

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

South East Improvement Collaborative – Edinburgh Focus Summary

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families committee is asked to:
 - 1.1.1 Note the added value provided through links across the South East Improvement Collaborative

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Report

South East Improvement Collaborative – Edinburgh Focus Summary

2. Executive Summary

- 2.1 The following report contains an outline of progress within the South East Improvement Collaborative (SEIC) with a focus on SEIC work within City of Edinburgh Council. It provides an update of work from March 2020 – April 2021 and identifies next steps. It forms part of the full Education Service Standards and Quality Report.

3. Background

- 3.1 The rationale behind Regional Improvement Collaboratives continues to be a key element in the future of Scottish Education. Recent publications and research have highlighted the benefits and the need for collaboration to support our system at all levels, to provide the best possible outcomes for our children and young people.
- 3.2 SEIC recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working collaboratively at establishment, local authority, regional and national level we can accelerate progress in our priority areas. This report reflects the standards and quality evaluation of the previous SEIC plan.

4. Main report

- 4.1 Data for evaluation and improvement which informs the summary report (Appendix 1) reflects both individual data and the collective data across all five local authorities. Data relating to context, pupil and attainment detail is sourced from a national level. Data relating to SEIC specific content is generated from within the SEIC team. This data has informed both evaluation and next steps.
- 4.2 Overall, teaching staff across Edinburgh are benefitting from more opportunities to collaborate to improve practice through the SEIC.
- 4.3 Of greatest note are the teacher and middle leadership opportunities through Research Schools, Pedagogy Pioneers and SEIC Associates.

5. Next Steps

- 5.1 Next steps are outlined in the report (Appendix 1) and will be subject to approval of the upcoming SEIC plan through the SEIC Governance Structure. Identified work that supports the Edinburgh Learns for Life framework will be agreed collaboratively through appropriate representation on the SEIC Implementation Group.

6. Financial impact

- 6.1 Funding for the SEIC is external to City of Edinburgh Council and is bid for annually based on the planned interventions for each year. A funding bid is agreed by Directors of Education or Chief Education Officers before being submitted to the Scottish Government.

7. Stakeholder/Community Impact

- 7.1 Consultation has taken place across all five local authorities and practitioners within City of Edinburgh have been a vital resource in this process.

7.1.1 Practitioners engaging with SEIC – All those who have engaged in any element of SEIC work were given the opportunity to provide feedback through an online survey.

7.1.2 Senior Leaders - Those who work strategically within the Edinburgh Learns Team were part of a presentation and feedback session. Feedback was collated with that of the other four authorities to support the evaluation of the existing plan and set priorities for the forthcoming plan.

7.1.3 Partners across the service and third sector - Two SEIC wide consultation sessions were held to gather feedback and generate ideas for improvement in structure as well as outcomes for children and young people.

7.2 Governance

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

7.2.1 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, the Senior Regional Advisor from Education Scotland's SEIT and representatives from Edinburgh University, CLD and Skills Development Scotland. The Board develops the Regional Improvement Plan and oversees its progress and impact.

8. Background reading/external references

- 8.1 SEIC Agile Plan March 2020 – [Access Here](#)

- 8.2 Education: improvement framework and plan – Scottish Government 2021 – [Access Here](#)
- 8.3 International Council of Education Advisers Report 2018-2020 – [Access Here](#)
- 8.4 Regional Improvement Collaboratives (RICs): Interim Review Feb 2019 – [Access Here](#)
- 8.5 Audit Scotland – Improving Outcomes for Young People Through School Education – March 2021 – [Access Here](#)

9. Appendices

- 9.1 Appendix 1 – CEC Standards and Quality Report, Edinburgh Learns: South East Improvement Collaborative – Edinburgh Focus

Appendix 1

Standards & Quality Report

*Edinburgh Learns' Goal:
"The best teaching and learning for all"*

Our Outcomes

The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working at establishment, local authority, regional and national level we aim to accelerate progress in our priority areas, giving the best chance for us to achieve excellence and equity for all our children.

SEIC support local authorities with their own improvement priorities and work collaboratively to realise the SEIC Vision – *Working Together, empowering all, improving outcomes*. From March 2020 to April 2021, the SEIC developed and Agile Plan to support the COVID-19 response.

Over three phases; **Emergency, Renewal and Resumption**, key outcomes were identified

- Support Local Authorities by directing our support to meet their needs.
- Continue with some aspects of our original plan through remote approaches, where appropriate.
- Work alongside Education Scotland Regional Improvement Team to facilitate collaboration, supporting challenges that are common in our local authorities and schools.
- Developing online collaboration, training and professional dialogue for practitioners, as we collectively face new challenges.

