



FORTH VALLEY AND WEST LOTHIAN

REGIONAL IMPROVEMENT

COLLABORATIVE

SELF EVALUATION REPORT

NOVEMBER 2021

Introduction

The Forth Valley & West Lothian Regional Improvement Collaborative (RIC) was set up in 2017 with phase 1 of the regional improvement plan developed in January 2018. Phase 2 of the regional improvement plan was published in September 2018 following funding from Scottish Government and the recruitment of a dedicated full time RIC Team. In 2019 a three year strategic plan 2019-2022 was created and adopted

In April 2019, Education Scotland moved to a regional model to support the implementation of national policy at regional and local level. A recovery plan for 2020-2021 was also developed to support the existing plan following a review of priorities in light of the COVID-19 situation and the impact that this has had on the education of children and young people in the region and throughout Scotland.

In light of the OECD reports on Scottish Education a national consultation is taking place. A review of RIC's has taken place and will be published imminently. Within Forth Valley and West Lothian Regional Improvement Collaborative a three-year Strategic Plan is due for imminent renewal and this combined with national reviews and consultations make this a pivotal moment for Forth Valley and West Lothian Regional Improvement Collaborative and a good time to reflect, assess progress and make decisions about future direction. With that in mind a self-evaluation exercise was commissioned and has been undertaken with our partners in Education Scotland.

Aims

The aims of this self-evaluation exercise are threefold

- (i) To assess progress in terms of the strategic plan 2019-2022 and the Recovery Plan 2020-2021
- (ii) To allow as wide a range of stakeholders as practically possible to have an input into the self-evaluation exercise
- (iii) To allow an informed decisions based on the views of stakeholders around the future direction of our RIC to be taken.

Methodology

The self-evaluation exercise was conducted between 21st October 2021 and 19th November 2021. The exercise was constructed to try to allow as many stakeholders as possible to take part in the short timescale available.

A common set of questions for all stakeholders were designed in conjunction with colleagues in Education Scotland. The idea behind that a common set of questions was that it would be easier to collate the answers. The questions were designed to give a range of quantitative and qualitative data to support conclusions drawn and add validity and reliability to the exercise. Where possible the questions were carried out in a focus group situation with one person scribing and another asking the questions. Difficulties in getting people together meant that in some cases the questions were answered individually. The Workstreams and Connect Team were the only ones to complete questions 1-5. In some of the Workstream focus groups the meetings set up to carry out the self-evaluation ran out of time and had to be completed online. Not all groups included in the exercise had sufficient knowledge to answer all the questions, so were given an abridged version with key questions.

The Directors and the members of the Heads of Establishment Board both completed their set of questions online. There were forty three invitations shared with members of the Heads of Establishments Board, nine responded to the offer.

Executive Summary

The main findings from this report are

1. The majority of the aims of the 2020-2021 RIC Recovery Plan were largely met
2. The Workstreams need to have clearer aims and measurements for these aims.
3. FV&WL RIC has made some progress in terms of equity, empowerment and collaboration, but most progress has been at system and Local Authority level as opposed to at school and classroom level.
4. Workstream programmes and interventions have been generally well received but there is a perception that these have been limited in scope and impact.
5. Collaboration at Local Authority level has been successful when there has been a clear need and benefit for collaboration. There has also been effective collaboration with the

Educational Scotland Regional Improvement Team and with other Regional Improvement Collaboratives.

6. FV&WL RIC has been able to add value in a number of areas including Early Years, supported study, UNCRC and making individual Local Authority CLPL available across our RIC.
7. Due to Covid restrictions FV&WL RIC has been acting in something of a data desert with Teacher Professional Judgements and SNSA data unavailable. There is a clear need and desire to use data more effectively. This has now been remedied and a much more data led targeted approach can now be adopted.
8. Despite attempts to improve communication, FV&WL RIC is still finding it difficult to inform and involve practitioners at school and establishment level in what their RIC is doing.















Analysis of Responses

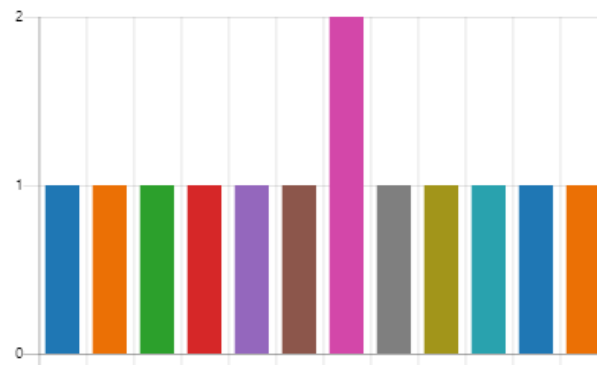
In the analysis of responses direct quotes are shown in *italic* with quotation marks and a source for these at the bottom. The ones chosen for inclusion represent a general feeling in terms of the summary of responses to the question, or are included because they are significantly at odds with the general response.

Question 1 Respondents

1. Workstream:

[More Details](#)

	Literacy Workstream	1
	Numeracy Workstream	1
	Health and Wellbeing Strategi...	1
	Curriculum	1
	STEM	1
	CLPL	1
	Performance	2
	Collaborative Delivery Board	1
	HT Reference Group	1
	Programme Board	1
	Virtual Learning Group	1
	Connect Team	1



N.B there were two respondents for the Performance Team as both used the link to the main survey.

Question 2 Workstream aims

This question was answered by a focus group made up of member(s) of the Connect team, representatives from each of the Local Authorities and a colleague from Education Scotland. The colleague from Education Scotland was in the most part working with the Workstream and a member of the Connect Team.

