Education, Children and Families Committee

10am, Tuesday, 11 December 2018

Update on South East Improvement Collaborative

Item number	7.8
Report number	
Executive/routine	
Wards	
Council Commitments	28

Executive Summary

This report outlines the progress made following the establishment of the South East Improvement Collaborative and asks Committee to note the focus on collaboration to improve attainment, reduce the poverty related attainment gap and to share practice.

Report

Update on the South East Improvement Collaborative

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 Note the progress which has been made.

1.1.2 Request a further annual update.

2. Background

2.1 The South East Improvement Collaborative (SEIC) was formed in response to the Scottish Government's Education Governance: Next Steps paper published in June 2017 which was in itself a response to the Delivery Plan and Consultation document: Empowering Teachers. Further information can be found in Appendix 1 – SEIC Regional Plan.

2.2 The Next Steps paper outlined the expectation that Regional Improvement Collaboration across Scotland should be established.

2.3 The South East Improvement Collaborative formed as a collaborative space where the local authorities of Edinburgh, Scottish Borders, East Lothian and Midlothian Councils work together to improve the delivery of education and thus, outcomes for learners.

2.4 SEIC workstreams are seen to be additional and of 'added value' to those which can be provided by local authorities working alone.

3. Main Report

3.1 Collaboration across all levels of the 'system' is seen as important for improvement[1]. This can occur within and across class, school, cluster and authority. It is particularly helpful in ensuring consistency of practice, collective responsibility and agency.

[1] 'Improving Schools in Scotland: an OECD Perspective', 2015

3.2 Collaboration at this level is also evident in the Integrated Regional Employability and Skills Programme (IRES), which supports the Edinburgh and South East Scotland City Deal.

3.3 The ultimate aim of both strategies is that all citizens, including those in disadvantaged communities, have better career prospects and real power in the labour market.

3.4 The shared vision for the South East Improvement Collaborative is:

"working together, empowering all, improving outcomes."

3.5 To realise the vision, various workstreams have been created. These are based on analysis of data gleaned from stakeholders, local government benchmarking and school plans.

3.6 Each workstream is designed to impact on the skills and support for teachers, and the outcomes of learners. In the current plan, these are:

3.6.1 Maths and numeracy

3.6.2 Improved Outcomes for children living in Poverty

3.6.3 Quality Improvement

3.6.4 Data and Analysis

3.6.5 Professional Learning and Leadership

3.7 Each workstream is led by a senior officer from within the SEIC with membership including school leaders and partners.

3.8 A Workforce and Resource Plan has been drafted to support implementation. This includes a range of seconded posts to be based across the SEIC, namely

3.8.1 Quality Improvement Manager

3.8.2 7 Quality Improvement Officers (1 of which based in Edinburgh)

3.8.3 2 Education Support Officers (1 of which based in Edinburgh)

3.9 Funding for these posts has been granted by Scottish Government as part of a grant of £1.2 million.

3.10 Elected members and senior officers oversee the work of the Collaborative as members of the SEIC Oversight group.

3.11 The SEIC Board has representation from school leaders, partners and officers.

3.12 Workstream leads report into the Board at regular intervals.

3.13 Various Engagement Groups are in place which inform and support development.

4. Measures of Success

4.1 Measures of success for each workstream are indicated within the plan.

It should be noted that, in such a short space of time since the genesis of the Regional Improvement Collaboratives, the short term measures of success are restricted to the emergence of new working practices, improved relationships and the sharing of information. Hard measures are anticipated to follow.

5. Financial Impact

5.1 The report has been reviewed to establish financial risk or benefit. As funding accompanies the establishment of the RICs, at this time there are no financial implications.

6. Risk, policy, compliance and governance impact

6.1 This report has been prepared assuming the continuation of the Regional Improvement Collaboratives as a key tenet of Education policy in Scotland.

7. Equalities impact

7.1 Promoting inclusion, improving accessibility and provision for effective Additional Support for Learning are explicit objectives within the work of the SEIC.

7.2 Equalities impact assessments will be carried out as a requirement of any appropriate work.

8. Sustainability impact

8.1 Any Communities and Families assets which are improved or delivered as a result of this plan is designed to be coherent with the wider asset priorities of the Council and its partners to ensure a sustainable approach to future asset provision.

9. Consultation and engagement

9.1 Any statutory consultation will be conducted in line with the procedures set out in the Schools (Consultation) (Scotland) Act 2010 as amended by the Children and Young People (Scotland) Act 2014.

10. Background reading/external references

None.

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11. Appendices

11.1 Appendix 1 – SEIC Plan

SEIC

SOUTH EAST IMPROVEMENT COLLABORATIVE
REGIONAL IMPROVEMENT PLAN

PHASE 2 SEPTEMBER 2018

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Midlothian

Fife
COUNCIL

East Lothian
Council

Scottish Borders
COUNCIL

Note

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.

- When using the term 'parent' throughout this document we are referring to parents and carers.

- When using the term 'practitioner' we are referring to all staff working in schools and early learning and childcare settings.

- Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

Feedback/comments can be sent to each local authority using the following email addresses:

- SEIC@edinburgh.gov.uk
- SEIC@eastlothian.gov.uk
- SEIC@fife.gov.uk
- SEIC@midlothian.gov.uk
- SEIC@scotborders.gov.uk

This draft South East Improvement Collaborative Plan has been noted by the Oversight Group (Conveners and Chief Executives) on 30 August 2018 but is still subject to political approval in each of the constituent local authorities.

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Rationale for Regional Collaboration

A report published in 2015 'Improving Schools in Scotland: An OECD Perspective' recognised Scotland's high regard for education, trust towards teachers' professional judgment and their widespread engagement with Curriculum for Excellence. The report noted that its implementation was varied and recognised a need to strengthen "middle" operating through networks and collaboratives among schools, and in and across local authorities. It highlighted the need to address the gaps between the high and low-performing authorities. A number of other key points were made in relation to improvement through collaboration.

A developing body of research is also now available to support the need for collaboration and how impactful it can be by producing system-wide change, ensuring greater consistency, creating a culture open to change and improvement, developing a strong sense of self-efficacy and collective responsibility to improve attainment for all.

In their report in June 2018, the International Council of Education Advisers recognised that "Scotland has a strong track-record of collaboration and consensus in implementing education policy" and that Regional Improvement Collaboratives (RICs) have a potentially significant role to play in further developing this tradition.

> "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)
>
> "The quality of teacher collaboration positively influences teacher performance and student achievement." (Ronfeldt et al, 2015)
>
> "OECD Countries that have higher rates of and stronger support for professional collaboration get stronger results." (Fullan and Hargreaves 2016)
>
> "The RICs are emerging as a new and potentially powerful infrastructure to build professional capacity and to instigate pedagogical change." (International Council of Education Advisers Report June 2018)

The South East Improvement Collaborative recognises that the accountability for improvement remains with each local authority and that the regional improvement collaborative exists to provide added value or additionality. By working collaboratively at establishment, local authority, Regional Improvement Collaborative and national level we believe that we can accelerate progress in our priority areas giving the best chance for us to achieve excellence and equity for all of our children.

Our Collaborative recognises that as the International Council of Education Advisers noted the "collaborative imperative should be the central focus of system improvement." Our goal as a collaborative is to develop a culture of learning from each other, looking outwards to partners and ensuring the conditions are right to generate whole system change. For this to be successful we must empower our teachers, practitioners and leaders to have the freedom to innovate and the confidence to share their learning. Our plan sets out the next stage in our journey together, towards achieving this goal.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. It will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a ‘bottom-up’ manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers

Context of South East Improvement Collaborative

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows. The region includes: Scotland's second largest city (Edinburgh), three of the ten largest settlements in Scotland (Kirkcaldy, Dunfermline and Glenrothes), other large urban areas (particularly in Midlothian), small towns and large rural areas (particularly in East Lothian and Scottish Borders).

Local Authority	**Rural areas** *settlements of <1,000 people*	**Small towns etc** *settlements of 1,000-10,000*	**Urban areas** *settlements of >10,000 people*
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	**10.8%**	**14.3%**	**74.9%**

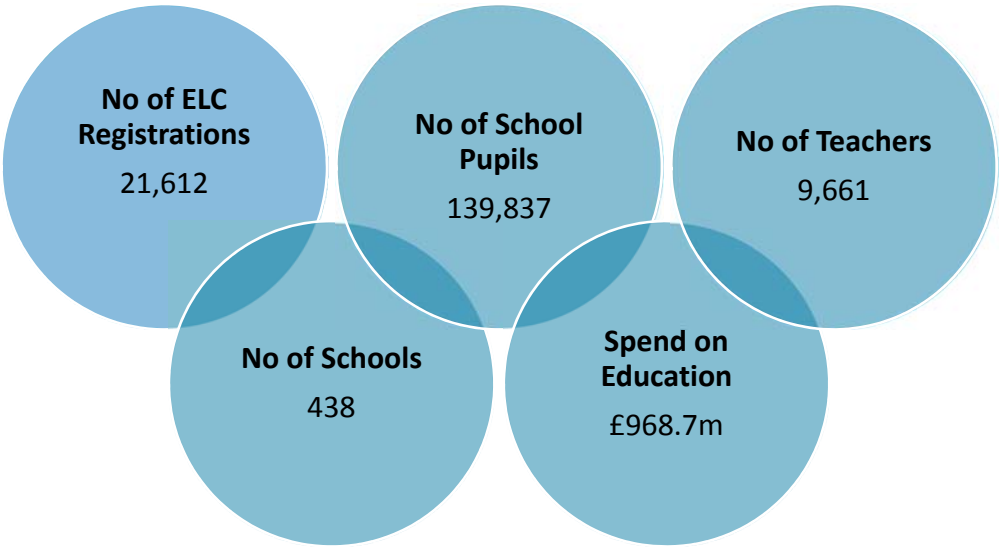
The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high unemployment.

