



SOUTH EAST IMPROVEMENT COLLABORATIVE  
*Working together, empowering all, improving outcomes*

# REGIONAL IMPROVEMENT PLAN

August 2021



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## Foreword



*As Executive Director of Fife Education and Children’s Services and the strategic lead for the South East Improvement Collaborative (SEIC), I am once again pleased to present the SEIC Regional Improvement Plan 2021.*

*The five local authorities have worked on developing an empowered, self-sustaining education system with collaboration at the heart of improvement. We believe that peer collaboration and empowerment of practitioners at all levels is supporting continuous improvements across our schools and early years settings.*

*This latest plan contains an overview of the actions, progress and achievements of the work carried out over the last eighteen months, including the Agile Covid-19 Response Plan.*

*The new plan continues to embrace our vision of **Working Together, Empowering All, and Improving Outcomes** with the five partner authorities and Education Scotland’s South East Improvement Team.*

*Fiona Robertson, Executive Director of Children, Young People and Partnerships in Midlothian Council will take over the lead role of SEIC from August 2021.*



*Carrie Lindsay*



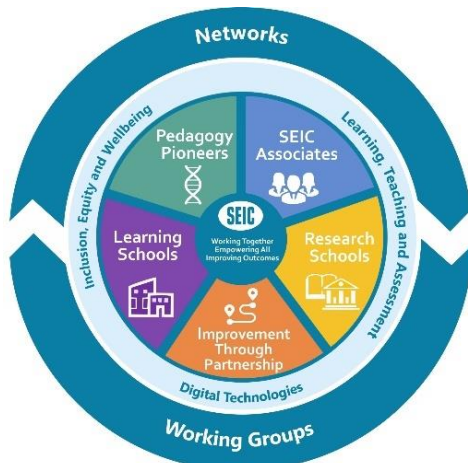
## EXECUTIVE SUMMARY

The Regional Improvement Collaborative plan details continued development of the South East Improvement Collaborative (SEIC) work that contributes towards achieving the national aims of excellence, empowerment and equity across the City of Edinburgh Council, East Lothian Council, Fife Council, Midlothian Council and the Scottish Borders Council. Detailed within the plan is the work of the SEIC Phase 2 Plan (Sept 19), the work of the SEIC Covid-19 Agile Plan (March 20), and the new SEIC Phase 3 Plan (Aug 21).

We have agreed three Strategic Goals following extensive engagement and consultation, to add value into the system whilst taking account of local authority planning, GIRFEC and the National Improvement Framework:

1. **Drive high quality learning, teaching and assessment**
2. **Support inclusion, equity and wellbeing**
3. **Use digital technologies to enhance learning**

Delivery of the SEIC work is directed by the Board (*Executive Directors, partners and HTs*) and overseen by the Implementation Group (*Senior Managers*). Strategic Goals are actioned by Working Groups (*Strategic Leads*) and the 18 Networks drive improvement that is relevant and responsive to identified needs and outcomes, and to support the overall delivery of the strategic goals.



SEIC Phase 3 Model

**The Empowered System** is self-sustaining, building the capacity of practitioners in communities and educational settings. The SEIC will further develop effective opportunities for practitioners in all areas of the system to work together, share practice, and deliver improvement. Key elements of the system include:

**Pedagogy Pioneers** - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

**SEIC Associates** - leaders across the system contributing to quality improvement processes and specialised knowledge, supporting colleagues across a range of settings

**Research Schools** - schools engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

**Improvement Through Partnerships** – a range of improvement projects supported by a variety of partners

**Learning Schools** – schools with an area of effective practice supporting other schools where this practice is an area of identified improvement

## Rationale

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.

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 collaboratively at establishment, local authority, regional and with Education Scotland's South East Improvement Team (SEIT) at a national level, we believe that we can accelerate progress in our priority areas, giving the best chance to achieve excellence and ensure all children have the same opportunities for success through a focus on equity in all that we do.

### What does the research say?

#### [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](#)

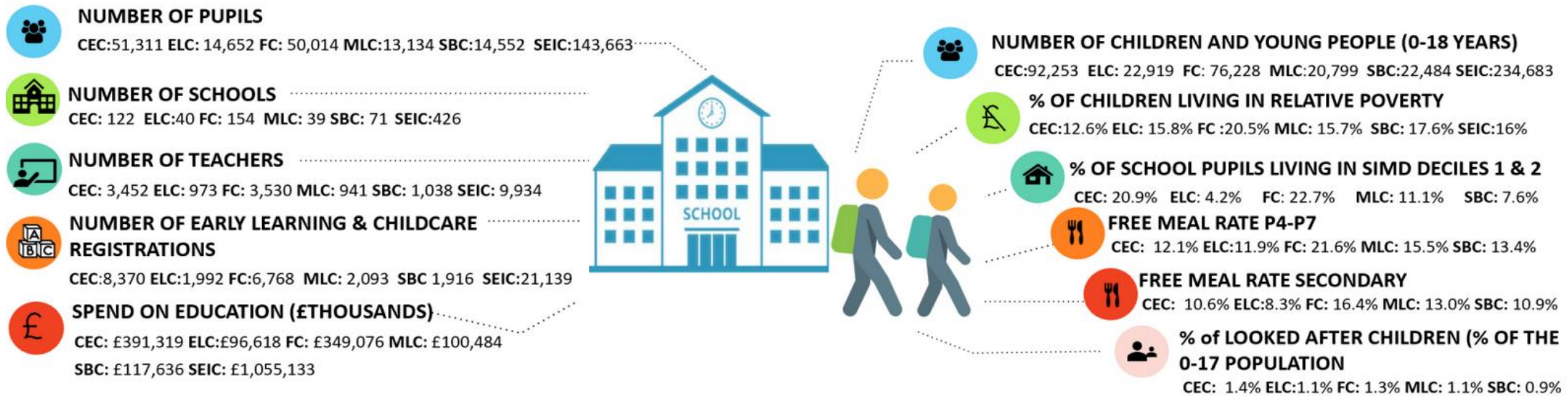
*"Overall, school staff were very positive about the idea of learning from one another across the region, and welcomed opportunities for networking, building skills and developing their practice."*

#### [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..."*

**Context**

The infographic below provides an overview of some key statistics regarding geography, demography, social context and service provision for the South East region. In addition to the challenges recognised in the social context data (for example, SIMD and free school meal registrations), the region has significant groups living with hidden social disadvantage. Rural poverty and intersectional disadvantage (multiple factors) are particularly challenging issues.



KEY: CEC – City of Edinburgh Council, ELC – East Lothian Council, FC – Fife Council, MLC – Midlothian Council, SBC – Scottish Borders Council, SEIC – South East Improvement Collaborative

## SEIC Vision and the way we work

# *Working together, empowering all, improving outcomes*

The way we structure our regional improvement underpins our vision and values. We work collectively as local authorities sharing, collaborating and supporting responsive planning. Our driver is local improvement through regional collaboration. Through collaboration, the five local authorities work together to implement the SEIC plan and ensure full representation from practitioners at all levels.

The SEIC is part of a wider system of support. Education Scotland's SEIT play a vital role alongside SEIC, supporting local authorities with their own improvement priorities and working with SEIC to realise the vision.





**Progress - Engagement**

Since August 2019, engagement and participation has significantly increased. Impact of these activities is not always measurable, but evidence is emerging of improvements throughout the system.



**Over 100 practitioner events held.**

1,123 practitioners attended our in-service day and over 1,600 resources were shared via the remote Big Share.

Inclusion and Equity programme in partnership with Education Scotland's SEIT, with 360 practitioners attending.

Creative Conversations continue to attract audiences of more than 150 per session.



**Over 92% of all schools have been represented at one or more of our events.**

As a collaborative we provide opportunities for establishments to engage in high quality professional learning and improvement activities.