Most of the Workstreams answered this question in an operational fashion outlining in the main what their priorities were and how they planned to achieve this. These are outlined below

Digital Learning Group

2019-2022 Regional Improvement Collaborative Plan

- *Improvement in curriculum developments and learning and teaching to support employability skills and sustained positive destinations.*
- *Curriculum Support digital requirements of the RIC virtual campus.*

2020-21 Recovery Plan.

- *Curriculum will now have renewed focus on Digital Learning. July 2021 Recovery Plan.*
- *Curriculum and Online Learning –The focus going forward is on supporting online learning, developing our Inspiration Hub and building a network of C Change Hubs to support development across the RIC.*

Numeracy

- *Raise attainment and reduce the poverty related attainment gaps in numeracy.*
- *Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in numeracy.*

Literacy

- *Raise attainment and reduce the poverty related attainment gaps in literacy.*
- *Develop collaborative learning approaches which build staff capacity to deliver high quality learning experiences in literacy.*

STEM

- *Support planning and development of the STEM strategy.*
- *Develop the Curriculum and ensure that it is equitable and accessible for all children and young people*
- *Develop pathways that raise attainment and close the poverty related attainment gap*

Health & Wellbeing*

- *Develop resources and training for substance use in the Senior Phase. Provide an online platform (via the RIC blog) to host PSE resources for all curricular levels and covering all elements of the PSE curriculum*

N.B. The aims of this Workstream will change with the appointment of a new PT Health & Wellbeing

- *To support the schools within our LA and RIC: to become more data literate.*
- *Provide high quality professional learning for staff to achieve this.*
- *Supporting the decision making across Workstreams with high quality data*

Performance

2019-2022 Regional Improvement Collaborative Plan

- *Improvement in curriculum developments and learning and teaching to support employability skills and sustained positive destinations.*
- *Support specific subject networks eg. Computing, Social Sciences. Support assessment and moderation strategy and planning.*
- *Develop the Curriculum and ensure that it is equitable and accessible for all children and young people Develop pathways that raise attainment and close the poverty related attainment gap*

2020-21 Recovery Plan.

- *Supporting online learning,*
- *Developing our Inspiration Hub and*
- *Building a network of C Change Hubs to support development across the RIC.*

Curriculum Group

Question 3 Summary of Workstream activities from August 2020 to present.

The responses in terms of activities are outlined in detail in Appendix 1

There has been a lot of Workstream activity with a return to a greater degree of normality with a lot more in terms of engagements with schools. This is particularly true with the Literacy Workstream who have been able to carry out some support engagements in person as opposed to online. A summary of Literacy Workstream activities over the last year is shown in table 1. Below

Table 1. Literacy activities

Literacy Programmes	Participants	No. Of Schools/Views
Reciprocal Reading	298	54 schools
Writing Webinars	401	526
Paired Reading	63	28
Early Years Good Practice Sessions	164	N/a
Literacy Through Play	131	
Scottish Book trust Reading Accreditation		92 schools
Helicopter Stories	213	
Speech and language Sessions	89	
Paired reading	63	18

In addition a number of Literacy networks were created in session 2020 – 21 to offer ongoing support and opportunities for collaboration. These include:-

Building a Reading Culture;

English PTs;

Primary NQTs;

English NQTs;

Early Years (164 members);

Literacy through Play (141 members);

Helicopter Stories (214 members);

Speech & Language (95 members);

Reciprocal Reading (298 members);

Writing (302 members);

Primary Facebook

The new Numeracy team only took up post in August and required time to get up to speed and develop their programmes. The new team are now engaging with a large number of schools and practitioners. It is worth noting however, that starting with a completely new team can result in a loss of momentum. The expertise, knowledge and relationships which are so crucial to effective collaboration and support take time to develop, and when a completely new team starts there is an inevitable stall in momentum. An outline of Numeracy Team activities is shown in table 2 below

Table 2. Summary of Numeracy Team Activities

Numeracy Intervention/Support	No of Participant Establishments/practitioners
Maths recovery	16
Early Level Recovery	23
First Level Recovery	25
Early level Vulnerable Learners	46
First Level Vulnerable Learners	92
Maths through stories	175
Number sense	160
Probationer Training Number Sense	180
Choral Counting	84
Early Number sense	245
Cuisinaire Rods	61

For the Health and Wellbeing team plans to take a more proactive approach had to be put on hold as the person appointed to the post and due to start in August got another job. This has meant re advertising the post and waiting for the new appointee to commence on the 17th December.

Question 4 Measures

A wide range of measures were used depending on the Workstream and what they are trying to achieve. A common thread through the responses was using data to evaluate performance. Access to data has been limited however, due to a number of factors

- (i) The suspension of the collection of SNSA's and Teacher Professional Judgments. These have been reintroduced, but with collection of SNS data at S3 being voluntary a lot of schools have not tested S3 students.
- (ii) There has been no cross RIC data officer since January 2021 to bring data together to inform a more targeted approach
- (iii) Difficulties in comparing performance in national qualifications in 2020 which were based on teacher judgement with prior performance based largely on final examinations.

Our RIC Workstreams are using common evaluations (see link below) this session with measuring pupil progress through Teacher Professional Judgements (TPJs) as appropriate. Participants are then contacted three months later to allow for evaluation of long term impact.

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Participation levels are also used a measure. Tables 1&2 above demonstrate that a large number of practitioners have engaged with the RIC In the last year. In session 2019-20 85% of all primary schools across the RIC engaged in Numeracy training/interventions.