There is a need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region's most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region's most disadvantaged and vulnerable young people.

Our Local Context

The collaborative region covers almost 3,000 square miles with a population in excess of 1.1 million people.

The region's school system is also large, as is shown in the infographic below.



The table on the following page provides an overview of some key statistics that are currently available, regarding geography, demography, social context and service provision for the South East Collaborative region. In addition to the challenges recognised by currently available social context data (e.g. SIMD and free school meal registrations) the region has significant populations: living in conditions of hidden social disadvantage – particularly rural poverty, and facing multiple barriers to participation and learning. These are particularly challenging issues given the sheer scale of rurality in Scottish Borders (32.2%) and across significant areas of East Lothian, Fife and Midlothian.

A key goal of this plan is to develop improved ways of identifying, targeting and addressing these significant regional and national challenges. This will involve a collaborative approach to using digital skills, technology and other innovative approaches to reduce barriers arising from rurality, which SEIC recognises will be needed if all children, young people and families in the region are to benefit from the added-value provided by SEIC.

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	513,210	104,840	371,410	90,090	115,020
No of CYP aged 0-17	86,478	21,365	72,081	19,254	21,479
Area	102 square miles	262.2 square miles	512 square miles	136.6 square miles	1,827 square miles
% of Children Living in Poverty	14.4%	12.3%	17.6%	15.8%	12.1%
% of School Pupils Living in SIMD deciles 1 & 2	20.5%	4.1%	22.6%	10.9%	7.4%
% of Children meeting developmental milestones	79.2%	84.8%	78.8%	85.8%	80.2%
FMR P4-P7	13.1%	9.9%	20.7%	16.2%	11.9%
FMR Secondary	10.2%	8.1%	17%	12.9%	10.2%
Funded registrations for Early Learning & Childcare	8,895	1,885	6,866	2,040	1,926
No. of Pupils	49,637	14,104	49,155	12,378	14,563
No. of Schools	123	41	162	40	72
No. of Teachers	3,281	935	3,498	892	1,055
Spend on Education	£333.4m	£90.8m	£337.7m	£93.7m	£112.9m

Sources:

- National Records of Scotland: Mid-2017 population estimates Scotland
- HMRC: Personal Tax Credits – children in low-income families local measure (snapshot as at 31 August 2015)
- Improvement Service: Local Government Benchmarking Framework 2016-17
- Scottish Government: School Education Statistics
- Scottish Government: Scottish Local Government Financial Statistics 2016-17 – total spend on education across all sectors.

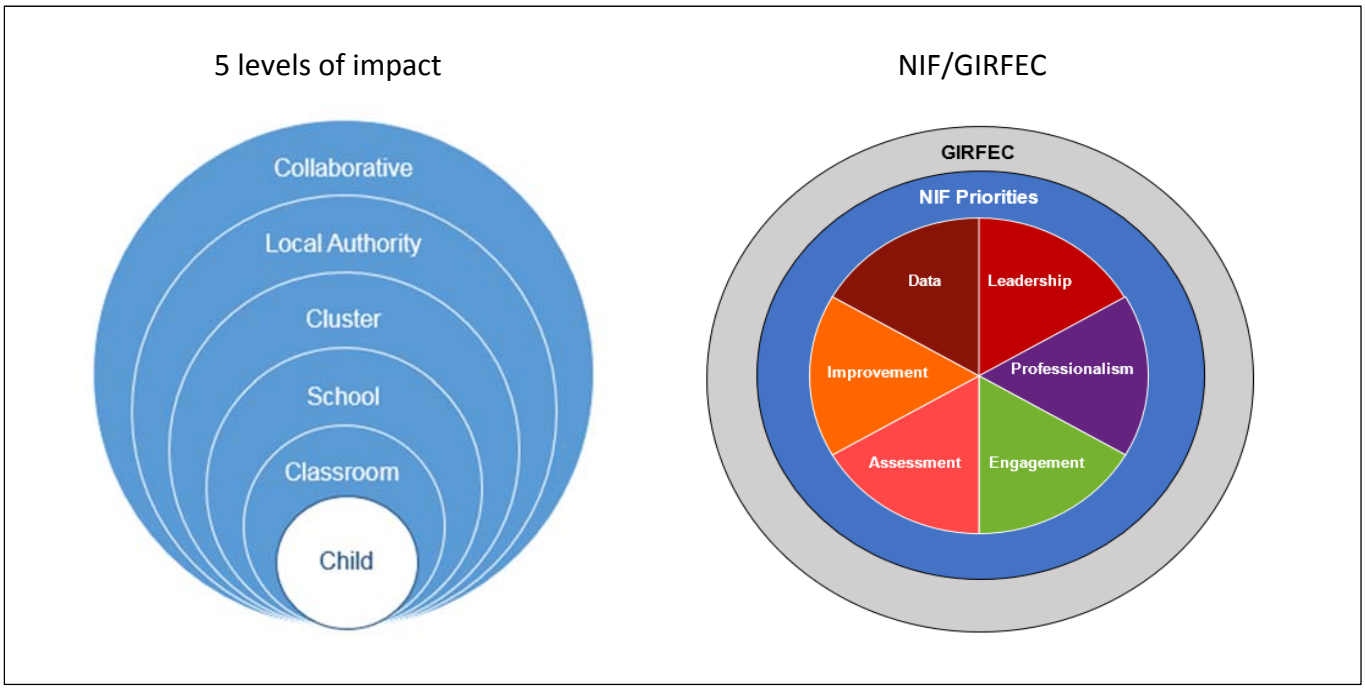
Vision for South East Improvement Collaborative (SEIC)

By working collaboratively, the partners within the South East Improvement Collaborative, have agreed a ***shared vision:***

"working together, empowering all, improving outcomes"

As a South East Improvement Collaborative our work is based on the National Improvement Framework and GIRFEC, taking account of how we will improve outcomes and close the attainment gap by having impact at the 5 levels below.

Figure 1



The South East Improvement Collaborative is committed to getting to know each other's contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and priorities going forward.

Our plan has a focus on the key areas that we have identified from our analysis of Children's Services Plans, local authority education plans, school plans, a data set built on the National Improvement Framework outcomes and what our staff, parents and children and young people are telling us.

The aims of the South East Improvement Collaborative are:

1. **Improving our attainment and achievement, including closing the attainment gap;**
2. **Improving quality in our schools and early years' settings.**

Our Regional Improvement Plan

Local authorities play a key role in the support system for Scottish schools. They have the overarching legal responsibility for managing the local school system and for ensuring that schools improve. They are also lead partners within the statutory arrangements for community planning in Scotland, providing accountability and a strong alignment between:

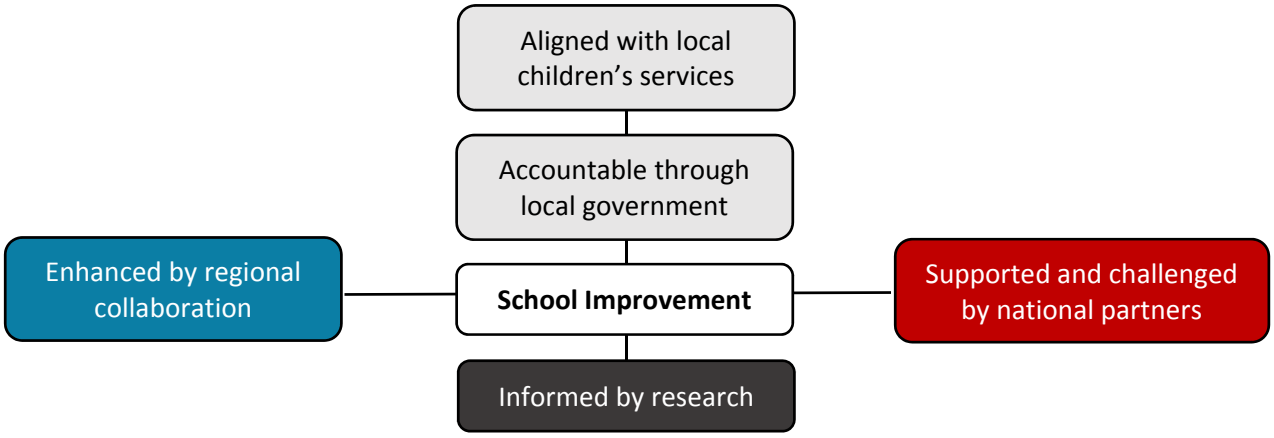
- School improvement planning in schools across the local authority area;
- Improvement planning under the National Improvement Framework at local authority area
- Strategic planning of children's services;
- The development of Local Outcomes Improvement Plans (LOIPs) as part of the community planning process;

The national system supports improvement at each level of the local system, through arrangements for inspection and assessment to support self-evaluation and improvement.