Over 90% of primary and special schools across the SEIC region have attended one or more of our events.

100% of secondary schools across the region have attended three or more of our events.



**Over 3,000 participants have attended one or more of our SEIC events.**

Over 50% of our participants have attended more than one SEIC event.

SEIC have worked and collaborated with a large number of practitioners across the region on a wide range of opportunities and improvement activities.

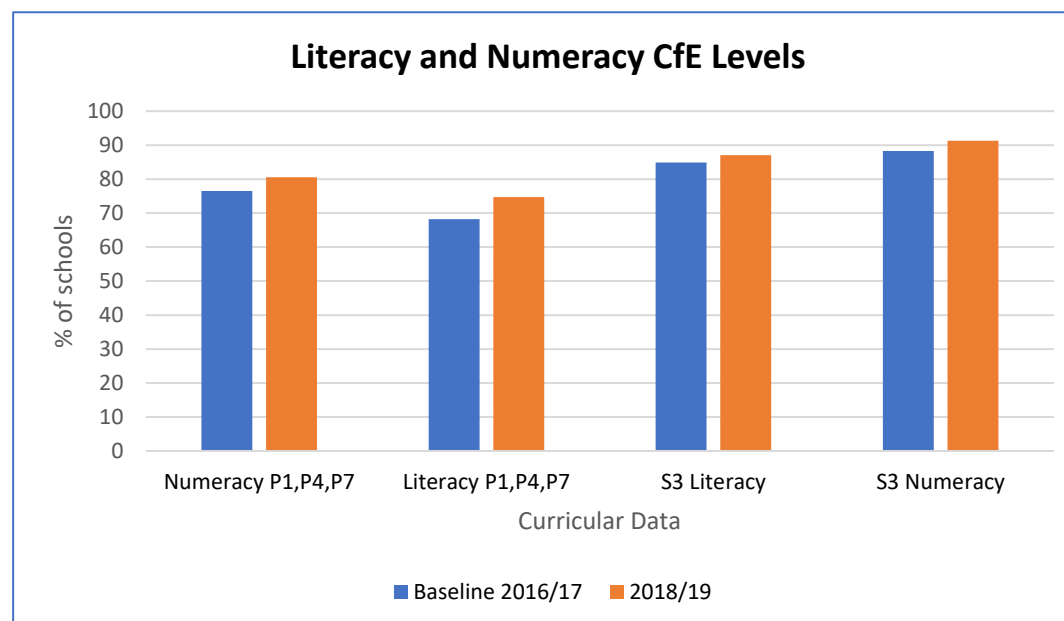
Over 120 young people worked with practitioners to support the creation of the Emotional Wellbeing Charter.

## Progress – Performance

The data below represents pupil performance over time across the SEIC. It demonstrates increasing trends related to the SEIC strategic aims to improve attainment and achievement across our schools and early years settings.

### Curriculum for Excellence Levels

- **Numeracy:** The number of pupils achieving expected levels or better in numeracy has **increased**. In 2018-19 when compared with 2016-17 there has been an **improvement of 4%** for P1, P4 and P7 combined achieving expected levels or better. Since 2016-17 there has been a **3% increase** in the percentage of S3 pupils achieving third level or better.
- **Literacy:** The number of pupils achieving expected levels or better in literacy has **increased**. In 2018-19 when compared with 2016-17 there has been an **improvement of 6.5%** for P1, P4 and P7 combined achieving expected levels or better. Since 2016-17 there has been a **2% increase** in the percentage of S3 pupils achieving third level or better.





## Progress – Inspection Findings

The data below represents performance over time across the SEIC. Overall, it demonstrates increasing trends related to the SEIC strategic aim to improve attainment and achievement and improve quality in our schools and early years settings, adding value across the regional system through the work of SEIC workstreams and networks, and the Empowered System.

Overall there is an increase in the How Good is Our School 4? (HGIOS4) Framework quality improvement indicators.

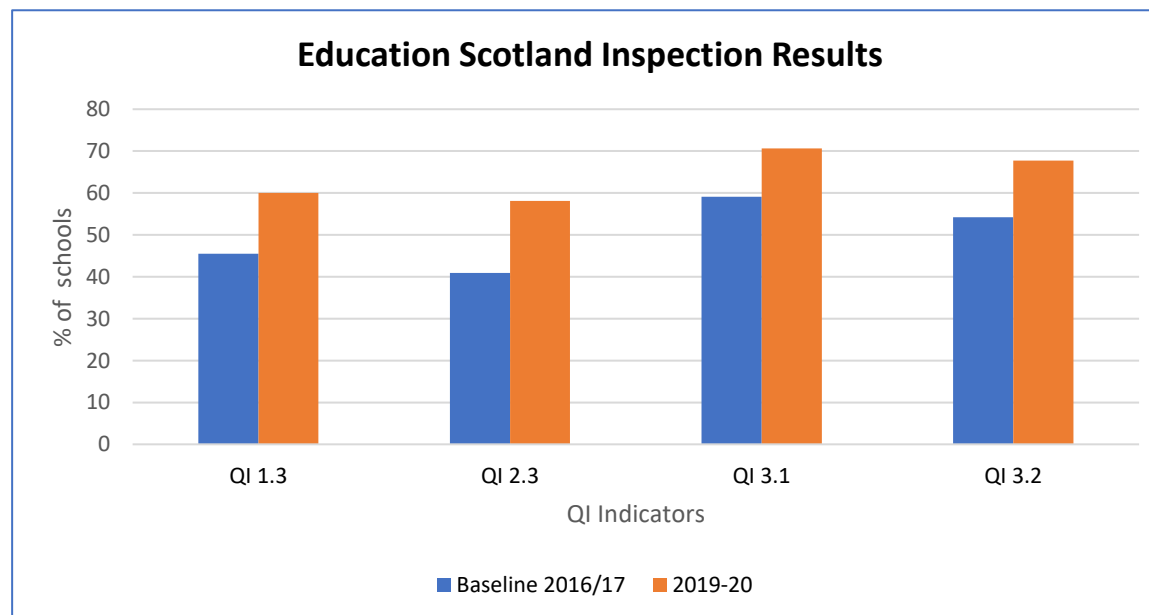
QI 1.3 Leadership of change: **14.5% increase**

