *Report of the Joint Steering Group*³ published on 21st September 2017. The agreement required a lead for each collaborative to be in post by 31st October 2017 and an action plan in place for the end of January 2018. The report of the Joint Steering Group set out guiding principles for all improvement collaboratives which the South West Educational Improvement Collaborative (SWEIC) endorses and is committed to achieving. The current plan sets out what we intend to achieve but recognises the full ambition of the collaborative will only be achieved over time. SWEIC take the view that the intention is to adopt a way of working that is based upon the OECD call for “a curriculum that is to be built by teachers, schools and communities, alongside a strengthened “middle” and clear system leadership” (OECD, p.16). By definition, collaboration cannot be imposed from above but needs to be nurtured and developed.

Our collaborative will focus on the culture of learning, evidence from enquiry embedded into practice and the benefits of a common language. These are factors recognised as necessary to generate whole system change (Quinn and Fullan, 2017)⁴. We also recognise that for this to be successful, teachers and leaders must be ready for change and be working within a culture of confidence and freedom to innovate.

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

We must monitor the progress we make on our priorities and commitments to make sure we are meeting what we set out to do. Our authorities have all published Standards and Quality reports which set out what we know about education in the South West and the context in which our children and young people learn. Our standards and quality reporting told us what we are doing well individually, and where we should look to improve collectively. This plan now sets out the actions we will take during 2018 and the performance measures which tell us how we know we are making a difference as an improvement collaborative.

Collaboration and advantages in scale

Our overall approach is rooted in our belief in the value of collaboration to improve outcomes which is supported by research evidence. Fullan and Hargreaves⁵ state:

² <http://www.gov.scot/Resource/0052/00521038.pdf>

³ <https://www.glasgow.gov.uk/councillorsandcommittees/viewSelectedDocument.asp?c=P62AFQDNDNNT812UZL>

⁴ Fullan, M. and Quinn, J. (2018) Coherence Making: Whole System Change Strategy in H.J. Malone, S. Rincon-Gallardo, & K. Kew, (eds) *Future Directions in Educational Change. Social Justice, Professional Capital and Systems Change*, London, Routledge.

⁵ <https://learningforward.org/docs/default-source/pdf/BringingProfessionFullanHargreaves2016.pdf>

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

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

“System leaders...understand that collective wisdom cannot be manufactured or built into a plan created in advance. And it is not likely to come from leaders who seek to “drive” their predetermined change agenda. Instead, system leaders work to create the space where people living with the problem can come together to tell the truth, think more deeply about what is really happening, explore options beyond popular thinking, and search for higher leverage changes through progressive cycles of action and reflection and learning over time. Knowing that there are no easy answers to truly complex problems, system leaders cultivate the conditions wherein collective wisdom emerges over time through a ripening process that gradually brings about new ways of thinking, acting, and being.”⁶ (Senge et al, 2015).

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

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

⁶ Senge,P., Hamilton,H., & Kania, J. (2015) The Dawn of System Leadership, *Stanford Social Innovation Review*, Winter 2015, p.27-33.

Workforce Planning

At present, workforce planning within the collaborative is limited to those directly involved at a senior level, including lead officers for each work stream and staff involved in the task groups associated with the plan. In addition to the Regional Lead Officer we are progressing a full time fixed term post of SWEIC Development Officer. Over the coming year there is also a firm commitment to developing workforce implications of the collaborative by:

- Bringing together staffing lead officers in all four authorities to address workforce issues such as teacher shortages in specific subject areas and how these may be addressed by working jointly. This task is to be complete with proposals to the Chief Executives group by **June 2018**.
- In addition, the same group will be tasked with exploring the possibility of opening up all temporary vacancies to staff across the collaborative area.
- We will also be exploring experiential leadership development opportunities including potential 'job swaps' for school leadership posts.

National Priorities

We aim to deliver improvement through collaboration in line with the National Improvement Framework priorities of:

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

Summary of South West Educational Improvement Collaborative Local Priorities and Outcomes