The Literacy team outlined some of the difficulties they have faced over the last year in measuring progress

'Due to Covid restrictions HMIE data isn't available. The nature of our offers also had to change with more universal sessions rather than targeted support taking place. Therefore feedback forms became the main source of measures coupled with anecdotal evidence. Session 2021-22 has seen a return to more in-depth data gathering against qualitative and quantitative measures such as those

allowed by the close working relationship within our targeted writing programme.'

For the Health and Wellbeing Workstream measures included measures such as the number of hits on the BLOG where P.S.E resources can be accessed - currently at 59 131 of which 1 359 were in the last 30 days. Teacher feedback on resources produced is also valuable, though feedback tends to be collected at Local Authority level.

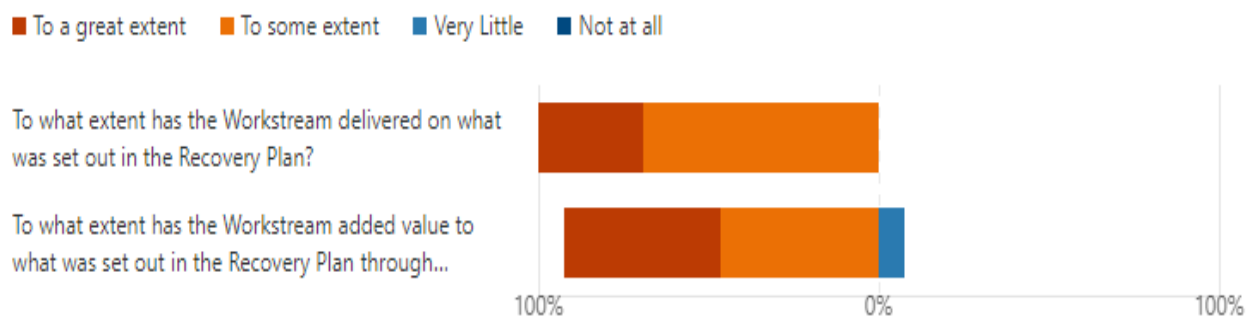
An issue which was raised by some of the Workstreams was lack of access to CLPL evaluations to assess impact.

All Workstreams are now using a common longitudinal impact survey for all programmes as part of their measurement plans.

All the Workstreams and the overall Connect Team felt that the relationship between the data coaches and the Connect Team was much closer and that relationship was allowing Workstreams to make more data informed decisions and target more effectively to meet local need. In addition the data coaches now feel much more connected to each other, sharing ideas and practice on a regular basis.

'Data coaches across the RIC members have shared tools and resources to support their roles and to develop a deeper understanding of the role of data. • Weekly meetings to share information and good practice. • RIC members are generating RIC wide database to identify trends which will inform future CLPL to help close the poverty related attainment gap.'

Question 5. How are we doing?



Question 6. How effective are our engagements with local authorities, establishments and individuals in increasing practitioner knowledge, confidence, understanding and skills?

Although the response to this was not measured in a quantifiable manner, the common response was that it was ‘Somewhat effective’

One respondent noted a common concern voiced by those who work as part of the Connect team

‘Limited – we don’t have the data to measure effectiveness – very often colleagues don’t know source of support – whether its RIC or local authority – not so much direct contact – RIC communicates via local authorities so participants unsure of the source’

Whilst another commented

‘Somewhat effective. The impact is patchy, with greater impact in Primary and Early Years. Not so effective in Secondary establishments’

Question 7. How do we know? Include details of any available evidence to support your answer

In terms of delivering what was set out in the Recovery Plan, most of the Workstreams and the Connect Team felt that this had been largely met. At system level a new governance structure had been created and put in place. A consultation relating to a new vision and agreed values had taken pace and was now an integral part of the how we perform. At Workstream level

most felt that the Recovery Plan aims had been met, though there was acknowledgement that some elements could not be undertaken due to the prolonged nature of Covid related disruption.

For both Numeracy and Literacy engagement levels had increased with new numeracy networks having been established and are supporting colleagues in developing numeracy skills. This is evidenced by the fact that Courses are regularly full with many having long waiting lists. The RIC Numeracy twitter has significantly grown in reach and now has 1338 active followers. A similar story was also true for the Literacy Team, who saw a marked increase in engagement over the previous year and saw a rise of over 20% in their twitter following to just under 1200 followers. Part of the reason for increase engagement may well be due the easier access to programmes which are carried out online.

'P1 & 2 conceptual numeracy report. CLPL evaluation forms. 75% of FVWL schools engaged with some form of CLPL. For targeted schools, baseline assessment data, including Sandwell assessments and qualitative data from staff shows impact on attainment and staff confidence'

Numeracy Team

In terms of adding value most Workstreams felt that they had been able to add value. At system level, the creation of the Inspiration Hub, the Easter Study support programme and the cross RIC UNCRC programme implementation were examples cited.. At Workstream level, online material support for practitioners, additional CLPL sessions, webinars, blethers and moderation support exemplified the ways they provided additional support for colleagues.