QI 2.3 Learning, teaching and assessment: **17.2% increase**

QI 3.1 Ensuring wellbeing, equality and inclusion: **11.5% increase**

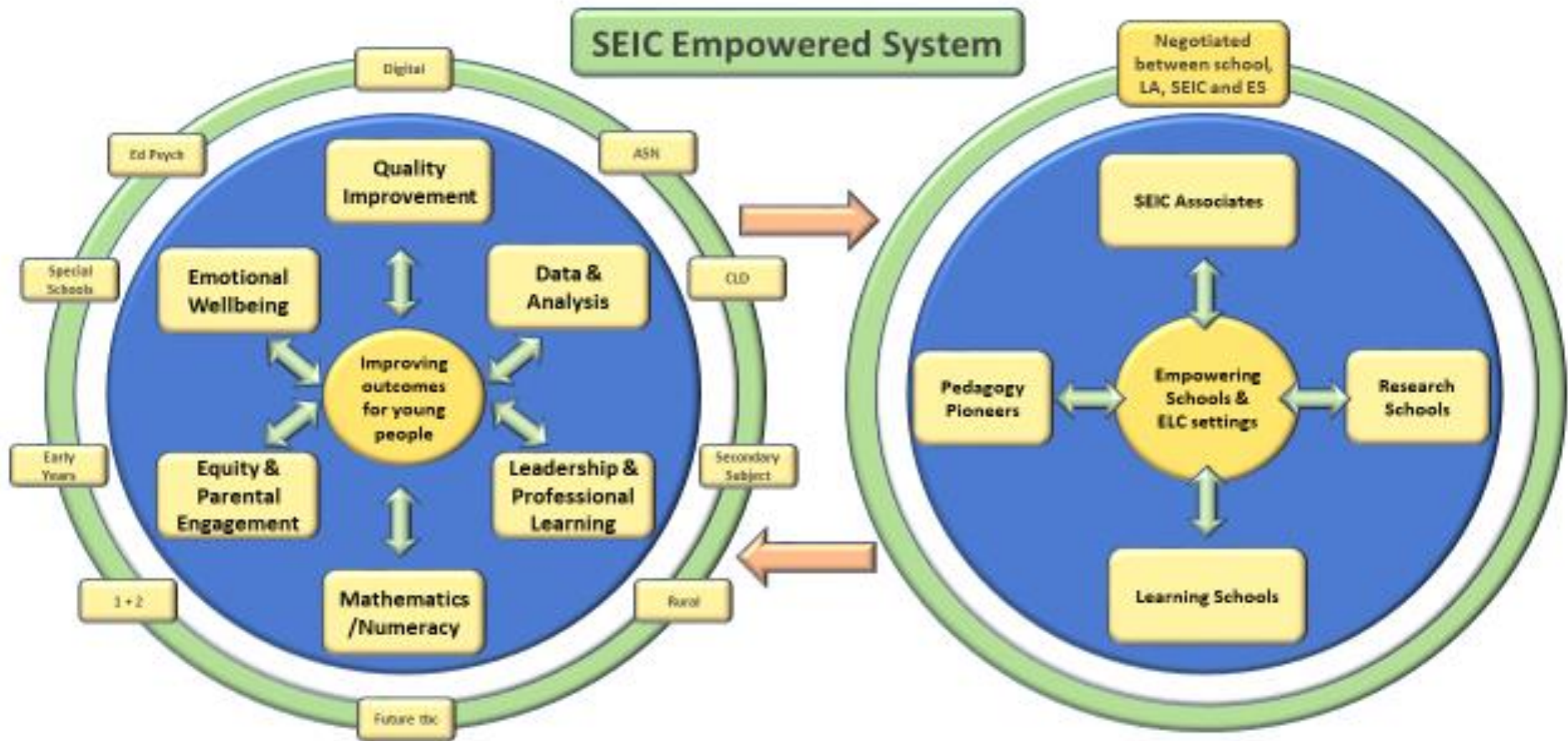
QI 3.2 Raising attainment and achievement: **13.5% increase**

*Note: This data relates to all thirty-one schools who were inspected from 2019/20. Seventeen of which were short model inspections.*



**Progress - Empowered System from Phase 2 plan (2019/20)**

The work of SEIC was underpinned by the development of an Empowered System. This model was formed to support the implementation of the initial plan. The delivery of the strategic goals was through the collaboration of practitioners across all our authorities working as workstreams and networks to improve outcomes for children and young people. The four-part model; SEIC Associates, Pedagogy Pioneers, Research Schools and Learning Schools facilitated system improvement through empowerment. The structures and personnel were established to create the planning, delivery and support towards a culture of collaboration for improvement.



## Progress - Workstreams

SEIC workstreams delivered on the strategic goals of the initial plan, with representatives from all authorities supporting each workstream and each local authority leading a priority. There have been many opportunities for collaboration and improving outcomes across the region. Some highlights of the successful work are:

### Data & Analysis Workstream

- SEIC INSET Day: the data and analysis workstream delivered a session on the effective use of data. From this session, working groups for tracking and monitoring health and wellbeing outcomes, as well as partnerships with Skills Development Scotland (SDS) and Schools Health and Wellbeing Improvement Research Network (SHINE), were established. Over 100 schools used these sessions to support their wellbeing strategy for children and young people.
- Various collaborative events and training opportunities around data have supported leaders to effectively use and analyse data for improvement.

### Emotional Wellbeing Workstream

- Young people have been an integral part of the work of the Emotional Wellbeing workstream which was designed to empower young people to lead strategic improvement and have authentic ownership.
- Young People worked in partnership with practitioners and Young Scot to co-design a Mental and Emotional Health and Wellbeing Award. When launched, the award aims to encourage schools and young people to address the stigma attached to mental health and wellbeing and create sustainable change.

### Equity Workstream

- Parental Engagement networks have been established across SEIC and parental engagement sessions were delivered to probationer teachers across SEIC. All delegates reported that this session increased their knowledge and skills to support their practice.
- Parental Engagement and Child Poverty sketch notes have been created and shared with establishments across SEIC. Local authorities use these to support core training material and have reported increased parental engagement, supporting the learning and wellbeing of children and young people.



### Leadership and Professional Learning Workstream

- Working in partnership with SDS, a two-part session for Recently Qualified Teachers (RQTs) was delivered around the Career Education Standard. All RQTs reported an improvement in their knowledge and understanding of the Standard and its application across the curriculum.
- Research Schools: a total of 10 phase 1 and 2 research schools are now operational. Enquiry posters and improvement methodology journeys show a change in teachers' planning and learning, teaching and assessment. Comparison of the pre- and post-intervention research skills audit shows teachers reporting a higher level of confidence and skill in using a variety of research processes to improve outcomes for learners.

### Maths & Numeracy Workstream

- Delivery of a cross-authority moderation learning, teaching and assessment session for Early to Fourth Level practitioners, based on the moderation cycle. Practitioners reported an increase in confidence in the quality and range of moderation evidence they would use in numeracy and mathematics.
- Maths departments from all SEIC secondary schools engaged in professional learning on pedagogy in numeracy. Numeracy leads within primary schools are engaging in professional learning in partnership with Education Scotland.
- Established a professional learning library for all schools through the purchase of reading material to support continued improvement in the pedagogy of numeracy.

### Quality Improvement Workstream

- The 'Developing Collaborative Leadership' session provided the opportunity for DHTs to work together, share practice and collaborate by looking at improvement planning. Almost all participants reported a significant improvement in their wellbeing and felt motivated and enthusiastic within their establishments and across SEIC to continue collective professionalism.
- The Journey to Health, Wellbeing and Inclusion event saw teams of DHTs and PTs of Pupil Support from secondary schools across the region come together to moderate, share and improve practice around Quality Indicator 3.1 in HGIOS4. Feedback from the event highlighted increased confidence regarding safeguarding and many aspects of wellbeing, inclusion and equity.
- A BGE Transitions event was delivered across the region with primary and secondary colleagues representing each of our local authorities. All attendees completed a pledge to help support evaluations, leading to improved outcomes for children and young people through transitions. Almost all schools felt they made improvements to their transitions following the session.

## Progress - Networks

The SEIC Networks provide a valuable contribution to enhance the system through collaboration, sharing practice and facilitating opportunities for professional learning. Networks are empowered to drive improvement that is relevant and responsive to identified needs. Outcomes will support the overall delivery of the SEIC plan and new Networks will continue to evolve. Strong relationships and communication across the SEIC are essential to the success of this. Below are listed some of the successes of current networks:

### ASN Network

- Sharing of good practice and policies to inform strategic direction across SEIC.
- SEIC joint planning in response to the *Additional Support for Learning Implementation Review (Morgan report-June 2020)*.

### Early Years Network

- Continues to provide professional learning in many relevant areas for early years practitioners, for example, in outdoor learning and literacy.
- Sharing of good practice and policies to inform strategic direction across SEIC, for example, preparing for 1140 hours provision.

### Community Learning and Development (CLD) Network

- The network has organised regional learning and development opportunities, including new ways of working in a Covid context.
- It has set up thematic workstreams, including how to respond to the challenge for learners transitioning from face to face to online only learning.
- It worked with Education Scotland Inspectorate to consider influencing factors for the development of new CLD Plans September 2021 – August 2024. The network is sharing approaches as plans are developed.