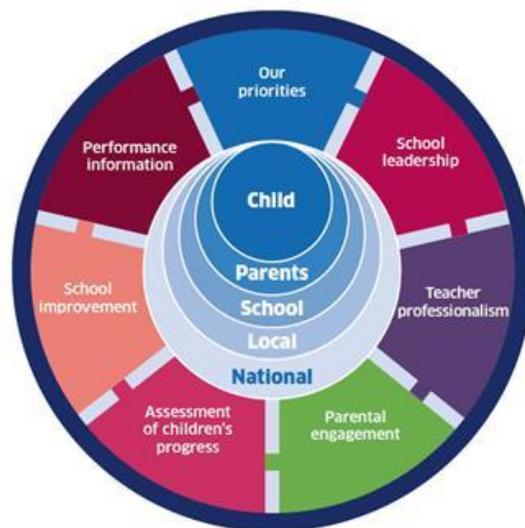
Priority Focus	Priority Outcome 1	Why is This An Issue?	What Will We Do	Our Targets Are
Collaborative Scale	Ensure children benefit from the highest quality of Early Learning and Child Care provision.	27 – 30 month attainment data shows poorer outcomes for children living in Quintile 1 of the Scottish Index of Multiple Deprivation	Priority Workstream 1 Maintain high quality experiences for children while delivering 1140 hours provision.	By the end of Early Years: Improvements in developmental milestone in literacy, numeracy and health and wellbeing for all & greater for the most deprived; and improved attendance rate of the most deprived children in Early Years Centres ⁷ .
Priority Focus	Priority Outcome 2	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism (NIF)	Improve attainment in literacy and numeracy through the broad general education for all learners.	Teacher professional judgment data across the Broad General Education across the south west shows a degree of inconsistency	Priority Workstream 2 Improve pace and challenge for learners through consistency in teacher professional judgements.	Improve attainment data for all cohorts assessed by achievement of Curriculum for Excellence levels and Scottish National Standardised Assessment results.
Priority Focus	Priority Outcome 3	Why is This An Issue?	What Will We Do	Our Targets Are
Teacher Professionalism & Closing the Gap (NIF)	Improve attainment more quickly for children and young people who are most disadvantaged.	Almost all measures of attainment and engagement show a significant gap in outcomes between the most and least deprived children and young people.	Priority Workstream 3 Share effective practice on the use of Pupil Equity Fund and strategies for closing the gap.	Improve attainment, attendance, leaver destinations and reduce exclusions for the most deprived children and young people.
Priority Focus	Priority Outcome 4	Why is This An Issue?	What Will We Do?	Our Targets Are
Leadership (NIF)	Ensure all children and young people are ready for learning, life and work by investing to ensure teachers and headteachers in every school feel better equipped and confident in supporting children and young people and delivering appropriate pathways for all learners.	Post school participation measures are generally poorer for young people vulnerable due to deprivation or having been looked after. Engagement of young people is better where the curriculum is relevant.	Priority Workstream 4 Build leadership capacity to improve the learner journey.	Raise attainment and engagement for all young people and improve post-school destinations across the South West, especially for the most deprived, especially vulnerable groups including deprived and looked after.

⁷ Detailed targets for each area will be developed by the task group associated with the workstream.

2. STRATEGIC APPROACH AND PRIORITIES

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

The National Improvement Framework 2018 sets out **six key drivers** for improvement which provide a focus and structure when we plan for improvement. School improvement; school leadership; teacher professionalism; assessing children's progress; parental engagement and performance information; are all factors that contribute to the quality of our education system. The links across these key areas are essential to enable continuous improvement.



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

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

1. **School leadership**
2. **Teacher professionalism.**

In addition, we will adopt the benefits of shared expertise and of scale in data to maximize the impact of effective use of performance information. Leading to our third priority:

3. **Collaborative scale.**



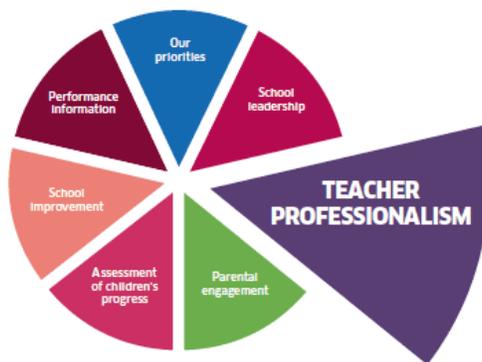
The quality and impact of leadership within schools - at all levels and roles.

Leadership is recognised as one of the most important aspects of success in any school. Leaders at all levels who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. In turn, this helps to ensure that all children achieve the best possible outcomes. Gathering evidence on the quality of school leadership will help us to identify and share what works and provide support and intervention where leadership needs to improve.

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

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

Teacher Professionalism



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

The quality of teaching is a key factor in improving children's learning and the outcomes they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council for Scotland (GTCS). We want to continue improving the professionalism of our teachers and the quality and impact of their professional learning. The focus is on teacher professionalism, but we recognise that many other people contribute to children's and young people's learning and development.

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

A strong link exists between teachers' professional skills and competences and the quality of children's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children. Consistent, well-moderated teachers' professional judgement data on achievement of Curriculum for Excellence levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged children and take further action as a result. We want all teachers to develop as enquiring professionals who are highly confident in teaching literacy and numeracy, supporting health and wellbeing, using technology and data effectively to enhance learning and teaching, and ensuring equality. This is critical to ensuring the strongest possible progression in learning for all children and young people.