Regional Improvement Collaboratives have a key role to play in supporting improvement between schools and local authorities in the collaborative region, strengthening the support for school improvement within the National Improvement Framework. This will directly benefit the local authority and local schools, but will also help to strengthen the capacity of children's services partnerships for improvement too.

Research underpins all parts of this system of support, from professional enquiry and practitioner research, through research activity within schools and local authorities, to academic research at national and international level. The knowledge and experience gained from this evidence base and its application in a classroom setting is shared via resources like the National Improvement Hub.

An overview of this support is given in detail in appendix 1 and summarised below.



The South East Improvement Collaborative has a key role to play within this system of support for school improvement, facilitating mutual support between schools and local authorities across the region, and enhancing the capacity within the region to support school improvement. By adding value through collaborative working it will: raise attainment and achievement; help to deliver excellence and equity; develop work related to GIRFEC and tackling attainment inequity; share expertise across the Collaborative to effect change; maintain local democratic accountability; contribute to the growth of the regional economy; and contribute to relevant Edinburgh City Deal outcomes

Current Strategic Priorities

During development of the initial Improvement Plan for SEIC in late 2017, an analysis was undertaken of the key strategic priorities in the strategic plans for education of the five local authorities in the collaborative. The plans analysed during this exercise were National Improvement Framework improvement plans for the school session 2017/18. Improvement plans for the school session 2018/19 are due to be finalised and published during August 2018 and have not been analysed for the purposes of this update to the SEIC plan. However, from feedback received during completion of the current SEIC plan, it is clear that the priorities originally identified remain key priorities for each local authority.

Summary of analysis previously undertaken

The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

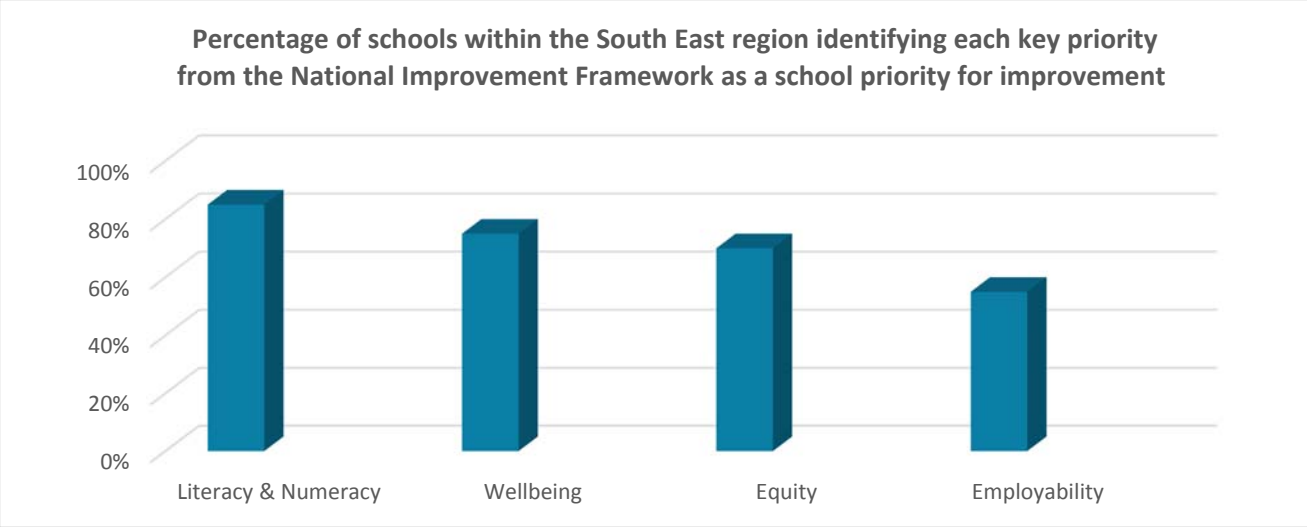
All of the five authorities also placed a strong emphasis on:

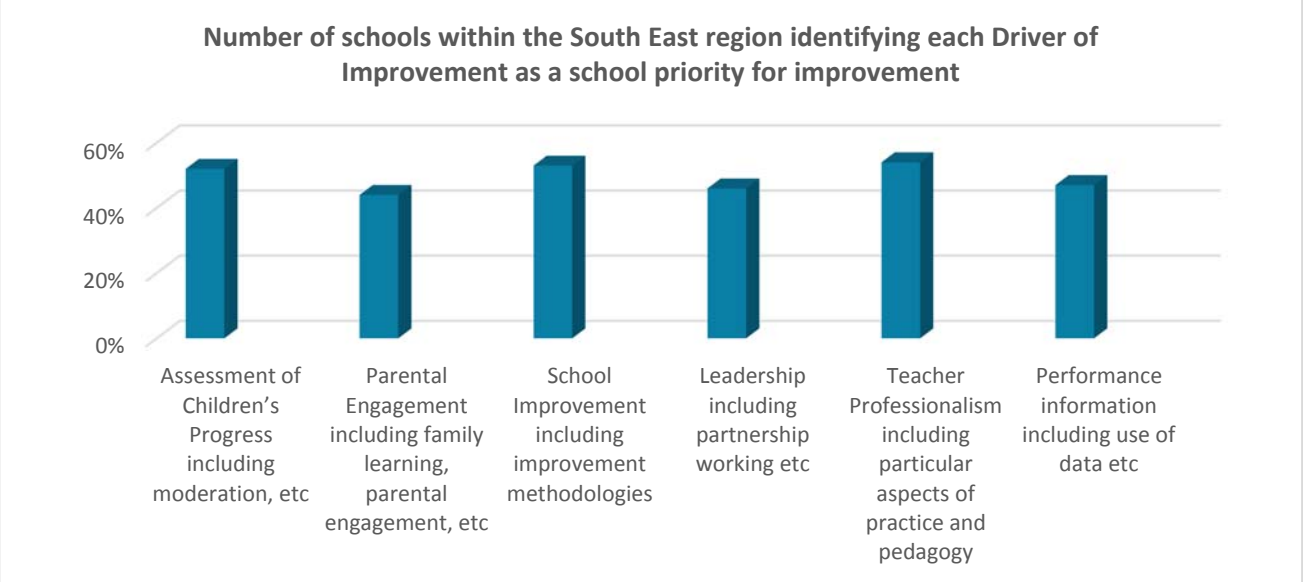
- Embedding GIRFEC approaches.
- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

School Priorities

As with the strategic priorities of the SEIC local authorities, no additional analysis has been possible to provide an updated view of school priorities for the school session 2018/19. However, feedback gained during the development of this plan (including from engagement with headteachers) has corroborated the view gained from the initial analysis. The figures below summarise the key findings gained from the initial analysis of school priorities.





As may be noted from the figures above schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

The current workstreams of the Improvement Collaborative have been informed by the areas of highest demand identified through this exercise.

Current Performance

Analysis Undertaken

A key task in working together and empowering all, is understanding the current performance of the schools and local authorities within the South East region. In order to achieve this a review of current performance within the South East Improvement Collaborative was undertaken during the preparation of the initial Improvement Plan. This looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes were benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes). The analysis helped to identify areas of strength and areas for improvement, where data was available to support like-for-like comparisons across the region and nationally. It also helped to confirm areas where further work is required to improve the consistency of data, e.g. by improving the support for moderation of CfE levels across local authorities.

The analysis included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old and positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and wider attainment
- Achievement of CfE levels across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that were reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular outcomes from school inspections

Since the initial analysis was undertaken updated data has become available for a number of measures, including: positive destinations from school. For other key measures – most notably SQA attainment for year groups – no additional/new data has been published since the initial SEIC improvement plan was published.

Analysis of the data has focussed on key messages from trends in the data, particularly where SEIC performance differs consistently from the national pattern. The high-level messages below relate to these areas of performance.

Review of Current Outcomes – high level messages for the South East Region

School leavers

- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment

- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and (particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.
- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education

- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as **experimental statistics**. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years

- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance

- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Inspection outcomes

- General strengths identified across the Collaborative region include: the positive attitude of children and young people to learning and their contribution to school life; the professionalism and dedication of staff; teamwork and partnership working within and between schools and with parents and the wider community; the inclusive and nurturing approach seen within many schools.
- Areas for improvement identified across the Collaborative region include: improving the consistency of learning and teaching; improving the use of data for tracking and monitoring the progression of learning; improving the use of performance information to support improvement; strengthening self-evaluation.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during the next phase will focus on developing the capacity within the Collaborative to:

- Identify key cohorts within the region for which outcomes particularly need improved.
- Assure the quality of data available (particularly at school level).
- Develop an evidence-base to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.