#### Moving forward we will:

- Focus on collaborative practice to improve outcomes for children, young people and families.
- Share good practice examples of youth work and family learning to highlight the contribution of CLD to SEIC agenda.

**Secondary Subject Network**

- 20 SEIC secondary subject network groups that work collaboratively to improve practice, for example, to ensure a consistent approach to assessment and moderation in the Senior Phase.
- Sharing of resources and expertise which has proved to be beneficial to many SEIC practitioners.

**Special Schools Network**

- All head teachers in this network have shared an area of practice that has led to improved outcomes for children and young people.

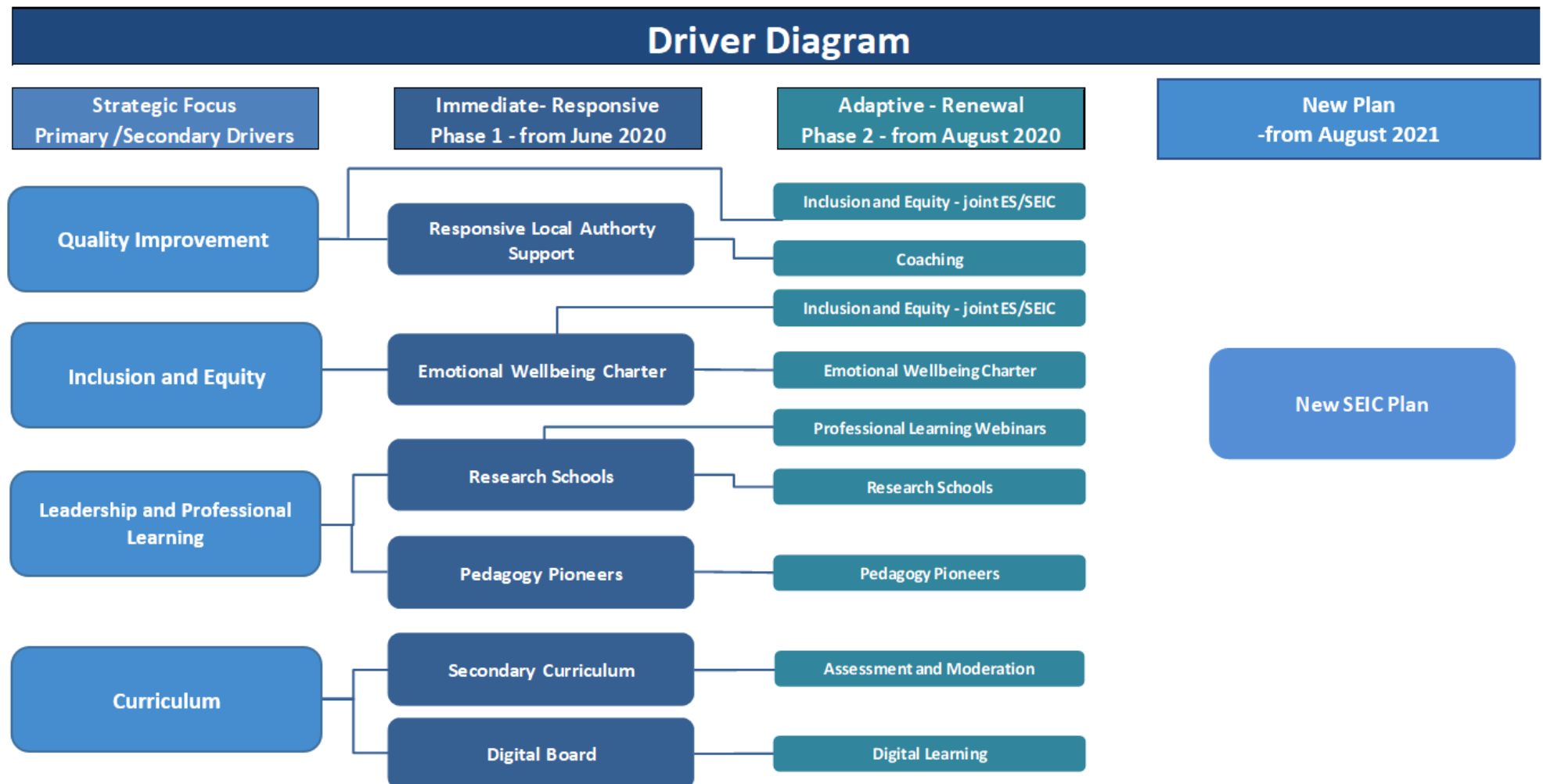
**1+ 2 Languages Network**

- Developing and sharing resources across SEIC primary practitioners who facilitate the teaching of languages.
- Working in partnership with the University of Edinburgh to produce professional learning in languages for primary practice.



**SEIC Agile Plan 2020/21– (COVID-19 Response)**

This driver diagram was developed through consultation and analysis of need across our authorities, to inform a one-year agile plan to respond to COVID-19. The full plan can be viewed on the [SEIC website](#), including feedback from all local authorities and our response to this.



**Some highlights from Agile Plan:**

**Progress – Agile Plan 2021 (Covid-19 Response)**

- Blended Learning webinars were hosted as Practitioner Parties
- Secondary network leads engaged in assessment and moderation and devised relevant guidance
- Impact Wales licence offered to all schools to support virtual professional learning
- International engagement in relation to the leadership and management of the return to school
- Digital pedagogy webinars for secondary practitioners
- An Intensive Quality Improvement Programme (IQIP) supported by Education Scotland, for targeted schools to improve attendance and/or engagement
- SEIC website reviewed to provide interactive tools to support practitioners to deliver remote learning
- A series of Inclusion and Equity recorded webinars produced in collaboration with Education Scotland
- Coaching and Safe Place networks set up to support leadership wellbeing

**At a systems level through the Agile Plan:**

- Facilitated peer to peer support
- Built capacity through networks
- Developed partnerships for improvement
- Created collaborative capital across our system

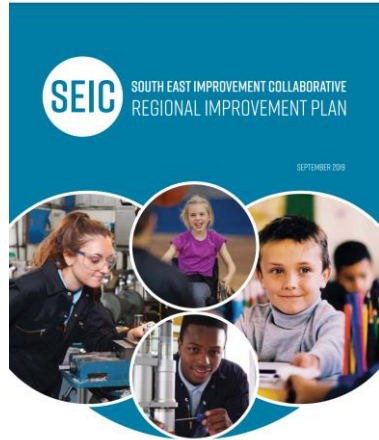
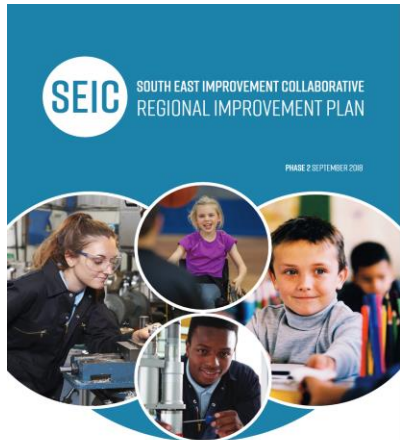
**Feedback from practitioners:**

**“It was brilliant. The focus on good pedagogy was very helpful” – Pedagogy for secondary schools**

**“It was reassuring that we were going in the right direction with our approach to our distance learning.” – Blended Learning**

**“The support we received was excellent throughout, our remote engagement for many young people significantly improved and all enjoyed taking part” – IQIP**