Associated Collaborative activities/work streams

To support these two priorities and the advantage of collaborative scale we have agreed four collaborative priority work streams in year 1 of the SWEIC.

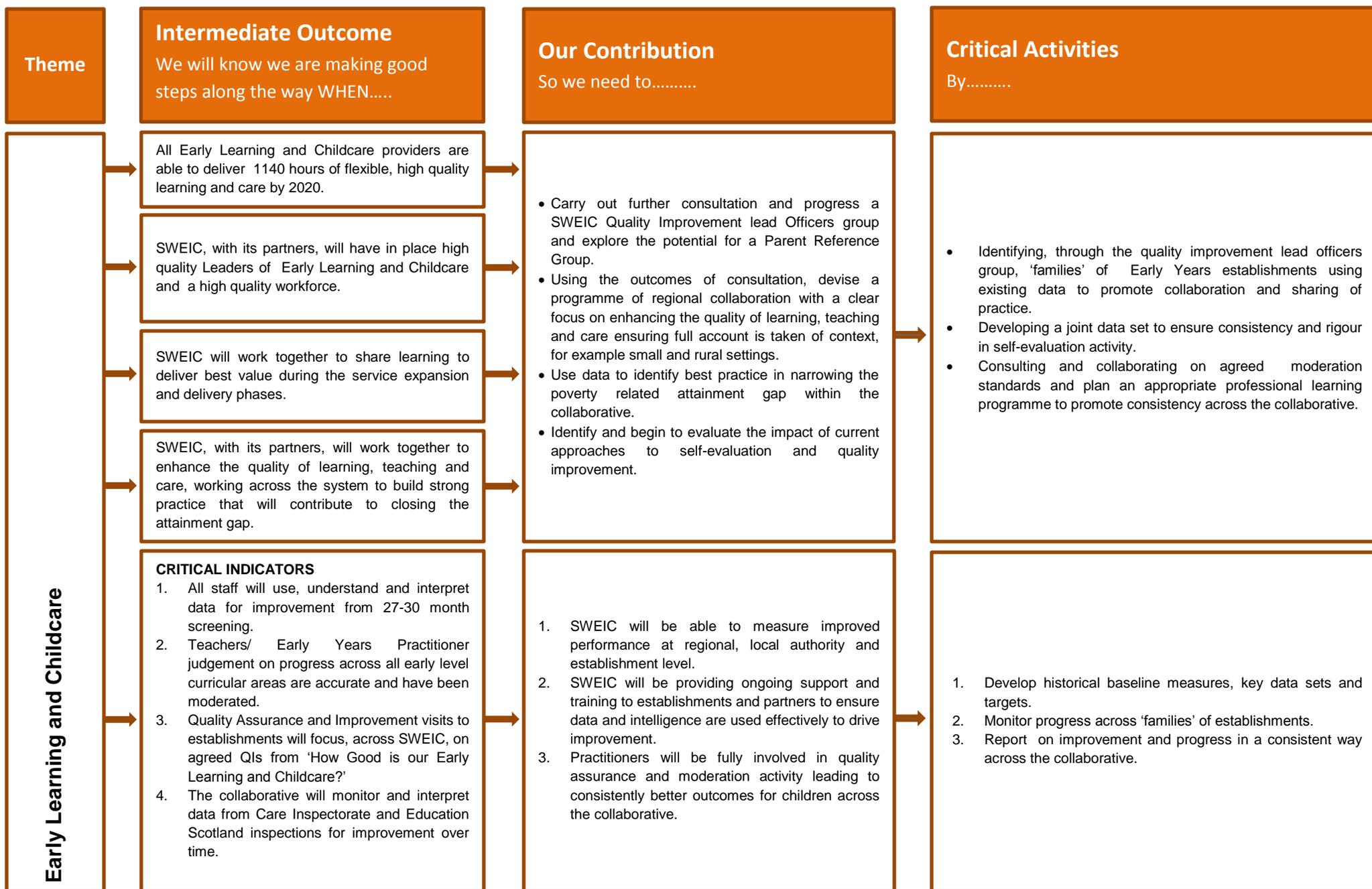
The areas of focused joint work are consistent with the National Improvement Framework priorities. It is our view that we should not simply replicate what each local authority is already doing. As previously indicated we are also of the view that, while these are the areas of priority focus, there will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