The online learning team had a particularly busy year starting from scratch this group identified the following actions

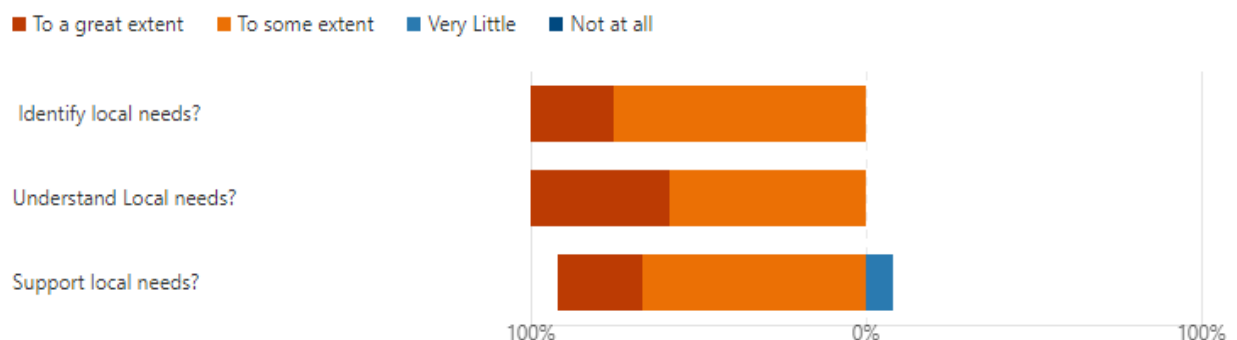
'(Our) RIC contributed to a national virtual campus – not just our own local version which has a bigger impact. Due to COVID, the context changed and this was a sustainable opportunity. There is still a task to get more people using NeLO (National E Learning Offer). Digital Needs Analysis has taken place (not part of original plan) which will inform local and regional plans by adding value by giving us a blue print for future development . The Inspiration Hub is a place to

share practice, RIC YouTube Channel – 6600 views of recorded online learning as part of Easter School/Supported Studyadded in 45 curricular content videos to this Supported self study shared with Senior Phase pupils and parents/carers SWAY 2700 views Each LA now has two CEOP ambassadors. Central e=safety partnership has expanded and been rebranded. Literacy / numeracy CLPL – have data relating to participation – but metrics not in place to evaluate – anecdotal evidence suggest an impact – evidence from social media followers / numbers’*

- This figure is now over 7000

Online Learning Team

Question 8 In terms of empowerment to what extent do we



Generally the responses to the first two of these questions were positive. The level and frequency of engagement of RIC officers with partners has meant that identifying and understanding local needs has been easier (see Appendix 1). This is despite somewhat of a data vacuum caused by the pandemic disruption.

For the third question in terms of meeting local need there is more of a divergence of views. Some on the Heads of Establishment Reference Board felt that our RIC was having little impact on staff or learning. This seemed to be particularly true of Secondary respondents. In many ways the response of Secondary Heads is not surprising considering most of the Workstream activities (particularly STEM, Literacy and Numeracy) have been focussed on Early Years and Primary.

Question 9 How do we know? Include details of any available evidence to support your answer to Q8.

A contrasting range of evidence was provided from across the respondents which mirror the commentary above. On the whole the responses were very positive, however, there were one or two negative responses which suggest that we need to have more impact at school and practitioner level.

From the Workstreams

‘Strong work from 4 LAs around info gathering, the enactment part has been slower than we would have liked due to covid, personnel changes and delays in RIC PT appointment. Audit activities worked with schools, pupils, partners around what the gaps were and pulled in knowledge of local data.’

The Health & Wellbeing team

‘Data coach programme informed by schools self-evaluation form and was identified as tool to best support schools in their data journey. • Data coach programme empowers teacher to examine data within their setting, sharing this with their colleagues during data driven dialogues based specifically on their setting – demonstrated through implementation plans and their dialogue with SMT and other colleagues’

Performance Team

‘Better use of data, but still some way to go’

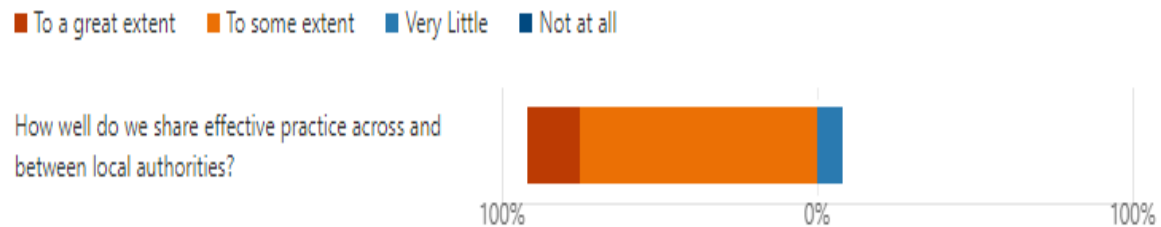
Programme Board

These responses however contrasted with four of the nine respondents from the Heads of Establishment Reference Board who felt that our RIC did very little or not at all to meet local need. One Head Teacher noted

‘I do not see an impact filtering into classroom practice. Staff awareness of and engagement with the RIC is very low.’

RIC Head Teacher

Question 10 In terms of collaboration how well do we share effective practice across and between Local Authorities?



The response to this question shared similarities with the responses to the previous questions. There were some very positive responses and a general feeling that, whilst more could be done, there were positives in this area and a platform to build upon. The more negative responses again came from some members of the Heads of Establishment Reference Board.

Question 11. How do we know? Include any details of available evidence to support answer Q10

Connected with officers doing same job across (our RIC) and collaborate. Right people doing the right things for the right reasons. Easily know who to contact – can pull things together quite quickly and we can evidence quite strongly. Probationer supporter evidence of that.

CLPL Team

UNCRC partnership working is a great example of what can be achieved when there is a clear need and benefit in collaborating. This has worked very well saving time, energy and providing a clear consistent response to a common challenge faced by the Local Authorities.

Collaborative Board member

Inspiration HUB starting to grow that sharing good practice between LA's. Twitter has been better in (the) last year – reaching more practitioners now. CPD

manager should be getting used more to share courses etc. but still not fully there – changing slowly.