## The structure of the planning from September 2018 leading to current plan - August 2021





**Governance Structure**

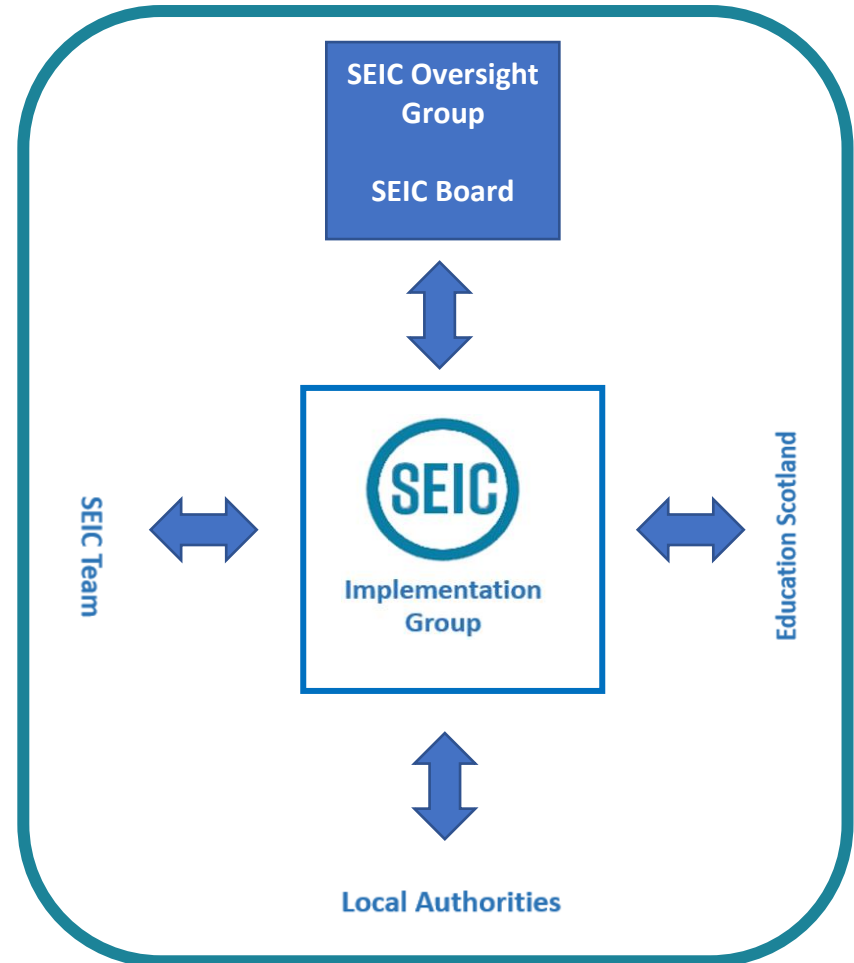
The SEIC Oversight Group is comprised of Education Conveners and portfolio holders, Vice Conveners and Chairs, Chief Executive Officers, and Directors of Education or Chief Education Officers from the five local authorities across the SEIC region. The group oversees the work of SEIC and provides political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

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.

The newly formed SEIC Implementation Group will drive the agreed work of the SEIC plan alongside the SEIC team within the contexts of local authorities. It will consist of a senior officer from each local authority alongside representatives from the SEIC team and Education Scotland’s SEIT. They will drive the work of the new working groups and harness the support of our collaborative networks to deliver improvement.

**Local Authority Forums**

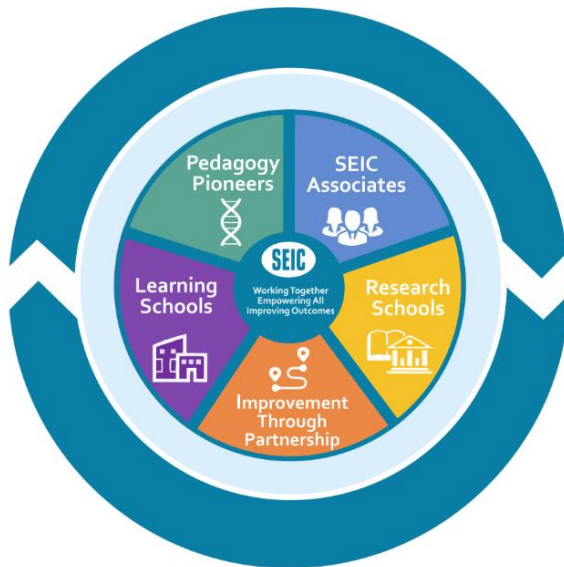
Within each authority there is a forum which aims to share the key messages between the SEIC Board and practitioners. Each authority organises this to reflect their own context.



## Planning for the next phase

This image shows the future direction for SEIC and the Empowered System. This has been developed through robust evaluations, consultation with all stakeholders and the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework (NIF).

## The Empowered System – Phase 3



The Empowered System is the self-sustaining system which has been developed over the last two years, building the capacity of practitioners in communities and educational settings which has enabled more collaborative ways of working. The planned programme of work aims to continue to accelerate improved outcomes for children and young people across all communities.

The Empowered System focuses on the need to build effective opportunities for practitioners at all levels of the system, across the five local authorities. Our collaborative focus is to work together, share practice, to try out new approaches and to engage with educational research as drivers for improvement. This is achieved through:

**Pedagogy Pioneers** - high performing practitioners within all sectors sharing practice, resources and building capacity through webinars, Q&A and in school supports

**SEIC Associates** - leaders across the system contributing to quality improvement processes and specialised knowledge, supporting colleagues across a range of settings

**Research Schools** - schools engaging in supported research to enhance outcomes for children and young people, publishing findings across the SEIC

**Improvement Through Partnerships** – a range of improvement projects supported by a variety of partners

**Learning Schools** – schools with an area of effective practice supporting other schools where this practice is an area of identified improvement

As the vision for the Empowered System is working with peers, it has attracted some outstanding practitioners who embed our shared vision of *“working together, empowering all, improving outcomes”* in their work and who have a passion for excellence, equity and empowerment, building strong and sustainable supports.

The SEIC Empowered System continues to grow and fits with the recommendations from the *International Council of Education Advisers Report 2018-2020* moving towards, as they describe, a Networked Learning System (NLS). NLSs are:

- connected through networks across physical, professional and virtual boundaries and;
- driven by design-based research and collaborative inquiry to innovate, test and refine practice and build leadership capacity through practice-based professional learning.

NLSs adapt and improve continuously in conditions where everyone’s expertise and learning are valued and drives improvement.