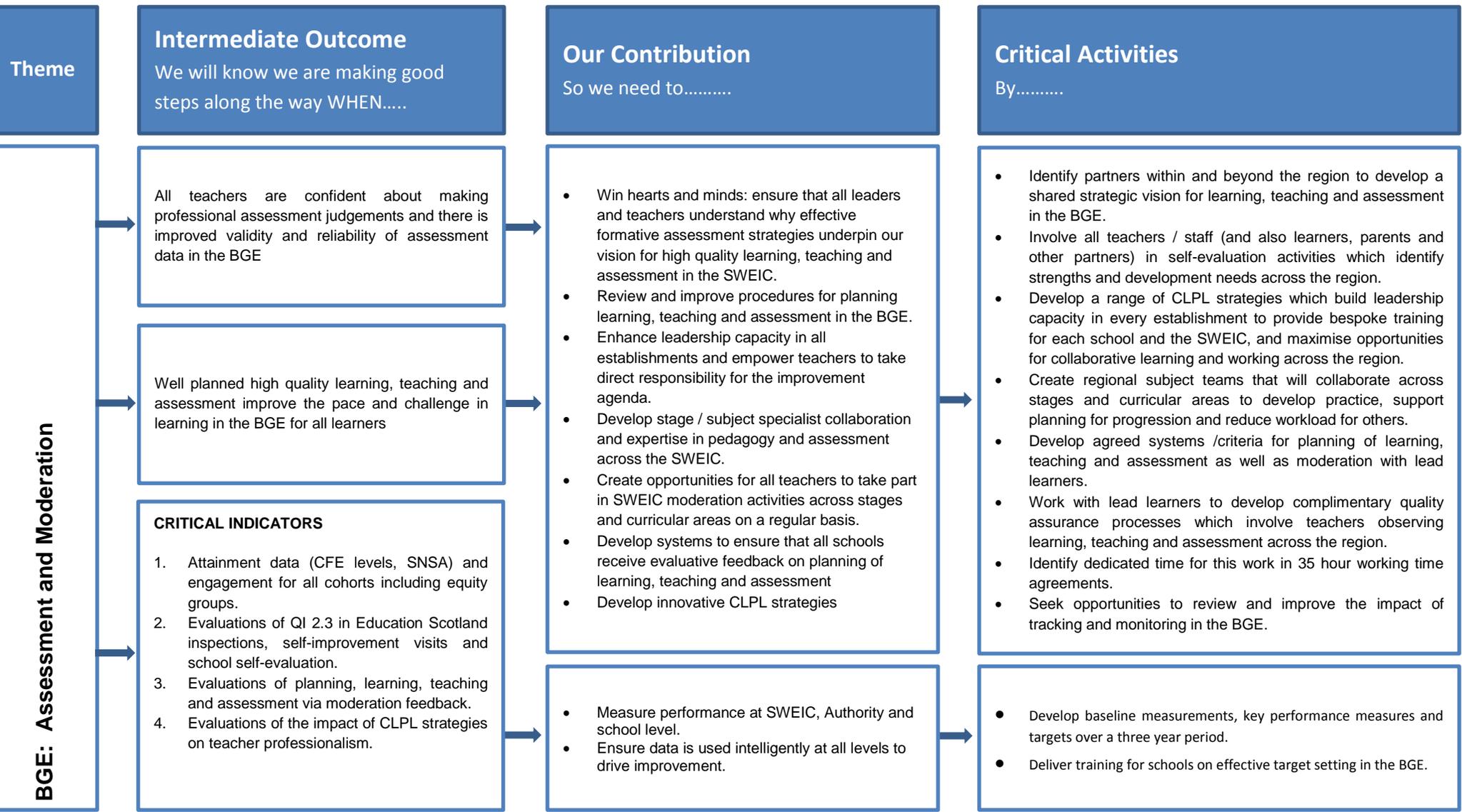
SWEIC Priority focus	Priority work streams	Work stream lead
Collaborative scale	1. Early years: maintaining high quality experiences for children while delivering 1140 hours provision.	John Butcher
Teacher professionalism	2. Broad general education: improving pace and challenge for learners through consistency in teacher professional judgements (moderation of assessment).	Eileen Brown
Teacher professionalism & closing the gap	3. Closing the gap: sharing effective practice on the use of Pupil Equity Fund.	Frank Cardle
Leadership	4. Building leadership capacity to improve the learner journey.	Linda McCaulay-Griffiths Gillian Brydson