Stakeholders' Views

The Views of Our Staff

During the development of the initial SEIC Improvement Plan, a staff survey was undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and received more than 1,300 responses across all sectors. The views obtained from the survey indicated that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

Further details about the survey – and its results – can be found in the initial SEIC Improvement Plan.

The feedback derived from the SEIC staff survey highlighted a range of issues that have also been identified through other channels of staff engagement within each local authority, which are part of their established planning processes. This includes a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities of each local authority.

The feedback gathered from staff through the staff survey and other sources of evidence informed the initial choice of worksteams within the Improvement Collaborative.

Feedback from Engagement Sessions with Headteachers and Officers

During the development of the current Improvement Plan a number of engagement sessions were undertaken with staff, to verify that the approach being taken by SEIC was focussed on the right area for improvement and that the current workstreams were appropriate to schools' needs.

10 Secondary Headteachers, 12 Headteachers from nursery, primary and special schools and 8 Officers from across the five local authorities met to comment on and give their views on phase 2 of the plan. The feedback gained from these engagement sessions is summarised below.

Do you think that the five current workstreams provide an appropriate starting point for sharing practice and better supporting school improvement across the collaborative region?

Yes - 100%

Staff said …

- These are areas that I would be expecting my own school and others across my cluster/authority to be focused on.
- They are current and relevant and will help to enhance what we are working on in schools.
- It will be good to continue to share learning and progress across the workstreams. It would be beneficial to deliberately link all workstreams to classroom practice.

Do you agree with the introduction of a workstream to address issues related to Emotional Wellbeing?

Yes - 100%

- This is an area that is of significant importance if we are serious about improving outcomes for learners.
- Absolutely, we need to ensure we include the pupil voice. This is something which needs to be addressed across the whole of Scotland.
- Totally – so many staff, young people, parents, leaders are asking for support and guidance with this.

What steps can we take to get closer to the classroom?

- Collaborative learning opportunities, professional learning partnerships across authorities, including ASL support services.
- Win the 'why' – clearly outline why it is important, the difference it will make to teachers ability to leave an impact. Also define what is 'distinct' about SEIC.
- Branding, communication, development plan sharing.

What impact would you expect to see as a result?

- Moderation through RIC will lead to revised attainment. Sharing practice always improves outcomes for children in my experience.
- Staff have a greater understanding of what SEIC is, what it is aiming to do and how it can make a difference in the classroom.
- A shared understanding of the role of the SEIC and how every teacher can contribute to or learn from work across the area.

Do you have any other suggestions for how SEIC can better support school improvement?

- Ensuring there is 2 way communication at all levels. Fantastic to hear Business Manager and PSA involvement on the group you mentioned.
- Main thing is to get message across and keep it straightforward. Start small to grow big!
- Professional learning events across authorities.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers*. Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People*. Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners*. Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

These sources of feedback have informed the development of the local strategic priorities in each local authority and informed the development of the initial SEIC Improvement Plan.

Evidence from local surveys of children and young people

During the development of the current SEIC Improvement Plan an analysis was made of the feedback received from school pupils across the SEIC collaborative region, as gathered by local authority pupil

surveys. Although the particular questions asked varied between local authorities, all of the surveys asked questions that covered the different aspects of wellbeing, and all of the surveys asked about key aspects of the pupil experience, including learning and teaching, pupil support, etc.

Generally, feedback was positive across many areas covered by the survey. However, there was some variation in the specific areas of strength suggested between local authorities. In addition, there were some areas where the surveys suggested a common area for improvement across the collaborative. These are shown in the figure below.

Across SEIC, a significant number of pupils said that their individual needs and interests are not fully recognised at school

Across SEIC, a significant number of pupils said that they would value more support with their emotional wellbeing, or in developing resilience and self-confidence

Feedback from Engagement Sessions with Children and Young People

The South East Improvement Collaborative held a pupil engagement event on 13 June 2018 which was attended by 20 young people. The event was facilitated by two Headteachers from the SEIC Board.

The feedback gathered from the engagement session is summarised below.

Learning & Teaching 1
What makes a difference?
What can we do to improve learning and teaching?

Young people said…

- When teachers show genuine interest it increases pupil enthusiasm.
- Understand different types of learning e.g. learning by reading, practical, listening.
- Buddy system for new S1 pupils carried out by S6 pupils.
- Build confidence of pupils in BGE as much as learning things from the curriculum.
- Teachers need to give more robust feedback.
- Study/non-contact periods encourage responsibility for learning.
- Encouragement – personal deadlines.
- Structured help is needed as well as improved communication.
- More control for children over their learning to make them enjoy it.
- Educate parents on the different pathways as well as the kids.

Health & Wellbeing
What makes a difference?
What can we do to improve health and wellbeing including emotional and mental health wellbeing?

- Reward improvement rather than simply attainment.
- Awards evening not just academic but also volunteering to include wider achievements.
- Frequent sessions with Guidance Teachers are vital.
- Mental Health support in all schools.
- Awards and praise not at the end of the year but throughout the year.
- More lessons surrounding finance and life skills are very important.
- Alternative pathways have to be the same quality as University.

Successes & Achievement
What makes a difference?
How can we develop and improve opportunities for pupils to develop skills, talents and interests in the classroom and beyond?
How do we ensure pupils understand why skills are important now and for jobs in the future?

- Funds for pupils who cannot afford trips, uniform etc.
- Normalising issues: don't discriminate between pupils who are eligible or are struggling.
- Hall of Fame covering sports and beyond.
- Older pupils advising younger pupils.
- Enforce the idea that if you have a learning disability such as Dyslexia does not mean you can't be good at certain subjects.
- School puts a restriction on self-expression.
- Range of opportunities for everyone.

New Workstream on Emotional Wellbeing led by Children and Young People
It is recognised that all local authorities across the South East Improvement Collaborative already have work underway in the area of emotional wellbeing. This new workstream will be developed and led by a group of our young people to add value to the work already underway. This workstream will focus on achievable short-term outcomes.

Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Two initial workstreams have been identified within the key theme of Improving Attainment and Achievement, including closing the attainment gap. They are:

- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

Three initial workstreams have been identified within the key theme of Quality Improvement in Schools and Early Years settings. They are:

- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Workstreams will change over time as practitioners are more engaged in the planning process as more data analysis and information becomes available.

The following pages set out an overview of the work planned within each workstream over the coming year and beyond.

Improving Attainment and Achievement, including closing the attainment gap

<table>
<tr><th colspan="2">Workstream Overview: Maths and Numeracy</th></tr>
<tr><th>Our Strategic Priorities</th><th>Our Workstream Actions to Help Achieve These</th></tr>
<tr><td rowspan="2">Priority 1
Improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development.
Outcome Measures:
Improved confidence and greater consistency in the learning and teaching approaches for numeracy and mathematics.
Wider access to a variety of pedagogy in numeracy and mathematics.
Evidence base:
Local authority and SEIC quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations.</td><td>We will share professional learning opportunities and professional learning materials on the National Numeracy & Mathematics Hub.
Provide places for SEIC staff on professional learning courses.

Short-term Measure of Progress. Increased professional learning opportunities and opportunities to share practice across the five local authorities (Dec 2018).</td></tr>
<tr><td>We will share each Local Authority progression framework and continue to engage with pedagogical research.

Short-term Measure of Progress. The continued review and development of progression frameworks and approaches to professional learning within individual local authorities based on shared practice and sound research.</td></tr>
</table>

<table>
<tr>
<td>Priority 2
Improve confidence and expertise in assessment and moderation of numeracy and mathematics to develop a shared understanding of standards across all 5 LAs and ensure learners make appropriate progression in relation to the national benchmarks.
Outcome Measures:
Improved confidence and greater consistency in the moderation of numeracy and mathematics.
Evidence base:
Local authority quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations, school and local authority attainment data.</td>
<td>We will create a SEIC QAMSO network in order to develop opportunities to improve the effectiveness of the moderation cycle across local authorities. The network will identify and share good practice, including support and training for new QAMSOs.