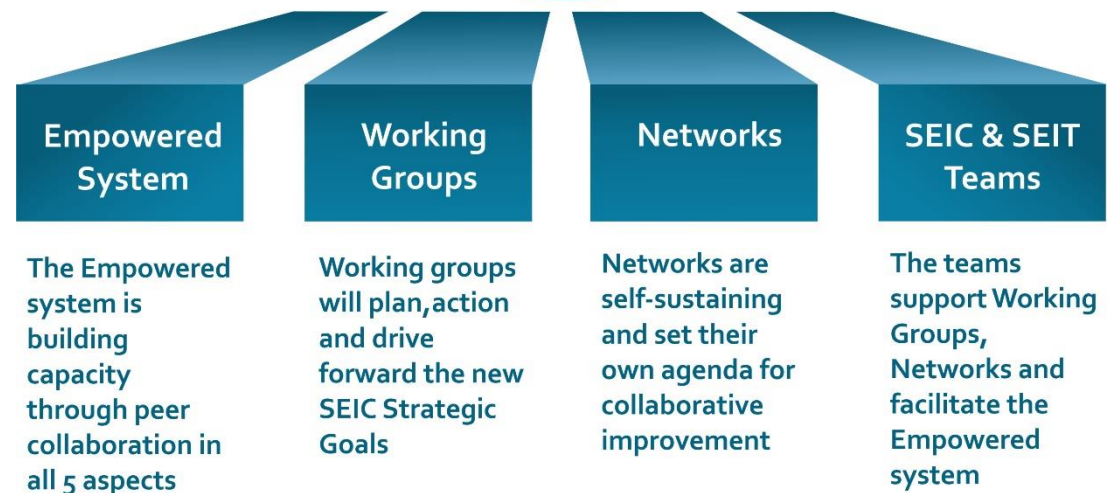
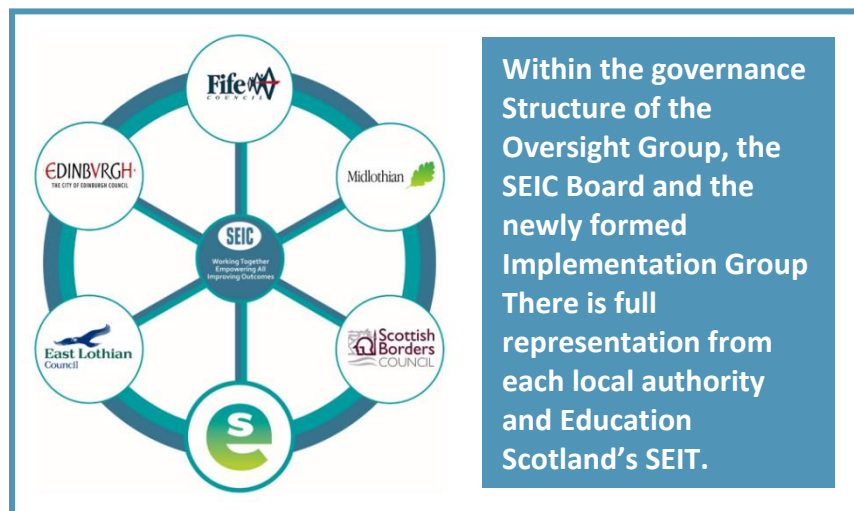
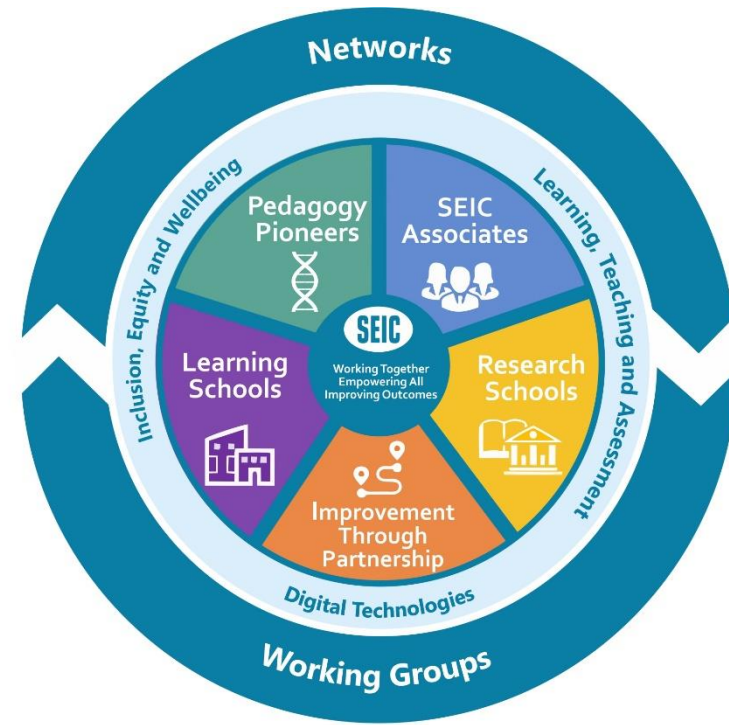
This is reflected in the rationale behind the SEIC Empowered System.

### The Empowered System – Phase 3






The new SEIC improvement plan aims to support recovery from Covid-19 and to support the development of a fully empowered and more resilient school system.

To do this we will collaboratively aim to achieve 3 strategic goals:

- Drive high quality learning, teaching & assessment
- Support inclusion, equity and wellbeing
- Use digital technologies to enhance learning



The Empowered System – Peer Collaboration

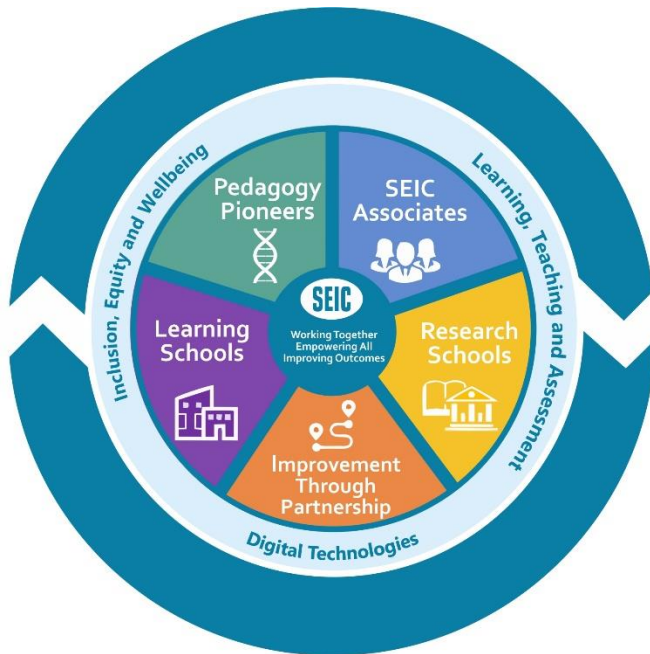
<p><b>Learning Schools</b></p> 	<p><b>Pedagogy Pioneers</b></p> 	<p><b>SEIC Associates</b></p> 	<p><b>Research Schools</b></p> 	<p><b>Improvement Through Partnership</b></p> 
<p><b>Learning Schools Highlights</b></p> <p>Full training and support programme developed</p> <p>Schools working together sharing successes and supporting whole school improvement</p>	<p><b>Pedagogy Pioneers</b></p> <p>Pedagogy Pioneers now identified from all authorities</p> <p>Rolling programme of webinars, sharing practice and Q &amp; A sessions</p> <p>Sustainable access through website</p>	<p><b>SEIC Associates</b></p> <p>Two cohorts of fully trained SEIC ASSOCIATES</p> <p>Specialist knowledge shared for improvement</p> <p>Building capacity with peers through review process</p>	<p><b>Research School Highlights</b></p> <p>Support and training for initial two cohorts</p> <p>Findings of research being shared across system</p> <p>Collaborative networks for improvement</p>	<p><b>Partnership Highlights</b></p> <p>Intensive Quality Improvement Project school - CYPIC and ES</p> <p>Bespoke school projects - Youth Link and CLD</p> <p>Outcomes to be scaled up through the system</p>



## The Empowered System - Strategic Goals

Strategic goals have been developed through robust evaluations, consultation with all stakeholders, and the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework:

- Drive high quality learning, teaching and assessment
- Support inclusion, equity and wellbeing
- Use digital technologies to enhance learning