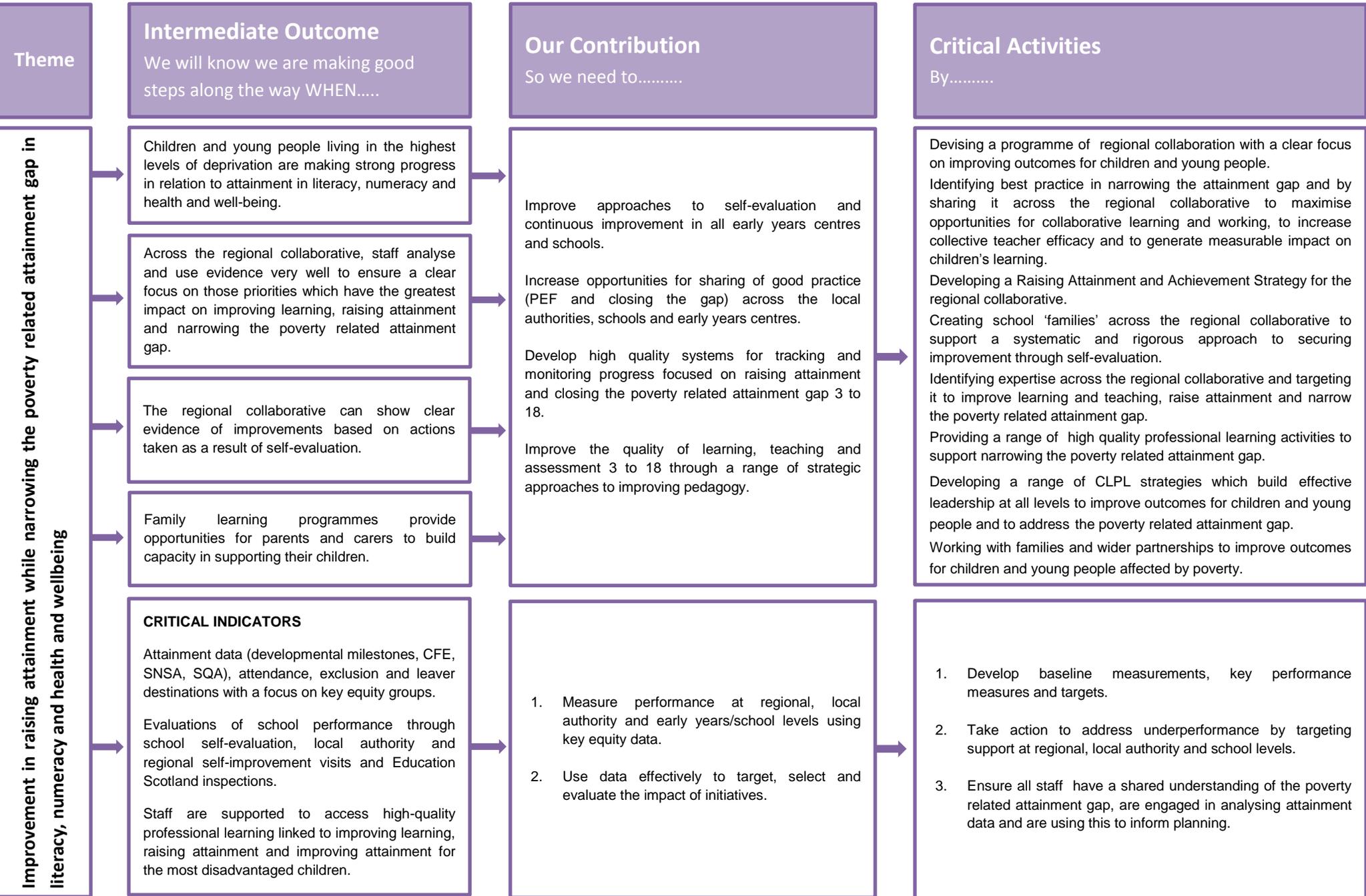
The senior officers leading each area are establishing task groups with representation from each of the local authorities in the SWEIC. The teams will also involve strategic partners as appropriate. The teams will progress the SMART, detailed planning and report to the Strategic Officers Group on a regular basis.