Short-term Measure of Progress.
Network in place by Oct 2018.
A plan in place for moderation activities for session 2019-20 (Feb 2019).
Increased moderation opportunities and opportunities to share practice across the five local authorities (June 2020).</td>
</tr>
<tr>
<td rowspan="2">Priority 3
To improve attainment in numeracy for school leavers
Outcome Measures:
Improved packages for achievement ensuring meaningful qualifications for all
Improved pathways for learners through the senior phase
Target% of school leavers to achieve minimum of SCQF level 4 Numeracy
Improved outcomes for targeted cohorts
Improved access to high quality learning and teaching
Evidence base:
SQA attainment data
Local authority quality improvement processes e.g. school reviews, standards and quality reports.
Learner pathways and presentations in the senior phase
Pupil feedback survey (digital solution)</td>
<td>We will establish networks to:
• share interesting practice in improving attainment in numeracy and mathematics for school leavers
• learn from departments with a track record of raising attainment and closing the attainment gap in mathematics
• support the effective delivery of the following courses/units:
  • Personal Finance (SCQF Levels 4&5)
  • Applications of Mathematics (SCQF Levels 4&5)
  • Higher Statistics Unit (SCQF Level 6)

Short-term Measure of Progress.
Network in place by Oct 2018.
Improved planning and resources in place for courses 2019/2020 (Apr 2019).</td>
</tr>
<tr>
<td>We will establish an e-school digital solution to provide improved flexibility and access to teaching and learning of mathematics in the BGE and senior phase, particularly for courses where there are smaller numbers. Through this development, we will enhance the learning and teaching of mathematics through the use of technology.

Short-term Measure of Progress.
Small pilot of new ways of working leading to increased and attainment.</td>
</tr>
</table>

Priority 4 To share and develop targeted strategies to support schools to address the poverty related attainment gap. **Outcome Measures**: Improved outcomes for targeted cohorts **Evidence base:** Local authority attainment data Test of change data Note: requires support from Attainment Advisor(s) and Education Scotland Numeracy/Mathematics leads. Possible involvement of University of Edinburgh for research projects.	Work in collaboration with the Data Workstream to identify families of schools developing effective approaches that address the poverty related attainment gap. **Short-term Measure of Progress**. Interested schools identified (Oct 2018). Families of schools identified by Data Workstream (Dec 2018). Work with schools who have identified addressing this gap in numeracy/mathematics as a school priority in order to: • Identify and share effective strategies • Develop shared improvement methodologies • Develop tests of change • Develop cross-authority improvement networks • Share practice widely across all five authorities. **Short-term Measure of Progress**. Tests of change established (Apr 2019). Follow-up session (Oct 2019). Reporting outcomes (Mar 2020). Sharing practice roadshows (May 2020).

Workstream Overview: Equity: Improve the outcomes for children living in poverty: Parental Involvement & Engagement	
Our Strategic Priorities	**Our Workstream Actions to Help Achieve These**
Priority 1 Provide clear strategic guidance for HTs on ensuring equity and raising attainment for all, in line with National frameworks and improvement advice. **Outcome Measures** By March 2019 100% of local authorities and 90% of schools within the SEIC will have identified an officer, teacher or professional with responsibility for promoting parental, family and community engagement in line with the Learning Together action plan. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37. HGIOS 4- Quality Indicator: 1.2, 2.5, 3.2	We will provide collaborative opportunities that enable sharing and learning of good practice on closing the poverty related attainment gap. **Short-term Measure of Progress**. During 2018/19 teachers & professionals will be able to attend sessions provided by the SEIC authorities and partners that develop skills and knowledge around the equity agenda. We will raise awareness of the need for an identified person within schools to promote parental, family and community engagement. **Short-term Measure of Progress**. Schools will have identified an appropriate professional and be aware of the professional learning opportunities related to the position both and local and regional level.

Priority 2 In line with Learning Together Goal H 'Equalities and Equity' we will share good practice of effective strategies, use of improvement methodologies and the way we measure impact **Outcome Measures** By March 2019 there will be a 5% increase of parents who are satisfied with their engagement and involvement with the schools evidenced in the pre inspection questionnaires and local authority data. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37. HGIOS 4-Quality Indicator::2.5,2.7, 3.2	We will identify practice from across the collaborative on effective parent and family engagement. Head teachers will be given the opportunity to evaluate their current practice prior to the event. Practical examples will be provided to support Head teacher to develop more effective and strategic parent and family engagement in line with the actions. **Short-term Measure of Progress**. Schools opting to attend will receive, complete and return the 'Learning Together' audit, which will be collated and analysed by SEIC. Attendees will reflect on the learning and use this to create a personalised targeted pledge.
	We will support schools to ensure that more parents have access to support and advice to help them engage in their children's learning. We will encourage schools to actively listen and adapt to the needs of parents and be aware of the impact of the home environment. **Short-term Measure of Progress**. Analysis of the 'Learning Together' audit indicating awareness of and action to address this theme.
Priority 3 To define and develop the barriers and enablers which impact of effective cultural change **Outcome Measures** The SEIC is able to support schools in measuring the impact of family learning on outcomes for children and young people and their families. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 36. HGIOS 4-Quality Indicator: 1.3, 2.5,2.7, 3.2	SEIC will use the 'Learning Together' event organised by the SEIC workstream 2 group as an opportunity to identify barriers and areas of concern. SEIC will analyse and develop links to support schools across the collaborative based on the pledges created by the attendees. The collaborative opportunities will have a clear focus of the moral imperative to change the hearts and minds **Short-term Measure of Progress**. Head Teachers will be encouraged to connect across the collaborative with schools using similar targeted interventions.
	We will develop a system in which schools are able to access support via the National Improvement hub. **Short-term Measure of Progress**. Schools will have access to and have used the toolkit developed by Education Scotland to identify and address areas of improvement.

Quality Improvement in Schools and Early Years settings

Workstream Overview: Leadership and Professional Learning	
Our Strategic Priorities	**Our Workstream Actions to Help Achieve These**
Priority 1 Increase in number of schools evaluated as good or better QI 1.3 Leadership of Change. **Outcome Measures** Through development of a common leadership pathway with opportunities for high quality leadership training and development, knowledge and understanding of 1.3 and capacity to deliver this will increase. This will contribute to sustained improvement and a grading of *Good* or above in QI 1.3 across the collaborative.	Each authority will deliver a presentation to the group on their leadership and professional learning programmes. Opportunities to share will be identified and implemented. The workstream SCEL representative will outline opportunities from SCEL and supports available to the collaborative, and these will form an integral part of the programme. The workstream will work in collaboration with the University of Edinburgh Teacher Education Partnership (UoE TEP) to help develop leadership capacity and understanding of leadership of change. Each authority will continue to deliver the joint Leadership Matters course to middle leaders, then evaluate impact. **Short-term Measure of Progress**. Leadership Matters will be delivered by December 2018 and evaluated positively by participants. A plan for sharing will be identified and shared.
Priority 2 Increase the number and quality of opportunities for teachers to participate in leadership programmes, and the number of teachers participating. **Outcome Measures** A common leadership pathway will be identified and a baseline measure of percentage of participants taken.	We will create the Leadership Pathway and agree how this will be promoted and delivered within each authority, with support from SCEL and the UoE Teacher Education Partnership. UoE TEP can work in collaboration with SEIC local authorities to help enhance and further develop the quality of provision through course and programme development, delivery and assessment underpinned by current research and literature informed practices. **Short-term Measure of Progress**. The SEIC Leadership Pathway will be created and communicated by December 2018. A baseline measure will be taken of participation in leadership courses and professional learning opportunities, and clear aims, actions, timelines and success measures will be communicated. The UoE TEP can support critical evaluation of professional learning.
Priority 3 ***Link with Quality Improvement Workstream to achieve the following:*** Increase the number of quality applicants for leadership posts across the collaborative. Build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and	We will establish a middle leadership steering group with representatives from each of the SEIC local authorities and University of Edinburgh Teacher Education Partnership. The group will then devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group. **Short-term Measure of Progress**. By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely.

improving practice. **Outcome Measures** As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.	We will facilitate opportunities for middle leaders & managers to collaborate and share practice, learning from each other as they do this. In partnership with the UoE TEP develop a model for school improvement and leading professional learning through critical enquiry and understanding data literacy to inform professional judgement and pedagogical expertise, developing teacher and middle leadership capacity. This could include seminars, organised by subject area, for middle leaders to discuss and present practice, and to underpin moderation. Suggested programmes and activities are: • Programme of training for Acting PTs created from PEF Developing Leadership through Closing the Gap • Teacher Leadership for Small Schools • Create menu of content for PT/DHT Courses • Early Phase opportunities • PTs in Small Schools • Pre PT courses (teacher leadership and aspiring. Secondary guidance) – deconstruct courses to identify common themes • Common content for PT/DHT courses • Make links with other workstreams • CLPL provision offered by the UoE TEP such as Leading from the Middle; Leading Practitioner Enquiry & Supporting Teacher Learning in and Through Practice • New CLPL course from UoE TEP focusing on 'thinking and communicating critically' to help develop capacity of those leading professional learning (Pilot run to begin October 2018) • Connections to masters level provision from UoE that aligns with teacher leadership; middle leadership and Into Headship • UoE TEP Scottish Government funded CLPL 'Whole School Improvement Through Critical Enquiry' for 6 schools/clusters across the SEIC **Short-term Measure of Progress**. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive. The number of quality applicants for leadership posts across the collaborative will increase, with no posts having to be re-advertised.