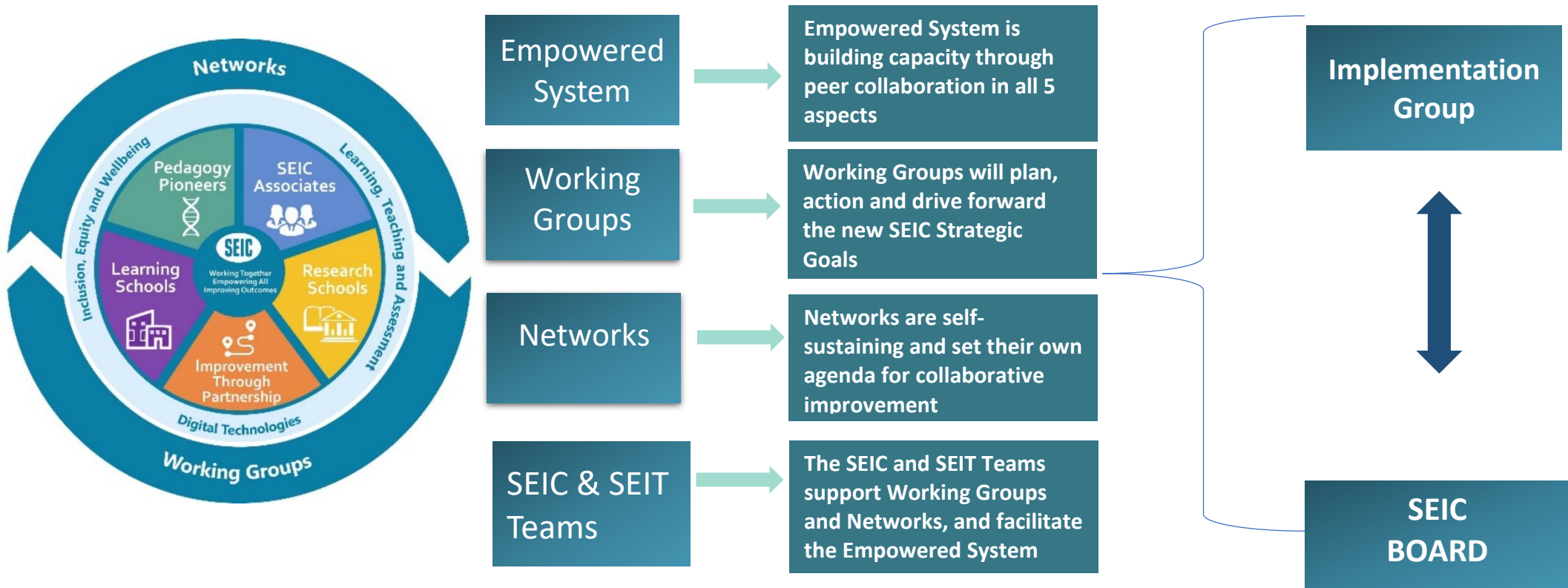
The newly established Implementation group will work collaboratively to develop actions to deliver on the strategic goals. This will ensure that at a strategic level there will be increased opportunity to collaborate, share practice and add value and increase ownership of system improvement. **The delivery of the high-level strategic goals is in the detailed improvement action plan**

Strategic goals will be driven by short life cross authority working groups supported by the SEIC team and Education Scotland's SEIT, under the strategic direction of the Implementation Group. Working groups will develop these strategic goals into action plans, to ensure the collaborative adds value to each local authority improvement plan.

All work undertaken by SEIC will consider how best to improve outcomes for those facing multiple forms of disadvantage see Appendix 2, further details are available in the [SEIC Equity and Inclusion audit](#).

**How the plan will be delivered**

The evaluative data has informed evolving structures through which the SEIC plan will be delivered. The governance arrangements for the SEIC Improvement Plan have been re-designed where the Implementation Group will oversee all operations to further support local democratic accountability whilst at the same time bringing together the key representatives involved in decision making across SEIC.

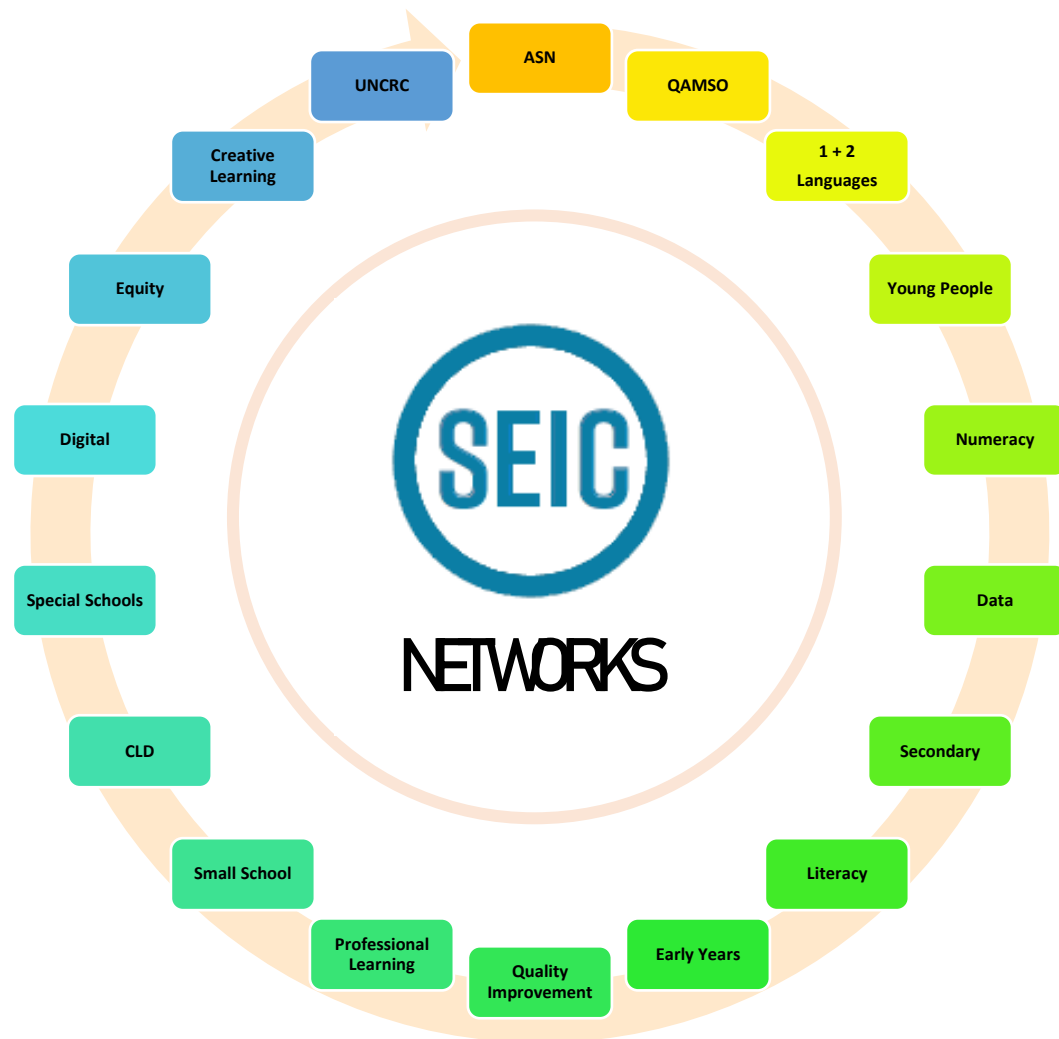


### Networks – (phase 3)

The SEIC Networks provide a valuable contribution to enhancing the system through collaboration, sharing practice and facilitating opportunities for professional learning.

Networks are empowered to drive improvement that is relevant and responsive to identified needs. Outcomes will support the overall delivery of the plan with a focus on the strategic goals. New networks will continue to evolve.

Strong relationships and communication across the SEIC are essential to the success of this. Some of the existing and emerging networks are shown in the visual.



## 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. Being aware of the key challenges allows a focus on mitigation and therefore manages effectively any risks posed.