Connect Team member

Question 12. How is our partnership work supporting improvements in outcomes for learners?

The responses to this question were generally very positive, with nearly all responses suggesting that improvements in outcomes are either are happening now or will be happening soon. Again the response from Heads of Establishments was less positive, however, this can perhaps be explained in this case by the fact that they are less likely to be aware of some of the partnership working which takes place across our RIC.

‘(STEM) Offers a range of opportunities which were not previously available, and this is making a difference. The presence of STEM across the RIC is ever present and across Twitter too. People are now approaching members of the Workstream to work with us. Partners are working directly with practitioners. Connections have been made with Literacy, Numeracy, LfS – STEM is an approach of learning. Hooking learners in and making learning fun. Natural links are being made. We can improve outcomes for learners through the context of STEM. This has been a key focus’.

STEM team

E-sgoil very successful within our RIC – high uptake and very successful Increased knowledge of pedagogical practice and strategies to promote e.g. reading for enjoyment via SBT (Scottish Book Trust) Reading Schools which in turn helps to raise attainment in literacy.

Connect Team

Good practice sharing in the Workstreams allows for learning from each other and resultant improvements in local provision to be made.

Programme Board member

In order to help identify and implement meaningful and targeted CLPL we have shared SNSA and SCEL data to develop a RIC wide data set that can be examined. Working across the 4 local authorities to deliver Improvement Methodology CLPL

Performance Team

Question 13. How do we know? Include details of any available evidence to support your answers to Q 12.

A wide range of evidence was presented by respondents for this and it was clear that most felt that partnership working was starting to bear fruit.

At present, we are moderating writing with colleagues at Airth Primary School which our team members are finding extremely useful. We are single stream school therefore each stage does not have the opportunity to moderate with other stage partners. This opportunity is reassuring the team during the moderation process.

Head Teacher Response

There is a lot going on. Key focus in many School Improvement Plans and promoting STEM experiences across the school. Working across a cluster is becoming more successful (measured by) uptake by practitioners to take up professional learning

STEM Team

Over 7000 You tube views of online lessons. Highest uptake of any RIC in terms of live lessons. Our RIC staff were very large contributors to both WEST OS resources and also to the live E Scgoil provision. Over 2500 views of the supported study SWAY. These have provided additional resources to our learners and staff and have provided greater equity of access to resources.

Online Learning Team

Partnership work with curriculum and other Workstreams. For example, commitment to partnership work with SDS around labour market intelligence and pilot of labour market intelligence workshops. Also working with SDS to STEMifying support for Primaries. Request from ASN SLT C Change Hub also resulted in partnership working with SQA, SCQF leading to a piece of work in developing a skills passport available across the RIC.

Curriculum Team

The uptake and interest of schools working is extremely high. Commitment in primary neighbourhood groups and moderation programme to work with data to lead improvement is a direct result of what the Data Coach has done with our schools.

Performance Team member

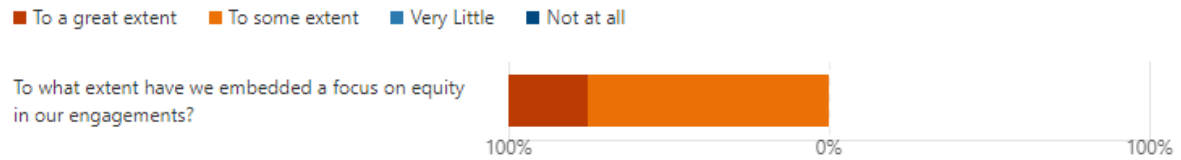
Social media and Teams activity highlight practitioners putting RIC Literacy learning into practice. Research demonstrates the pedagogical approaches presented are effective in raising attainment and practitioner feedback echoes this.

Literacy Team

Question 14. In terms of equity to what extent have we embedded a focus on equity in our engagements?

Of the questions asked in this self-evaluation this provoked one of the most positive response. This is perhaps because this is the focus of our RIC up until Christmas culminating in a Heads of Establishment meeting which has equity as its theme. The Connect Team and our partners in Education Scotland had a joint effort to raise the profile of Challenge Poverty week. In the two weeks leading up to this there was a tweet every day highlighting good practice from across our RIC in terms of promoting equity and supporting children and families, There were further tweets each day during Challenge Poverty week, focussed in the national poverty theme for

that day. These tweets were well received and a number of schools/establishments got involved in supporting Challenge Poverty week.



Question 15. Do you agree that are our engagements are supporting improvements to close the poverty related attainment gap?

Strongly agree	3
Agree	9
Disagree	1
Strongly disagree	0



Question 16. How do we know? Include details of any available evidence to support your answers to Q14 & 15.

There were a range of responses to this question. In terms of equity some typical responses included

The focus on equity has increased in breadth particularly, and this drives the activity of the RIC at all levels. Each of the Workstreams have identified approaches to addressing equity that have been informed by data.

Programme Board member

The initial adaptation of the recovery plan to focus earlier in the learner journey was intended with a long term lens on improving the equity and equality data at end point of school education for example we know that gender, SIMD profile and looked after status are significantly different in terms of outcomes to the general population.

STEM Team

For Q 15 the answers were more varied and overall less positive

Limited impact, particularly in Secondary establishments The RIC has a very low profile in Secondary schools. Slightly higher in our local authority but again it's work is not pulling through in classrooms in Secondary schools. There is very little, if any, direct engagement with schools and classroom teachers

Head Teacher

While some are raising attainment across the board, the gap between our most and least advantaged learners is not always closing. There is effective, targeted support, for example, RIC Reciprocal Reading and the RIC Writing Programme ... but some people felt that more could be done within LAs to make explicit why

these programmes are being offered and how it ties to local authority and RIC improvement priorities and data.