<table>
<tr><th colspan="2">Workstream Overview: Quality Improvement</th></tr>
<tr><th>Our Strategic Priorities</th><th>Our Workstream Actions to Help Achieve These</th></tr>
<tr><td rowspan="2">Priority 1
To facilitate and encourage effective collaboration in the BGE across the SEIC. This will enable practitioners to reflect on current practice in order to inform better learner experiences, leading to improvements in outcomes for all.

Outcome Measures
Through both visits to other establishments and use of a digital platform, practitioners become more confident in knowing how to develop and improve their practice. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 2.3 and 3.2 for schools.</td><td>We will establish a digital platform to share examples of practice within the BGE. This will result in classroom practitioners contacting and networking with other classroom practitioners and a possible event to share good practice.

Short-term Measure of Progress
Digital platform established by January 2019, used by practitioners and deemed to be useful and effective.</td></tr>
<tr><td>Short-term Measure of Progress
By April 2019, we will have established a professional sharing exercise which will be positively evaluated by participants.</td></tr>
<tr><td rowspan="2">Priority 2
To involve young people in helping secure improvement in aspects of the BGE through their involvement in teams to help identify high quality practice within the SEIC.

Outcome Measures.
Feedback to indicate both use of young people in these activities and the impact of their observations and engagement. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1 and 2.3 for schools.</td><td>We will develop an agreed, high quality training programme to support young people in identifying high quality practice (essentially, what they would view as very good experiences for children). By April 2019, the initial phase of the training programme will be undertaken and evaluated by staff and the young people themselves. The young people report that they are well-prepared to undertake these activities.</td></tr>
<tr><td>Our Short-term Actions
We will ensure that identified schools in all five authorities establish a team of children to undertake this work and a member of staff to oversee it. They will work to themes identified by the QI Workstream Group.

Short-term Measure of Progress
Planning and groundwork for this preparatory phase undertaken by December 2018.</td></tr>
<tr><td>Priority 3
To build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.</td><td>Our Short-term Actions
We will establish a leadership steering group with representatives from each of the SEIC local authorities. The group will devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</td></tr>
</table>

Outcome Measures As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.	**Short-term Measure of Progress** By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.
Priority 4 To build capacity for self-evaluation and relevant evaluative skills in an identified group of practitioners. **Outcome Measures** As a result of the work to be undertaken, colleagues will develop skills and confidence in this important aspect of leadership and evaluation. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1, 1.2 and 1.3 for schools.	**Our Short-term Actions** We will develop activities designed to build capacity for evaluation across the five SEIC Authorities. We will also look to develop skills in evaluative writing. Approaches to improvement planning are another area where we will target our development and resource. We will agree on target audiences for these developments. **Short-term Measure of Progress** At this stage, and in the short term, we will want to be assured that we have identified areas that are obviously beneficial to colleagues across the SEIC. Measures of success will include that we have identified appropriate areas of development and that the initial response from both colleagues, and the Workstream Core Group, is positive.

Workstream Overview: Data and Analysis	
Our Strategic Priorities	**Our Workstream Actions to Help Achieve These**
Priority 1 Improving the evidence base for strategic decision making by SEIC. **Outcome Measures** Effective identification of areas for improvement by SEIC leaders, contributing to sustained improvements in outcome measures for all National Improvement Framework key priorities and for QIs 3.1, 3.2 and 3.3 for SEIC schools.	We will further develop the Performance Pack used by SEIC Leadership groups, including feedback/survey evidence from key stakeholders (e.g. pupils, staff) and information on the relative performance of key cohorts. **Short-term Measure of Progress**. A comprehensive Performance Pack is available by June 2019.
Priority 2 Improving the use of available information (e.g. BGE Toolkit, Insight) to support school improvement	We will share training opportunities and materials, to ensure that schools have access to a wider range of support in the use of data and performance information. **Short-term Measure of Progress.** During 2018-19, information and materials will be shared between SEIC authorities and opportunities for joint training and materials will be scoped.

Outcome Measures Feedback showing improved staff confidence and understanding, contributing to sustained improvements in QI 1.1 for SEIC schools. CfE declarations data show a greater consistency across the SEIC region.	We will develop a joint approach to the quality assurance of CfE declarations to better support the moderation of teacher judgement across SEIC schools **Short-term Measure of Progress**. CFE declarations in June 2019 show a greater degree of consistency across SEIC schools, between SEIC authorities, and relative to national declarations.
Priority 3 Improving school level data and performance information to better support school improvement **Outcome Measures** Improved performance at course/subject level in High Schools, contributing to sustained improvements in QI1.1 and 3.2. Evidence of more effective collaborative working between schools across the SEIC region, contributing to a sustained improvement in QIs 1.2 and 3.2.	We will undertake a collaborative project, across the SEIC region, to develop improved subject/course level information in the senior phase of CfE. **Short-term Measure of Progress.** By June 2019, proof of concept measures will be available for numeracy/maths. By June 2020, pilot measures will be available for all major subject areas and courses.
	We will develop improved "like-for-like" benchmarking information to support more effective collaborative working between schools across the SEIC region. This will include improved measures to identify, and monitor outcomes for, hidden and hard-to-reach social disadvantage (e.g. rural poverty, rurality and those facing multiple barriers to participation and learning) **Short-term Measure of Progress.** By June 2019, pilot benchmark information will be available to inform collaborative working across SEIC schools.

Networks within SEIC

A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on a given theme. The SEIC board are supportive of this approach and feel it gives permission for collaboration where it feels right. We would continue to encourage Networks to be established where appropriate.

Networks established to encourage collaboration		
Additional Support Needs	To work together to provide support and guidance that helps to ensure equality with a particular focus on identifying good inclusive practice.	Leads on ASN in each LA
Early Learning and Childcare	To work collaboratively where appropriate in order to ensure quality provision for ELC 1140 hours for 2020.	Leads on ELC in each LA
Community Learning and Development	This network has existed for some time but with a different membership. They have a focus on training staff with the delivery of the new CLD standards. Fife will now join the SEIC CLD group.	CLD rep from each LA

Educational Psychologists	To collaborate on areas of work relating to additional support needs, inclusion, research and professional development.	Principal Educational Psychologist from each LA
1 + 2 Languages	To collaborate on sharing and developing resources and practice across SEIC.	Leads on 1 + 2 in each LA
ICT / Digital Network	To collaborate on ensuring systems and platforms are designed to support the work of SEIC as well as each local authority.	Leads on ICT/Digital in each LA
Subject Networks (secondary)	Each local authority will open up its subject networks for secondary schools and develop a proposal for further collaboration in subject areas.	Subject Principal Teachers / Curriculum Leaders
Depute Headteachers	To ensure that we continue to strengthen the middle, this network would allow us to take information for this group on what support is required and for them to build a support network for each other.	Depute Headteachers from each Local Authority
QAMSOs	QAMSOs already exist and we would support a network as part of SEIC to develop moderation, particularly for mathematics initially.	QAMSOs as already identified in each Local Authority

Areas of interest available across SEIC

Practitioners in school told us through our survey and focus groups that they would appreciate knowing areas of work that would be available for them, to contact / visit. Each local authority has identified a number of areas that they feel may be of interest beyond their own local authority.

Area of interest	Local Authority	School/Team	Contact details
Digital School Awards	Scottish Borders	Kingsland PS	Susan.ward@scotborders.gov.uk
	Fife	Wormit PS	jennifer.cunningham-mo@fife.gov.uk
	Fife	Tulliallan PS and Blairhall PS	elspeth.gow@fife.gov.uk
	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	East Lothian	Ormiston PS	hgardyne@ormiston.elcschool.org.uk
Digital Literacy	Midlothian	Newbattle HS Centre of Excellence	M.Davidson@mgfl.net
GTCS Excellence in Professional Learning Awards	Scottish Borders	Kelso HS	JLothian1@scotborders.gov.uk
	Fife	Education Manager	Angela.Logue@fife.gov.uk
	East Lothian	Dunbar PS	hgillanders@dunbarprimary.elcschool.org.uk