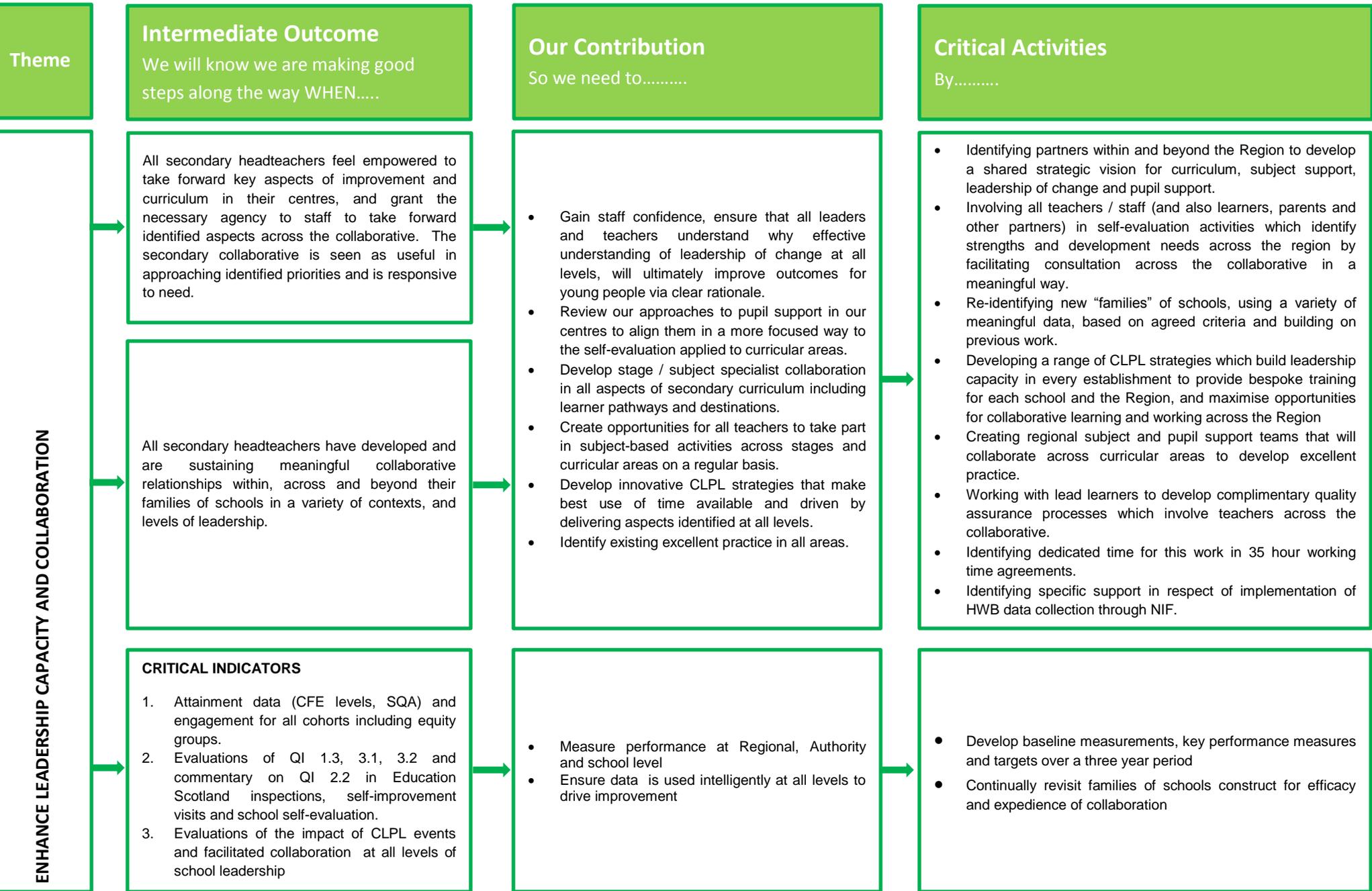
The high level action plans for these four collaborative work streams are set out in Section 3.

3. HIGH LEVEL ACTION PLANS, LEAD RESPONSIBILITY & INDICATORS OF PROGRESS









4. GOVERNANCE ARRANGEMENTS

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

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

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

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

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

Involvement by other bodies and individuals: The ex officio members of the Strategic Officers Group will ensure appropriate consultation within their local authority on the content of the SWEIC Plan. The relevant senior officer from each local authority will take responsibility for consultation, as appropriate, with the Local Negotiating Committee for Teachers and the Joint Consultative Committee. Where the SWEIC is approached on matters not contained in the plan or outwith the stated priorities, these will be referred back to the constituent local authorities for action and will not be the responsibility of the SWEIC as a collaborative.

5. PROFILE OF THE SOUTH WEST AND PERFORMANCE INFORMATION

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

The distribution of relative deprivation varies widely between the four authorities as indicated by the Scottish Index of Multiple Deprivation. North Ayrshire has around 43% of secondary pupils in decile 1 and 2 of the SIMD while Dumfries and Galloway has around 10% in deciles 1 and 2. While East, North and South Ayrshire have a majority of secondary pupils in Deciles 1-5 (68%, 70% & 60% respectively), Dumfries and Galloway has 36% and therefore has a majority of pupils in secondary schools in Deciles 6-10. The following table shows the percentage of secondary pupils distributed by SIMD decile in each of the SWEIC authorities.