What Does Our Evidence Tell Us?

- **International Council of Education Advisers Report 2018-2020**
 - *"Regional Improvement Collaboratives have built greater collaboration between local authorities and started to benefit from the role of assigned challenge advisors and Education Scotland's regional teams. Many professional networks are emerging to enable sharing of successful examples of what works across schools."*
- **Regional Improvement Collaboratives (RICs): Interim Review Feb 2019**
 - *"overall, school staff were very positive about the idea of learning from one another across the region, and welcomed opportunities for networking, building skills and developing their practice."*
- **Audit Scotland – Improving Outcomes for Young People Through School Education – March 2021**
 - *"Councils should: work with schools, Regional Improvement Collaboratives, other policy teams and partners, for example in the third sector, to reduce variability in outcomes by more consistent application of the drivers of improvement set out in the NIF..."*

What Were Our Strengths?

Current key strengths within City of Edinburgh include:

- 94% of our schools have attended one or more of SEIC's CLPL sessions
- The Edinburgh SEIC forum has representation across all sectors and supports communication from the board to schools and vice versa. They have helped evaluate and provide feedback for the next SEIC plan.
- The SEIC secondary subject Network has 20 curricular based groups and we have representation within all these groups. SEIC have worked with them and the QIEO with this strategic remit, to improve practice and consistency towards assessment and moderation in the senior phase.
- The SEIC Assessment and Moderation group have worked collaboratively to support the senior phase work of the secondary subject network and all other authorities within SEIC have benefitted from the high standard of practice and professional learning shared through our Edinburgh Learns team.
- City of Edinburgh has wide representation of engagement within all areas of the SEIC Empowered System from all sectors including special schools and early years.

- SEIC Associates - developing specialist knowledge for school improvement and building capacity with peers through review process.
- Pedagogy Pioneers – authority identified, practitioners shared their high quality practice through webinars and Q and A sessions. Their learning is made available for others to learn from via the SEIC website and there is a planned session for early years colleagues at the end of this session.
- Research Schools - developing practitioner enquiry and improvement methodology skills to improve planning and learning, teaching and assessment. Practitioners have noted greater confidence in their research processes and have shared their learning across the wider group. A sharing of learning session open to all practitioners is due to commence in May.
- SEIC are working alongside our Attainment Advisor from Education Scotland and the Children and Young People’s Improvement Collaborative to provide Intensive Quality Improvement support to an identified secondary school focusing on attendance and engagement. Impact has been tracked, showing improvement and staff are participating in a SEIC wide sharing the learning session over May and June.
- In collaboration with Education Scotland South East Improvement Team (SEIT), a suite of professional learning to support Inclusion and Equity has been generated. Initially presented as live webinars, this has been adapted to provide an “any time” access for practitioners at all levels to engage in personal or school level professional learning. Key to its success, is the representation of practitioners sharing their expertise. We have had representation in several sessions including Beyond Black Lives Matter, Pupil Participation and Educational Psychology support.
- To support online learning and provision for a blended learning approach, SEIC funded practitioners to develop online lessons at senior phase level. A number of our practitioners have provided content and accessed lessons which is shared within the West OS partnership website. Data is collated by the SEIC digital board providing both SEIC and City of Edinburgh information.
- In collaboration with Edinburgh Youth Work, YouthLink Scotland and SEIC Quality Improvement officer for Edinburgh, there has been a trial of practitioner enquiry for school and youthwork staff to support identified pupils who experienced a variety of difficulties during lockdown. Working with one school, the team is already identifying opportunities to scale up the work taking place.
- In order to support staff wellbeing, SEIC have provided coaching and coachee opportunities for middle and senior leaders. City of Edinburgh have worked collaboratively with SEIC to ensure it compliments existing measure of support and it has been received positively with uptake from staff to both coach and receive support.

What Are Our Next Steps?

The future direction for SEIC and the Empowered System has been developed through robust evaluations, consultation with all stakeholders, the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework (NIF). The new SEIC improvement plan (April 2021 – March 2022) aims to support recovery from Covid-19 and to support the development of a fully empowered and more resilient school system. To do this, the aim is to work collaborative to achieve 3 strategic goals.

- To drive high quality learning, teaching and assessment
- To support inclusion, wellbeing and equity
- To develop the use of digital pedagogy

Several targeted focus areas will support these goals and be developed through an implementation group that will ensure added value, timely and measurable outcomes and the correct cohort of people to work collaboratively to achieve them.

The Empowered System will continue to drive improvement with the introduction of Learning schools as the fourth arm of the system.

Alongside existing networks, new ones will be established. They will inform the work of the SEIC whilst maintaining a level of autonomy to drive forward their own improvement priorities.