Key Risks	Mitigating Actions
<ul style="list-style-type: none"> <li>• Differing political views and understanding of SEIC at local level</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure effective communication</li> <li>• Input locally and regionally for elected members</li> <li>• Local Authority Forums</li> </ul>
<ul style="list-style-type: none"> <li>• Sharing data sets</li> </ul>	<ul style="list-style-type: none"> <li>• Data sharing agreement</li> <li>• Use of data already publicly available</li> </ul>
<ul style="list-style-type: none"> <li>• Seconded Staff Team</li> </ul>	<ul style="list-style-type: none"> <li>• Clear communication about contract length</li> <li>• Time for quality transition</li> <li>• Staggered contracts to ensure some continuity</li> </ul>
<ul style="list-style-type: none"> <li>• CfE Data</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation exercises to have confidence in CfE declarations</li> </ul>
<ul style="list-style-type: none"> <li>• Capacity of workforce across SEIC to deliver actions in SEIC Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Agree equitable resource allocation relative to scale of local authority</li> <li>• Ensure clarity of roles and responsibilities</li> <li>• Effective use of SEIC budget</li> </ul>
<ul style="list-style-type: none"> <li>• Trade Union agreements – LNCT/SNCT and working time agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an agreed way of working across SEIC through the professional associations group</li> </ul>
<ul style="list-style-type: none"> <li>• Further legislative changes in future</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility in SEIC plan to allow for any required changes</li> <li>• Clarity on communication regarding changes required</li> </ul>
<ul style="list-style-type: none"> <li>• Accountability at local authority and SEIC levels</li> </ul>	<ul style="list-style-type: none"> <li>• Clear governance structures agreed for SEIC</li> <li>• Clear reporting mechanisms in place at a local level</li> </ul>



## Measuring our Impact

As a collaborative we evaluate our performance through the use of data. We are rigorous when measuring and evaluating progress against the plan, including using scorecards (see appendix 2) and the SEIC Evaluation Framework (see appendix 3). A more robust process of evaluation will be undertaken as part of the implementation of the plan. All contributors to the plan will report on progress and impact on a regular basis to ensure responsiveness to evaluation outcomes.

**Progress will be captured using both qualitative data sources from all stakeholders and quantitative data as outlined below:**



### Drive High Quality Learning, Teaching and Assessment

#### Outcome Measures:

- NIF declarations - HGIOS4 Quality Indicator 2.3(Learning, Teaching and Assessment).
- Education Scotland Inspection Findings – HGIOS4 Quality Indicator 3.2 (Raising Attainment and Achievement)
- Curriculum for Excellence Levels



### Support Inclusion, Equity and Wellbeing

#### Outcome Measures:

- NIF declarations - HGIOS4 Quality Indicator 3.1(Ensuring Wellbeing, Equality).
- Education Scotland Inspection Findings – HGIOS4 Quality Indicator 3.1 (Ensuring Wellbeing, Equality)
- Attendance Rates
- Exclusion Rates



### Use Digital Technologies to Enhance Learning

#### Outcome Measures:

- Engagement and usage data from West OS, National e-Learning Offer (NeLO) and e-Sgoil
- NIF declarations and Inspection findings - HGIOS4 Quality Indicator 2.3(Learning, Teaching and Assessment).
- Digital Strategy evaluations

## Appendices

### Appendix 1 – Attainment and Data informing Strategic Goal - Drive High Quality Learning, Teaching and Assessment

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year-average (2016-18)	2024-25 Stretch aims targets
% of establishments evaluated as good or better for 2.3 learning, teaching and assessment	40.9	62.5	54.8	58.1	52.7	75.0
% of establishments evaluated as good or better for 3.2 raising attainment & achievement	54.2	64.7	43.5	67.7	54.1	75.0
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	68.2	74.1	74.7	*	72.3	87.5**
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	76.5	79.9	80.6	*	79.0	87.5**
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84.9	85.3	87.1	*	85.8	93.5**
% of S3 pupils achieving third level or better in numeracy	88.3	88.7	91.3	*	89.4	93.5**

\*Availability of data has been affected by COVID-19. \*\* Scottish Government NIF Stretch aims. \*\*\* SIMD does not apply.

### Support Inclusion, Equity and Wellbeing

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year- average (2016-18)	2024-25 Stretch aims target SIMD 1	2024-25 Stretch aims target SIMD 5
% of establishments evaluated as good or better for 3.1 ensuring wellbeing, equality & inclusion	59.1	68.8	57.5	70.6	61.8	75.0***	
Primary Attendance Rates	94.9	N/A	95.0	*	95.0	95.0	95.0
Secondary Attendance Rates	91.9	N/A	89.4	*	90.7	93.0	93.0
Primary Exclusion Rates (Rate per 1000 pupils)	5.7	N/A	5.7	*	5.7	4.0	4.0
Secondary Exclusion Rates (Rate per 1000 pupils)	28.0	N/A	26.9	*	27.5	15.0	15.0

\*Availability of data has been affected by COVID-19. \*\* Scottish Government NIF Stretch aims. \*\*\* SIMD does not apply.

### Use Digital Technologies to Enhance Learning

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year-average (2016-18)	2024-25 Stretch aims targets
% of establishments evaluated as good or better for 2.3 learning, teaching and assessment	40.9	62.5	54.8	58.1	52.7	75.0
% of establishments evaluated as good or better for 3.2 raising attainment & achievement	54.2	64.7	43.5	67.7	54.1	75.0
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	68.2	74.1	74.7	*	72.3	87.5**
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% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84.9	85.3	87.1	*	85.8	93.5**
% of S3 pupils achieving third level or better in numeracy	88.3	88.7	91.3	*	89.4	93.5**

\*Availability of data has been affected by COVID-19. \*\* Scottish Government NIF Stretch aims. \*\*\* SIMD does not apply.

#### Additional Measures

**SQA Attainment:** As a result of the COVID-19 pandemic, examinations were cancelled for all pupils in 2019/20 and 2020/21. This has therefore meant that the process of awarding exam grades to pupils had to be altered. It is therefore difficult to get a reliable baseline of SQA attainment at present, despite this, SQA Attainment data will still continue to be a core evaluative measure going forward.

**School Leaver Destinations:** We will continue to evaluate and monitor post school destinations for our young people across the region.

**Appendix 2 - Outcomes for the most vulnerable and disadvantaged children and young people**

It is well known that a range of factors lead to children and young people having poorer outcomes than their peers. These include living in a socially deprived area (SIMD Q1), living in a household with limited income and being registered for free school meals (FSM), having additional needs for support with learning (ASN), ethnicity, or being a looked after child (LAC) and care experienced.

The outcomes from these different groups are monitored and reported, and also inform the allocation of resources for national policy (e.g. Pupil Equity Fund). However, there is usually a focus on each of these groups separately.

**Analysis of the data shows two key features which this approach ignores:**

- There is a significant overlap between these different forms of disadvantage. Often children and young people may be included within more than one of these groups.
- The outcomes of children and young people who face multiple forms of disadvantage often face significantly poorer outcomes. This is apparent in the table on the right which summarises the proportion of young people leaving school who enter a positive destination.

SEIC recognises the challenge facing children and young people who face multiple forms of disadvantage. All work undertaken by SEIC will consider how best to improve outcomes for those facing multiple forms of disadvantage. SEIC will also further develop its data to improve the monitoring of outcomes for these groups.

<b>Positive Destinations for SEIC</b>			
	<b>Positive</b>	<b>Negative</b>	<b>Risk</b>
<b>All Leavers</b>	<b>92.7 %</b>	<b>7.3 %</b>	<b>1.0</b>
Ethnic (Minority Ethnic)	95.0 %	5.1 %	0.7
Ethnicity (Minority Ethnic & ASN)	94.5 %	5.5 %	0.8
Female	94.3 %	5.7 %	0.8
Male	91.2 %	8.8 %	1.2
ASN	89.8 %	10.2 %	1.4
SIMD Q1	88.2 %	11.8 %	1.6
FSM	85.5 %	14.5 %	2.0
LAC	84.6 %	15.4 %	2.1
FSM & ASN	84.3 %	15.7 %	2.2
FSM & LAC	76.6 %	23.4 %	3.2

*Table showing: the proportion of young people entering positive destinations from school; the proportion of young people not entering a positive destination; and the relative risk for a range of groups of not entering a positive destination*



Appendix 3: Evaluation Framework