Table 1: Distribution of secondary age pupils by SIMD Decile (2016-17)

	1	2	3	4	5	6	7	8	9	10
D&G	5.3	4.2	8.7	17.7	14.4	24.1	9.7	6.3	4.1	5.3
EA	12.1	21.4	11.1	13.5	10	5.3	5.9	7.7	8.5	4
NA	16.4	26.3	12.2	9.7	5.5	6.7	7.2	6.1	8.2	1.8
SA	8.6	10.3	9.6	16.5	14.5	9.1	3.1	9.4	9.9	8.9

Table 2: 27-30 Month Checks (2015-16) - % children reviewed; no concerns; any concerns.

	D&G	East	North	South
% reviewed	94.4	92.5	94.7	93.2
% No concerns	76.4	66.9	73.4	75.2
% any concerns	21.7	24.3	24.1	22.7

Table 3: Attainment across the BGE (December 2017)

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

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

		Reading	Writing	Listening & Talking	Numeracy
D&G	P1	16%	23%	25%	14%
	P4	16%	15%	6%	4%
	P7	31%	32%	24%	25%
	S3 (L3+)	45%	50%	35%	29%
	S4 (L4)	113%	97%	85%	148%
East	P1	25%	30%	23%	23%
	P4	45%	44%	25%	26%
	P7	56%	52%	41%	86%
	S3 (L3+)	26%	26%	21%	25%
	S3 (L4)	105%	97%	102%	76%
North	P1	13%	42%	15%	25%
	P4	27%	42%	17%	25%
	P7	21%	30%	16%	21%
	S3 (L3+)	15%	15%	13%	25%
	S3 (L4)	88%	92%	69%	59%
South	P1	15%	23%	8%	8%
	P4	27%	44%	20%	18%
	P7	36%	36%	38%	29%
	S3 (L3+)	14%	15%	12%	13%
	S4 (L4)	88%	105%	108%	152%

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

Table 5: % achieving Literacy and Numeracy at Level 4 & 5 for all leavers (2016)

	Lit L4	Lit L5	Num L4	Num L5	L&N L4	L&N L5
D&G	94	78	89	68	87	64
East	91	75	88	68	85	64
North	96	79	89	68	87	65
South	96	84	93	73	92	71

Table 6: Average tariff points for all leavers by quintile (2016)

	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Gap*
D&G	568	718	958	1007	1135	+100%
East	568	760	873	1092	1133	+99%
North	631	784	1005	1165	1162	+84%
South	645	845	951	1227	1203	+86%

*The gap is calculated here by subtracting Q1 from Q5 and calculating the difference as a percentage of the total for Q1. Therefore, for example, young people in Quintile 5 in D&G, on average, achieved 100% greater tariff points than those at Quintile 1.

Education Scotland Inspections 2016-2017

Over the past two school sessions 35 primary, secondary and special schools have been inspected in the SWEIC. Nine of the school inspections were negative and required a follow through. Analysis shows that using HGIOS3 the highest evaluated quality indicator was 2.1, Learners Experiences while in HGIOS4 the lowest evaluated QI was 2.3 Learning, teaching and assessment. The main difference between QI 2.1 in HGIOS3 and QI2.3 in HGIOS4 is the focus on assessment and moderation. Based on this comparison and the change between HGIOS3 and HGIOS4 evaluations the SWEIC would benefit from a focus on assessment and moderation through the broad general education.

6. SUMMARY OF CURRENT LOCAL AUTHORITY PLANNING

Table 7: Current Priorities Identified in Local Authority Improvement Planning

	Raising attainment	Closing the gap	Health and wellbeing	Positive destinations (curriculum)	Leadership	Improvement
D&G	<ul style="list-style-type: none"> Teacher professional judgement/ assessment Numeracy interventions Early years pedagogy ASPIRE – raising aspiration in science education 	<ul style="list-style-type: none"> Target interventions: LAC/ASN/FME /Q1&2/Males 	<ul style="list-style-type: none"> Training on mental health Reduce sugar consumption Digital health intervention 	<ul style="list-style-type: none"> Increase vocational qualifications Build capacity employability skills and career education standard Pathways for post 16 with employers, FE, HE DYW 	<ul style="list-style-type: none"> Leadership development pathway Use of standard for headship 	<ul style="list-style-type: none"> Use of data Use of improvement methodology BGE tracking Evaluate impact of teacher professional learning Establish coaching and mentoring approach Align SCQF 11 learning with LA & teacher needs
East	<ul style="list-style-type: none"> Closing the gap in early years: communication champions trained in each ECC Improve attainment in literacy and numeracy in P1, P4, P7 & S3 Increase % of leavers attaining SCQF levels in literacy and numeracy Increase average total tariff points for lowest attaining 20%, middle 60% and highest 20% for leavers Implement the NIF 2017 	<ul style="list-style-type: none"> Improve outcomes for looked after children and young people Implement Scottish Attainment Challenge improvement plan 80% of looked after young people to achieve one or more SCQF 4 qualification Implementation of Education, Equity and Attainment Board 	<ul style="list-style-type: none"> Improve partnerships with parents Develop family learning programme Develop nurturing approaches Implement the Relationships Framework Implement the HWB Policy 	<ul style="list-style-type: none"> 100% of school leavers have offer of training, learning or employment 		<ul style="list-style-type: none"> Improve use of data Improve self-evaluation