Literacy Team

The responses to this question suggest that equity is becoming embedded in approaches taken across our RIC, however, whilst there appears to be progress there is still some way to go in terms of closing the poverty related attainment gap. There are mitigating factors however that must be taken into account. Whilst online programmes can in theory reach a greater number of people, the window to offer support is limited to timeslots after school. In class support for practitioners during the school day has been severely limited due to Covid restrictions. Furthermore staff absence and shortages are at levels which are very difficult to manage. This has a knock on effect in three ways

- (i) on a personal level staff are finding it difficult to find time for professional development
- (ii) Schools are reluctant or unable to release staff due to staff shortages
- (iii) Many Schools are operating and managing on a day to day basis and wider development opportunities offered are not the immediate priority.

Question 17. What should be our priorities going forward?

There were consistent themes running through the responses to this question with the word '*continue*' appearing in most responses.

The main themes included

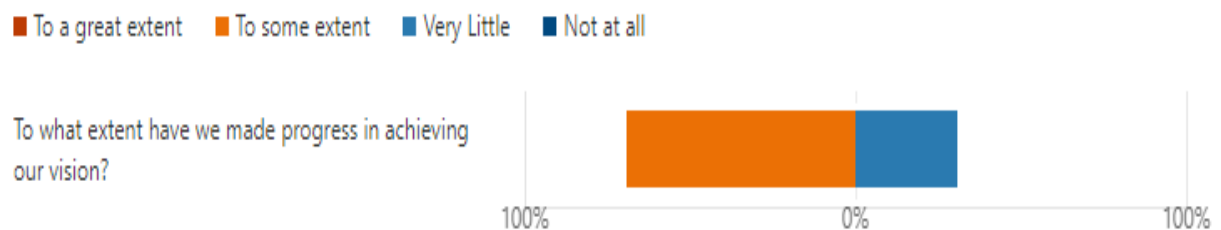
- (i) Our RIC should concentrate on and consolidate in terms of current priorities.
- (ii) Increase collaboration to allow for greater practice sharing and impact
- (iii) Continue to develop the effective use of data to support targeted working
- (iv) An increased focus on reaching practitioners including those in Secondary settings with more programmes and better communication to ensure people know what their RIC has to offer.

The responses were summed up nicely by members of the Collaborative Board who stated

Priorities should remain as they are in order to ensure sustainable positive impact. Evidence based approaches based on the data. Get the message across about that our RIC is not 'an add' on; it's an opportunity to support practitioners and priorities in school Concentrate on Literacy, Numeracy and Wellbeing with a clear equity focus. Drive towards how we make our RIC function better in operational terms, ensuring we get maximum reach and impact.

Question 18. To what extent have we made progress in achieving our vision of

'Building a collaborative culture to close the socio-economic attainment gap and improve outcomes for all learners'



With our current shared vision only being adopted in June 21 it is not surprising that the response suggests that we have some way to go to achieving our goal. There is agreement however, that progress is being made; the debate would appear to be around just how much progress is being made. As before those operating at system level with RIC teams had a more positive response than with those operating at some distance. This would again tend to indicate an element of disconnection which requires remedial action.

Question 19. How effective are our engagements with local authorities, establishments and individuals in achieving our vision?

As with other questions the responses were varied ranging from

Some engagement prior to Covid. We need to find a way back to better collaboration which was lost during Covid. Covid has widened PRAG. Very little progress has been made in closing the gap.

Numeracy Team

To

We are building momentum and our engagements are effective. We now need to work with practitioners to understand their effectiveness and the impact on young people.

CLPL Team

The response from the Connect team probably best sums up the general feeling in terms of a response to this question.

Getting there but a long way to go to build a proper Collaborative Culture where people talk about 'Our RIC' as opposed to 'The RIC'. Collaboration is still not something that is embedded in the culture across the four LA's as opposed to within the four LA's.

N.B. A link to a summary of the results can be found via the link below.

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Going Forward

Our RIC has a Recovery plan for 2021-22 which is well underway. A lot of the suggestions/criticisms made in response to this self-evaluation exercise have been or are currently being addressed e.g. the more effective use of data. A data report using SNSA and TPJ data has been produced and will assist us in identifying and targeting programmes much more effectively to ensure the greatest impact in terms of closing the attainment gap.

Our network of subject based C Change Hubs are being launched which will provide greater support and opportunities for involvement for our Secondary practitioners. Our 'qualifications directory' which is phase two of our Inspiration Hub will contain qualifications for all levels from Early Years right through to Senior phase. This directory will be of particular benefit to Secondary schools. The most important element in this directory however, is not the catalogued extensive list of qualifications available from a wide range of providers; it is the contact details for those who are using these qualifications in their schools. This is designed to encourage schools to benefit from sharing and learning from the journey of others; thereby building collaboration and practice sharing in a practical way.

Our next three year plan is due for renewal and the direction for this will be shaped by four key elements:-

- (i) feedback from stakeholders in this self-evaluation exercise
- (ii) Shared Local Authority improvement Plan priorities
- (iii) Data surrounding RIC attainment performance and identified gaps.
- (iv) National decisions surrounding the role of RIC's, Education Scotland and future funding and resourcing.