Professional Learning	East Lothian	Training and Development Officer	mcunningham@eastlothian.gov.uk
	Midlothian	Visible learning at Roslin	J.Wilson3@mgfl.net
	Midlothian	OTI	J.Taylor2@mgfl.net
One in Five Professional Learning	Edinburgh	Senior Manager	David.bruce2@edinburgh.gov.uk
LGBT Awards	Scottish Borders	Peebles HS	Pfagan2@scotborders.gov.uk
	Fife	Queen Anne HS	ruth.mcfarlane@fife.gov.uk
	Fife	Kirkcaldy HS	derek.allan@fife.gov.uk
Equity Framework	Edinburgh	Senior Manager	Maria.plant@edinburgh.gov.uk
Early Years (Forest Kindergarten)	Edinburgh	Early Years Team Cramond PS	Tracey.shaw@edinburgh.gov.uk Helen.donaldson@Cramond.edin.sch.uk
	Fife	Early Years Team	Clark.Graham@fife.gov.uk
	Midlothian	FROEBEL	S.Richardson2@mgfl.net
Early Years and Father Friendly Schools	East Lothian	Preston Pans PS	slaing@prestonpansinfant.elcschool.org.uk
Froebelian Practice	Edinburgh	Group of Early Years Headteachers	Catriona.Gill@greengables-nur.edin.sch.uk
Closing the Gap	Borders	Earlston Cluster	Justin.sinclair@scotborders.gov.uk
	Midlothian	Newbattle Learning Community	Heather.Ritchie@midlothian.gov.uk
	East Lothian	Musselburgh Grammar School	cgerrie@musselburghgrammar.elcschool.org.uk
Edinburgh Learns Framework for Raising Attainment	Edinburgh	Senior Manager	Lorna.sweeney@edinburgh.gov.uk
Gold Sports Award	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	Fife	Inverkeithing PS	caroline.gardiner@fife.gov.uk
	Fife	Beath HS	stephen.ross@fife.gov.uk
	Fife	Queen Anne HS	Ruth.mcfarlane@fife.gov.uk
ECO Flags	Midlothian	Cornbank PS - 6 Eco flag	L.Cameron@mgfl.net
Employability Education Scotland Award	Fife	Caskiberran PS	Elaine.Smith@fife.gov.uk
	Fife	Dalgety Bay PS	laura.spence-bx@fife.gov.uk
Parental Engagement Strategy	East Lothian	Service Manager (Education)	rparker@eastlothian.gov.uk

Parent and Carers Framework	Edinburgh	Senior Manager	Maria.Plant@edinburgh.gov.uk
Thera pet	Midlothian	Sacred Heart PS	A.Chidgey@mgfl.net

A directory is to be developed from across schools to share what they have on offer directly with each other, leaving schools to take the lead for practitioner to practitioner contact. This will be made available early in 2019.

Planned leadership opportunities to develop collaborative culture across SEIC

To be able to successfully develop our collaborative approach across the SEIC it is important to invest in those that will lead our systems change work. A number of leadership opportunities are planned and led by Headteachers as well as Officers.

Through ensuring a clear focus on systems leadership and collaboration at Officer and Headteacher level will allow us to embed a collaborative culture at all levels of the SEIC.

SEIC Collaborative Leadership Model (Columba 1400)
One of the SEIC board members (headteacher) has developed a collaborative leadership programme with Columba 1400 that will be delivered early in 2019 over three cohorts to 48 headteachers and depute headteachers from our 5 local authorities.
SEIC Systems Leadership Development (SCEL / ADES / Staff College / Scottish Government)
17 members of SEIC have attended the SCEL systems leadership sessions. SEIC is working with SCEL to look at how best to use this expertise in systems leadership and how to use the individual projects that participants have undertaken to benefit SEIC further.
Secondary Headteacher Collaboration Event
A secondary headteacher engagement group met with SEIC lead and are now developing a session for all secondary headteachers across SEIC to come together before the end of 2018.
Cluster Headteacher Representative Collaboration Event
A primary, nursery and special schools engagement group met with the SEIC lead and are now developing a session for a representative from each cluster across SEIC to come together before the end of 2018.
SEIC Board Development Session
The SEIC board are discussing with SCEL any opportunities for support to consolidate and develop their collaborative work as a group. This SEIC Board is key to driving engagement and implementation of the SEIC plan.

A Workforce and Resource Plan to Support Delivery

Quality improvement in school and early years settings

Workstream Title:	Quality Improvement Approaches	
Workstream Overview:	The work stream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4). For further details, see page 24	
Workstream Sponsor	**Workstream Lead**	**Workstream Core Group**
Carrie Lindsay Executive Director for Education and Children's Services (Fife)	Peter McNaughton Head of Education and Children's Services (Fife)	Quality Improvement Manager (Edinburgh) Quality Improvement Manager (East Lothian) Senior Education Manager (Midlothian) Quality Improvement Manager (Borders) Depute Head Teachers from all 5 LAs.
Additional ES resource requested	• ES Regional Advisor (SEIC) • ES core team members e.g. HMI or Senior Education Officer • Support from BGE from relevant ES colleagues	
Additional resource for SEIC requested	Quality Improvement Officer	
Expected outcome for additional resource	Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.	
Workstream Title:	Data and Analysis	
Workstream Overview:	The workstream will ensure that data and analysis have a greater impact on improvement by improving: the strategic evidence base for improvement (priority 1), the understanding and effective use of available data by practitioners (priority 2); the scope and coverage of data and performance information that is available at school level to support school improvement (priority 3). For further details, see page 25	
Workstream Sponsor	**Workstream Lead**	**Workstream Core Group**
Carrie Lindsay Executive Director (Fife)	Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)	QI Education Manager / Data, Planning and Insight Officer (Edinburgh) Principal Officer (East Lothian) Senior Education Manager / Performance Group Leader (Midlothian) Business Services Officer (Borders)

Additional ES resource requested	• Analyst support for high level data relating to SEIC • Support from Scottish Attainment Challenge (SAC) team	
Additional resource for SEIC requested	Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc.	
Expected Outcomes for additional resource	Correct areas targeted for workstreams and networks informed by robust data.	
Workstream Title:	Professional Learning / Leadership	
Workstream Overview:	The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2), and building the leadership capacity of middle leaders (priority 3). For further details, see page 22	
Workstream Sponsor	**Workstream Lead**	**Workstream Core Group**
Maria Lloyd Head of Education (Midlothian)	Nicola McDowall School Group Manager (Midlothian)	Quality Improvement Manager (Edinburgh) Principal Officer (East Lothian) Education Manager (Fife) School Group Manager (Midlothian) Quality Improvement Officer (Borders)
Additional ES resource requested	• SCEL support for leadership programmes delivery for middle leaders • ES core team members e.g. HMI or Senior Education Officer	
Additional resource for SEIC requested	• Education Support Officer • Quality Improvement Officer capacity building post to support/promote e-learning modules and distance learning for ITE	
Expected outcome for additional resource	Applicants of DHT/HT posts increases and quality of middle leaders improves as well as teacher recruitment improving.	

Improving attainment and achievement, including closing the attainment gap

Workstream Title:	Equity: improving outcomes for children living in poverty	
Workstream Overview:	The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3). For further details, see page 20	
Workstream Sponsor	**Workstream Lead**	**Workstream Core Group**
Andy Gray Head of Service (Edinburgh)	Lorna Sweeney Service Manager (Edinburgh)	Education Manager (Fife) Head Teacher (East Lothian)

		School Group Manager (Midlothian) Attainment Officer (Borders)
Additional ES resource requested	• Attainment Advisors linked to SEIC • ES lead on parental engagement to support workstream • ES CLO link person	
Additional SG resource required	• Improvement Advisors linked to SEIC	
Additional resource for SEIC requested	Funding for post to support schools in developing parental engagement – post holder would deliver training based on agreed SEIC guidance, support individual schools and clusters, develop ways to share work in this area across SEIC.	
Expected outcome for additional resource	To work with clusters and individual school staff and parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.	
Workstream Title:	Mathematics and Numeracy	
Workstream Overview:	The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4). For further details, see page 18	
Workstream Sponsor	**Workstream Lead**	**Workstream Core Group**
Fiona Robertson Head of Education (East Lothian)	Karen Haspolat Quality Improvement Officer (East Lothian)	Quality Improvement Officer (Edinburgh) Quality Improvement Officer (Borders) To be Advised (Midlothian) Professional Learning Development Officer (Fife)
Additional ES resource requested	• Attainment Advisors linked to SEIC • NIF Education Officer • ES officer with responsibility for mathematics • ES officer with responsibility for numeracy	

Additional resource for SEIC requested	• Education Support Officer (Mathematics & Numeracy)
	Post holder would:
	  • Support the work on moderation across SEIC in BGE for numeracy
	  • Lead and support strategies identified to raise attainment and address the poverty related attainment gap	

Expected outcome for additional resource	• Improved confidence and greater consistency in the moderation of numeracy and mathematics. • Improved outcomes for targeted cohorts of learners to address the attainment gap. • Enhanced learning and teaching through the use of digital technologies • Informed practice around closing the poverty related attainment gap.	