	Raising attainment	Closing the gap	Health and wellbeing	Positive destinations (curriculum)	Leadership	Improvement
North	<ul style="list-style-type: none"> • Effective early years • Strategic vision for learning and teaching • Raise attainment through innovative approaches to learning and teaching 	<ul style="list-style-type: none"> • Maintain a specific focus on reducing poverty related attainment gap (including specific groups – LAC) 	<ul style="list-style-type: none"> • Embed and extend nurturing approaches • Collaboration with parents and family learning • Strategies to support mental wellbeing for CYP 	<ul style="list-style-type: none"> • Evaluate and enhance curriculum from early level to senior phase • Further develop senior phase pathways leading to qualifications and awards at all levels • Integrate a range of personal and wider achievement awards to learning programmes • Strengthen links with FE, HE, employers • Support yp with ASN to positive destination • Embed career standard and work placement standard • Partnerships to enable apprenticeships 	<ul style="list-style-type: none"> • Framework to ensure development of high quality leaders 	<ul style="list-style-type: none"> • Support and strengthen the professional capacity of staff • Consolidate self-evaluation • Refine approaches to use of data • Management information to inform policy and practice in line with NIF
South	<ul style="list-style-type: none"> • Improvement methodologies and better tracking to ensure children achieve developmental milestones • Improve attainment in literacy and numeracy in line with targets • Improve progression, pace and challenge by embedding curricular frameworks and aligning frameworks to benchmarks 	<ul style="list-style-type: none"> • Increase % of children from low income households that achieve expected CfE levels • Increase average tariff points for targeted groups 	<ul style="list-style-type: none"> • Implement mental health and wellbeing strategy • Develop nurture strategy across EYC, school, carers and children's houses • Develop strategic approach to monitoring and improving HWB 	<ul style="list-style-type: none"> • Improve employability skills and sustained school leaver destinations for all young people • Increase % of looked after young people staying on at school & achieving positive destination • Review senior phase 		<ul style="list-style-type: none"> • Implement a revised model for self-evaluation for schools • Develop a strategy for assessment and moderation to improve teacher professional judgement across Curriculum for Excellence from 3-18

APPENDIX 1: SUMMARY OF CONSULTATION RESPONSES

We acknowledge at this stage that consultation was limited and we are committed to continuing to engage with everyone who can contribute to the success of the South West Educational Improvement Collaborative. As they develop their work streams, the task groups will also continue the process of engagement and consultation with relevant partners and those who are likely to be involved in the focused activity of the task groups. A short survey was distributed across the four local authorities to all staff and to chairs of Parent Councils. The expectation is that further consultation will take place with children and young people and with key partners who will contribute to the work of the collaborative. The following brief survey was completed electronically with the following results:

	Agree strongly	Agree	Disagree	Disagree strongly
I agree with the overall approach of building capacity to lead learning at all levels and investing trust in the professional autonomy of headteachers and teachers	57%	36%	3%	3%
The focus on school leadership and teacher professionalism is a good starting point for the collaborative	50%	45%	3%	2%
The collaborative should seek ways to use the scale of four authorities working together rather than working as individual authorities	57%	37%	5%	0
I agree with the focus on early years work stream	34%	64%	0	2%
I agree with the choice of assessment and moderation in the BGE as a work stream	37%	50%	9%	3%
I agree with the focus on developing leadership capacity	53%	41%	3%	2%
I agree with the focus on sharing good practice on the use of Pupil Equity Funding to close the poverty related attainment gap	64%	32%	2%	2%

The following free text boxes were also added and generated a number of comments:

I would suggest the following areas to work on collaboratively
I am willing to take part in working groups related to the work streams
Any other suggestions or comments

The comments were generally positive and constructive. Several focused on concerns about reducing budgets and the potential for additional bureaucracy arising from the collaborative. A summary report on the consultation outcomes will be published separately and will inform future planning for the South West collaborative.