Recommendations

1. That our RIC should continue with a strong focus on Literacy and Numeracy incorporating a proactive Health and Wellbeing element to support this work.
2. That Workstream aims and measurements are tightened to ensure that work undertaken is closely tied to outcome measures in terms of reducing the attainment gap and improving outcomes for all.
3. That communication within our RIC is more effective in reaching all partners, but particularly practitioners working in schools and establishments.
4. That measures to support Workstream transition are implemented to ensure that the relationships, knowledge and trust built up during a secondment are not lost with a new team taking over.
5. That our Partnership working with Education Scotland continues to develop and that plans and initiatives for our RIC are jointly developed and shared.

6. That Workstreams continue to focus on supporting classroom practitioners at all levels with a clear values based focus on reducing the attainment gap and improving outcomes for all.



Conclusion

When this self-evaluation exercise was undertaken it had three identified aims. To assess progress in terms of the strategic plan 2019-2022 and the Recovery Plan 2020-2021

- (i) To allow as wide a range of stakeholders as practically possible to have an input into the self-evaluation exercise
- (ii) To allow an informed decisions based on the views of stakeholders around the future direction of our RIC to be taken.
- (iii) To allow an informed decisions based on the views of stakeholders around the future direction of our RIC to be taken.

Despite some of the practical difficulties in terms of carrying out the research it has provided a broad and balanced range of views to support our thoughts in terms of moving forward. Stakeholders from schools, Local authorities, Education Scotland and former and current members of the Connect Team have all had input into the evaluation.

The evaluation has provided a basis upon which we can assess progress and identify areas for improvement. The findings from this self- evaluation, coupled with data informed discussion within a context of local and national planning can support the development of a new strategic three year plan for our RIC.

Appendices

Appendix 1 Summary of Workstream Activity since August 2021

Appendix 2 Summary of RIC Engagement



Appendix 1 Summary Of Workstream Activities

Online Learning Team

Central e-safety partnership (Clackmannanshire, Falkirk, Stirling) - Internet Safety Day activities Completion of Digital Needs Analysis (DNA) to support future plans and explore virtual campus. Creation of Easter School / ongoing Supported Study resources.

Central e-safety Partnership renamed Wize and now includes West Lothian.

Creation of 2 x CEOP ambassadors for each LA2anonymous

Numeracy Team

Second and Third Level programme P1&2 Conceptual Numeracy programme.

First Class at Number Recovery Plan Activities:

Universal CLPL training Posting resources on Twitter

Video tutorials on Youtube

Early and First Level Vulnerable Learner Programme for SLAs

Early/first level training First/second level training

Second/third level training

Health and Wellbeing

Ongoing work on substance materials, launch of the PSE resource pages

Literacy Team

Reciprocal reading (Continuing)

Writing Webinars

Paired Reading Webinars for Support Staff

Early Years Sharing Good Practice Sessions (Continuing)

Scottish Book Trust Reading Accreditation Programme (Continuing)

Literacy Through Play Sharing Good Practice Sessions

Helicopter Stories sessions

The Message Centre session

Networks for English & Primary Teachers (Continuing)

RIC YouTube

Partnership Working:

Local Authority Literacy Leads; Education Scotland; National Literacy Network; Scottish Book Trust; Screen Scotland; FV Speech & Language (Continuing)

University Partnerships Resource & Research Sharing via Twitter,

Facebook group, Teams (Continuing)

Targeted Writing Support working with 10 schools across 3 LAs (Session 2021 – 22)

Universal Writing sessions (Session 2021 – 22)

Disciplinary Literacy (Session 2021 – 22)

Play Pedagogy sessions (Session 2021 – 22)

Primary Probationer Programme (Session 2021 – 22)

Screen Scotland Primary and Secondary sessions (Session 2021 – 22)

Performance Team

Virtual meetings to support SLT staff in Falkirk Council schools to continue to build their data literacy and support of use of data in School Improvement plans, PEF plans and help them to identify their gaps using data to construct their recovery plans

. • Continue to provide CLPL for staff in FC schools virtually to support their use of data in classrooms with a focus on identify their gaps, closing their attainment gap, improvement methodology to support learners, using data to inform the school priorities and how they can contribute to that work.

• Launch and support new FC Primary tracker to all schools to improve the use of data within each school – this tool allows practitioners and SLT to look at learner progression over time and look at filters such as deprivation to ensure they are all doing their best to close the socio-economic attainment gap within their settings.

- Support neighbourhood and cluster groups within FC with the use of data to identify their focus for improvement.
- Work alongside the other data coaches to share good practice in things such as CLPL and data templates such as the SNSA analysis.
- The performance team will have meetings with other workstreams to coach them through RIC data or LA data to help them form their priorities within their workstreams.
- Work with Falkirk Council Literacy and Numeracy teams to use data to inform their practice and focus their CLPL offers

CLPL Team

Probationer Supporter CLPL CLASP CLPL opportunities through University of Stirling
Sharing Education Scotland

Professional Learning Opportunities including Evolving Systems Thinking Shared data gathering, including partnership working with GTCS and planning around Probationer CLPL programme for this session to be proactive around probationers needs following disrupted placements.

Curriculum Team

Developed an Easter School Programme for Easter 2021, offering live and recorded lessons based on learner feedback from lockdown.

Working with Tayside RIC and Education Scotland to create a bank of National 1-3 e-Learning resources to enhance our curricular offering, reduce development workloads and ensure high quality resources.