Budget Request outwith Workstreams

Purpose	Resource
To co-ordinate and drive engagement and implementation of the SEIC plan across all 5 local authorities with a focus on our 2 key priorities.	Establish seconded post of SEIC Co-ordinator at level of QIM (1 FTE)
To enhance and embed collaborative approaches to improvement in raising attainment. This resource would allow rural authorities/smaller authorities to have capacity to be full partners and increase the pace of implementation.	Second 5 QIO posts to be used across the 5 local authorities to drive collaboration across SEIC (5 x 1 FTE)
To ensure the smooth running of all SEIC events, meetings, publications and communications.	Establish Project Officer x (1 FTE)
To provide admin support for all SEIC authority.	Second 1.0 FTE admin support
To develop further our regional capacity for improvement events to ensure school leaders and practitioners have the opportunity to participate at local and regional events.	Costs of venue hire and associated costs for workstream events, workshops and larger scale events.
To ensure participation of practitioners in rural areas and from rural schools.	Travel and supply cover budget for teaching headteachers and to cover rural barriers to participation.
To promote the work of SEIC and ensure the message is communicated to school practitioners about where to go across support development opportunities and materials.	To communicate through a series of films to engage practitioners and forums to allow two-way exchange of information.
To allow full participation in workshops / events related to workstreams / priorities.	Cover budget for backfill of teachers attending events where backfill is required.
To work with schools and local authorities to deliver e-learning where possible.	Digital Support Officer
Virtual Forum to be developed to share specialist subject knowledge and teachers.	IT infrastructure to allow use of e-learning and to make use of Digital Centre of Excellence for all SEIC.
Evaluation support from Edinburgh University.	Support from Edinburgh University to work alongside SEIC to help evaluate impact at classroom level.

Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

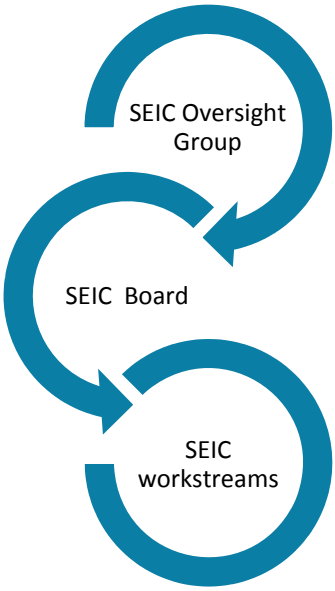
Key Risks	Mitigating Actions
• Differing political views and understanding of SEIC at local level	• Ensuring effective communication • Input locally and regionally for elected members
• Sharing data sets	• Data sharing agreement • Use of data already publicly available
• Data on CfE still experimental	• Moderation exercises to have confidence in CfE declarations
• Capacity of workforce across SEIC to deliver actions in SEIC Plan	• Agree equitable resource allocation relative to scale of local authority • Ensure clarity of roles and responsibilities • Effective use of SEIC budget
• Trade Union agreements – LNCT/SNCT and working time agreements	• Develop an agreed way of working across SEIC through the professional associations group
• Further legislative changes in future	• Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes required
• Accountability at local authority and SEIC levels	• Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level

Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groupings have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.



The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Regional Adviser from Education Scotland, Edinburgh University and Skills Development Scotland. The SEIC Board meets at least quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads.

SEIC Workstreams accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children's services in Scotland.

SEIC recognises the importance of self-evaluation and the role played by the *Framework for Evaluating the Quality of Services and Organisations* in supporting effective self-evaluation at all levels of the school system. During the next phase of its improvement journey, SEIC will agree on an appropriate framework/approach for evaluating the impact of its work and the progress that is being made against the objectives of the Improvement Plan, including the impact that is being achieved at classroom level.

SEIC Group Members

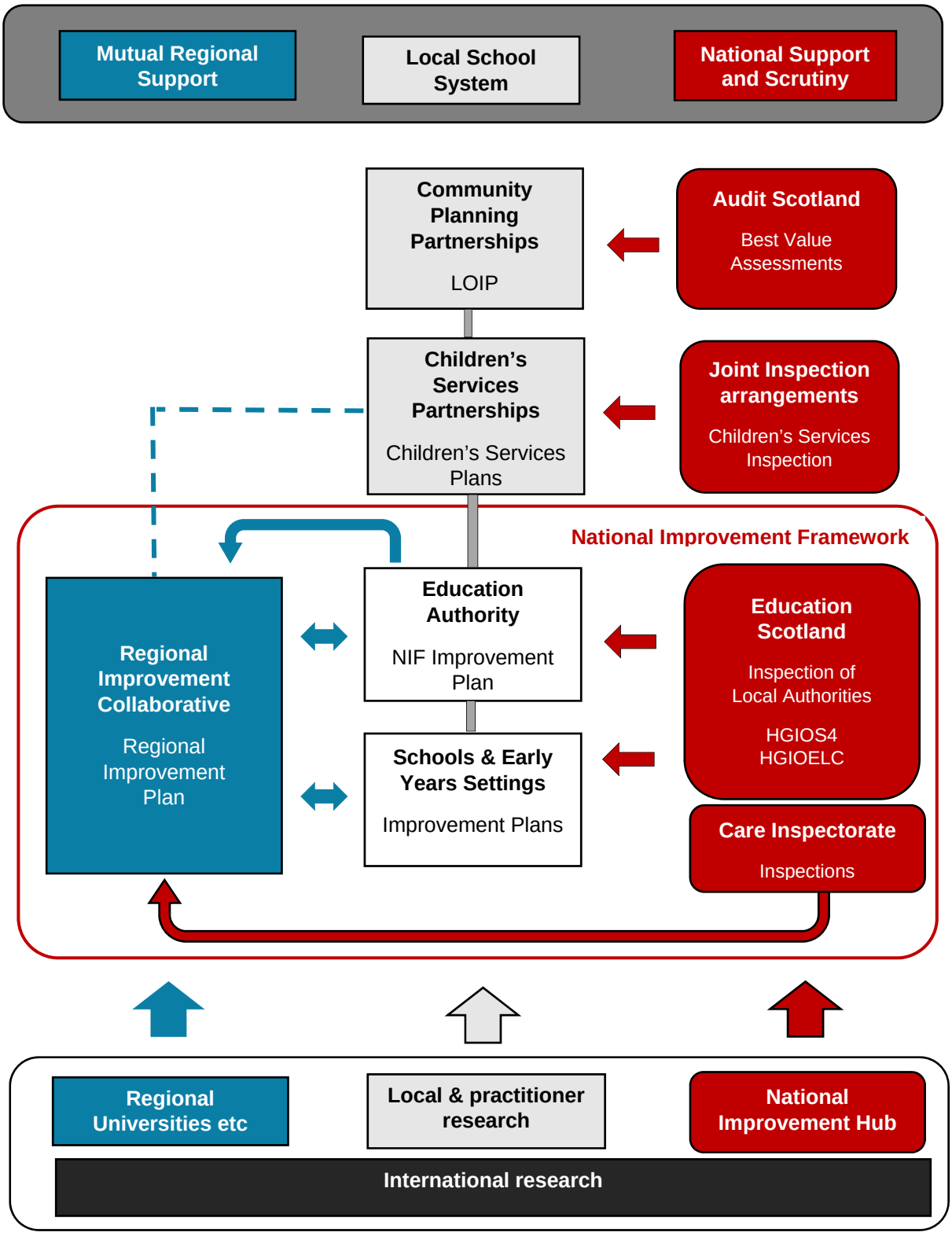
Group Title	Group Participants
SEIC Oversight Group	Edinburgh: Chief Executive Head of Schools & Lifelong Learning Education Convener Education Vice Convener East Lothian: Chief Executive Head of Education Education Convener Education Vice Convener Fife: Chief Executive Executive Director of Education and Children's Services Education Convener Education Vice Convener Midlothian: Chief Executive Head of Education Education Convener Education Vice Convener Borders: Chief Executive Chief Officer – Education Education Convener Education Vice Convener
SEIC Board	Edinburgh: Head of Schools & Lifelong Learning East Lothian: Head of Education Fife: Executive Director of Education and Children's Services Midlothian: Head of Education Borders: Chief Officer – Education Education Scotland: Regional Adviser Skills Development Scotland: Area Manager University of Edinburgh: Head of Moray House School of Education 5 Head Teachers from all 5 local authorities representing each sector
Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children's Services, Fife Council
Project Support	Project Officer, Fife Council
Data and Analysis Support	Executive Support Officer, Fife Council
Education Scotland	Regional Adviser, Education Scotland

Engagement Groups

These are the current engagement / consultation groups that we have in place both to inform and support developments. We will review and add to these on a regular basis as we develop our model of delivery to add value across the SEIC.

Parent Group	A group of representative parents selected from the national parent forum reps to ensure a parent voice. The group meets with the SEIC lead.
Professional Associations	Representatives from EIS, NASUWT, AHDS, SLS, SSTA and UNISON have already met to ensure that the Professional Associations are engaged in the development of SEIC plan and its implementation.
Secondary HTs	10 Secondary Headteachers from across the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Primary, Nursery and Special School HTs	12 Headteachers from the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Officers	8 officers from across the 5 local authorities met to comment on and give their views on phase 2 of the SEIC plan.
Collaborative Staff Panels – Fife & Borders	Both Fife and Scottish Borders have established staff panels to help inform the work of SEIC and advice on communication routes at a local authority and regional level.
City Deal Skills Group	We have made links with the City Deal Skills Group and look to maximise these links over the coming months.
Children & Young People Group	20 young people came together with 2 members of the SEIC Board to give their views on phase 2 of the plan.

Appendix 1 – Systems of support for local authority and school improvement



SOUTH EAST IMPROVEMENT COLLABORATIVE

Working together, empowering all, improving outcomes