Some C Change Hubs have been created - Primary Practitioners, ASN, ASN SLT, Pastoral Principal Teachers, Teachers of PSE, Others are being rolled out session 2021/22

Gathered data from SQA regarding presentations and this is being used to design Phase 2 of The Inspiration Hub Working with ASN SLT (Secondary) and partners on enhancing our curricular offerings. Short Life Working Group developing a skills passport to support sustained, positive destinations in this group of learners who are identified as more at risk. Short Life working group on Visual Impairment Model being set up Autumn 2021/22

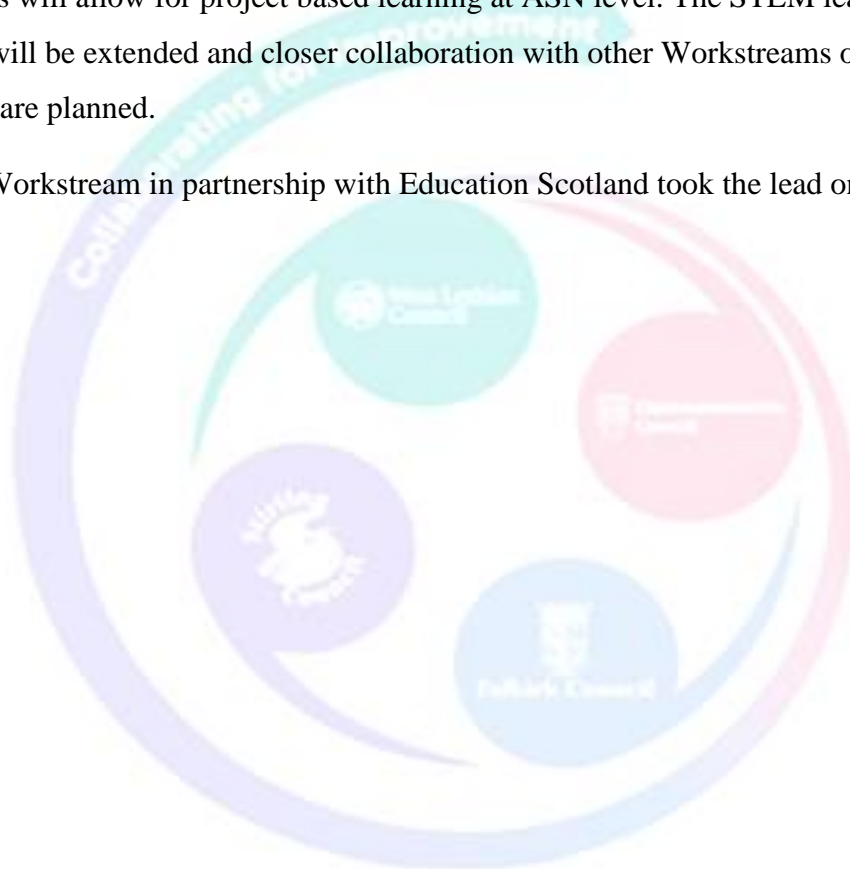
STEM Team

20-21 Recovery Plan STEM: The STEM work stream will connect leads from the local authorities and build partnerships with Forth Valley & West Lothian colleges.

The RAISE Science officers from each local authority will work with each other to develop the programme in primary schools and in response to national developments.

July 2021 Recovery Plan STEM: The STEM work stream will connect leads from the local authorities and further develop the partnerships with Forth Valley & West Lothian colleges. This coming session it is planned to develop an Early Years STEM network to provide intelligence to meet the needs at Early level. It is also planned to develop a STEM ASN network. This will allow for project based learning at ASN level. The STEM leadership programme will be extended and closer collaboration with other Workstreams on joint programmes are planned.

The STEM Workstream in partnership with Education Scotland took the lead on COP 26 preparations.



Appendix 2

Appendix 2: - Forth Valley and West Lothian Regional Improvement Collaborative Engagement Table

Engagement	Weekly	Monthly	Quarterly/Termly	Bi Annual	Ad Hoc/As required
WITHIN OUR RIC	X (drop in)	X	X		
RIC Directors	X				
Connect team	X- (Drop in)	X			
Teaching Unions			X (Partnership Board)	X	
Non Teaching			X (Partnership Board)	X	
Community Learning and Development			X (Partnership Board)		X (4 x in 2021)
Education Psychologists			X (Partnership Board)		X
Early Years		X			
RIC West Lothian SLT					X

Forth Valley College		X (Curriculum Group)	X (Partnership Board)		
West Lothian College		X (Curriculum Group)	X (Partnership Board)		
Virtual Learning LA Leads		X			
Curriculum LA leads			X		
Cross- Ric moderation and assessment group		X			
Languages team			X		
Learning for sustainability team			X		
Virtual Learning LA Leads		X			
RIC e-Learning creation volunteers	X				X
Digital Thinking Team	X				
Heads of Establishments Board			X		
Collaborative Board		X			
LA Literacy Leads		X			
LA Numeracy Leads					
LA Health and Wellbeing Leads					
LA STEM Leads					
UNCRC Implementation Group		x			

CLPL LA Leads					
CLASP – Stirling University and RIC					6 Meetings per year
Programme Board			X		
West Lothian Secondary HT's					X
Falkirk HT's					X
Clacks HT's					X
ENGAGEMENT OUTWITH OUR RIC					
ADES		X			
National meeting with RIC Development officers		X			
SQA		X			
SCQF		X			
Tablet Academy					X (frequent at development times)
Wize group (formerly Central e-safety partnership board)					
Tayside RIC – Developing ASN curriculum/qualifications		X			
National 1-3 strategic group		X			
West OS	X				X

National e-Learning Programme					X (usually every fortnight)
Duke of Edinburgh			X		
RIC Lead Research Meeting					X
EAS Wales					X
Northern Alliance – geographical Inequity					X



