East Lothian Council

REPORT TO:	Education Committee
MEETING DATE:	17 February 2020
BY:	Depute Chief Executive (Resources and People Services)
SUBJECT:	South East Improvement Collaborative Update

1 PURPOSE

1.1 To provide the Committee with an update on the work of the South East Improvement Collaborative (SEIC) including the SEIC Improvement Plan, last updated September 2019.

2 RECOMMENDATIONS

2.1 The Committee is asked to note:

i. The priority areas for improvement being taken forward in partnership with members of the SEIC.

ii. The progress made towards improving professional collaboration and school empowerment across the SEIC.

3 BACKGROUND

3.1 East Lothian Council has continued to contribute towards the SEIC during this academic session. Education portfolio holders, Chief Executives, Heads of Education and Head Teachers continue to work together to develop and build on existing partnership arrangements to take forward the areas for improvement set out within the SEIC Plan. Members will be aware that the SEIC Oversight Group was established, including the five Conveners for Education from each partner Council ensuring political oversight of the partnership's work.

3.2 By working collaboratively, the partners within the SEIC, have agreed a shared vision: "working together, empowering all, improving outcomes". This renewed vision is underpinned by the priority actions set out within the SEIC Phase 2 Plan, updated September 2019.

3.3　The revised Plan has a focus on the key areas that have been identified from the analysis of Children's Services plans, local authority education plans, school improvement plans, the data set related to the National Improvement Framework outcomes and what our staff, parents and children and young people are telling us.

3.4　Six workstreams have been identified and are well established and these are being supported by officers from East Lothian. The workstreams are:

- Mathematics and numeracy;

- Equity;

- Quality Improvement Approaches;

- Data and Analysis;

- Professional Learning / Leadership; and

- Emotional wellbeing (led by children and young people from across the Collaborative).

3.5　A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on key areas of their work and many of these groups existed prior to the introduction of Regional Improvement Collaboratives. The Secondary Subject Networks have supported the appointment of subject leads in East Lothian. Sixteen staff now lead subject areas across the authority for both East Lothian collaboration afternoons and SEIC wide events, such as assessment and moderation training in May 2020. Networks established to encourage collaboration include:

- Additional Support Needs;

- Early Learning and Childcare;

- Community Learning and Development;

- Educational Psychologists;

- 1+2 Languages;

- ICT/Digital Network;

- Subject Networks (Secondary); and

- Depute Head Teachers.

3.6   The SEIC Oversight Group was successful in its application to the Scottish Government for £1,122,935 to support the successful delivery of the Plan for the period up to August 2020. Funding is subject to the criteria specified by the Scottish Government. The SEIC Board have worked together to successfully use this funding to recruit to the posts required to support the delivery and impact of each of the workstreams and build capacity for improvement across our schools (Appendix 1 – Organogram of SEIC and Education Scotland Team). Education Scotland staff have now been appointed to support the delivery of the SEIC plan.

3.7   All workstreams are moving forward with their planned improvement priorities (Appendix 2 – SEIC Plan Sept 2019) with the first phase of improvement activity focused mainly on establishing strong networks at all levels of the education system to support the improvement activity. As stated within the SEIC Plan improvement workstreams will change over time as practitioners are more engaged in the planning process and as more data analysis and information becomes available. A review of data, including staff and pupil surveys, indicate a need to undertake a research and development project to inform strategies to improve outcomes for children and young people with additional support needs.

3.8   On 21 October 2019 (In-Service Day), the SEIC created a wide variety of collaborative professional learning opportunities across all five local authorities. East Lothian hosted a number of events including the Data and Analysis training and young people gathered in the Brunton Hall to begin the creation of a Wellbeing Charter.

3.9   East Lothian schools have engaged well with the work of the SEIC and benefited from a variety of collaborative professional learning activities. (See Appendix 4 – Engagement Data for East Lothian.)

Next Steps

3.10   The SEIC Board is required to submit an updated Plan to the Scottish Government in June 2020. The SEIC Plan can only be delivered subject to the funding provided by the Scottish Government and it is anticipated that the revised SEIC Plan will secure the requisite funding required to support the identified priority areas for improvement.

3.11   SEIC Learning Schools and Pedagogy Pioneers are the latest phases in the development of the SEIC Empowered System (Appendix 3 – SEIC Empowered System). These two initiatives have now been approved by the board to create planned and supported collaboration, encouraging effective self-improving schools within an empowered system. We are now in the process of working alongside the SEIC team and Education Scotland support team to identify two learning schools and up to five pedagogy pioneers in East Lothian. These schools and individuals will work across all five local authority areas to support improvement by practitioners for practitioners.

4   POLICY IMPLICATIONS

4.1   There are no policy implications associated with this report.

5   INTEGRATED IMPACT ASSESSMENT

6.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial – the SEIC Phase 2 Plan sets out the funding request submitted to and approved by the Scottish Government to support the delivery of the Plan.

6.2   Personnel – various Education Service officers of the council will continue to support the SEIC either as members of the governance groups and workstream groups.
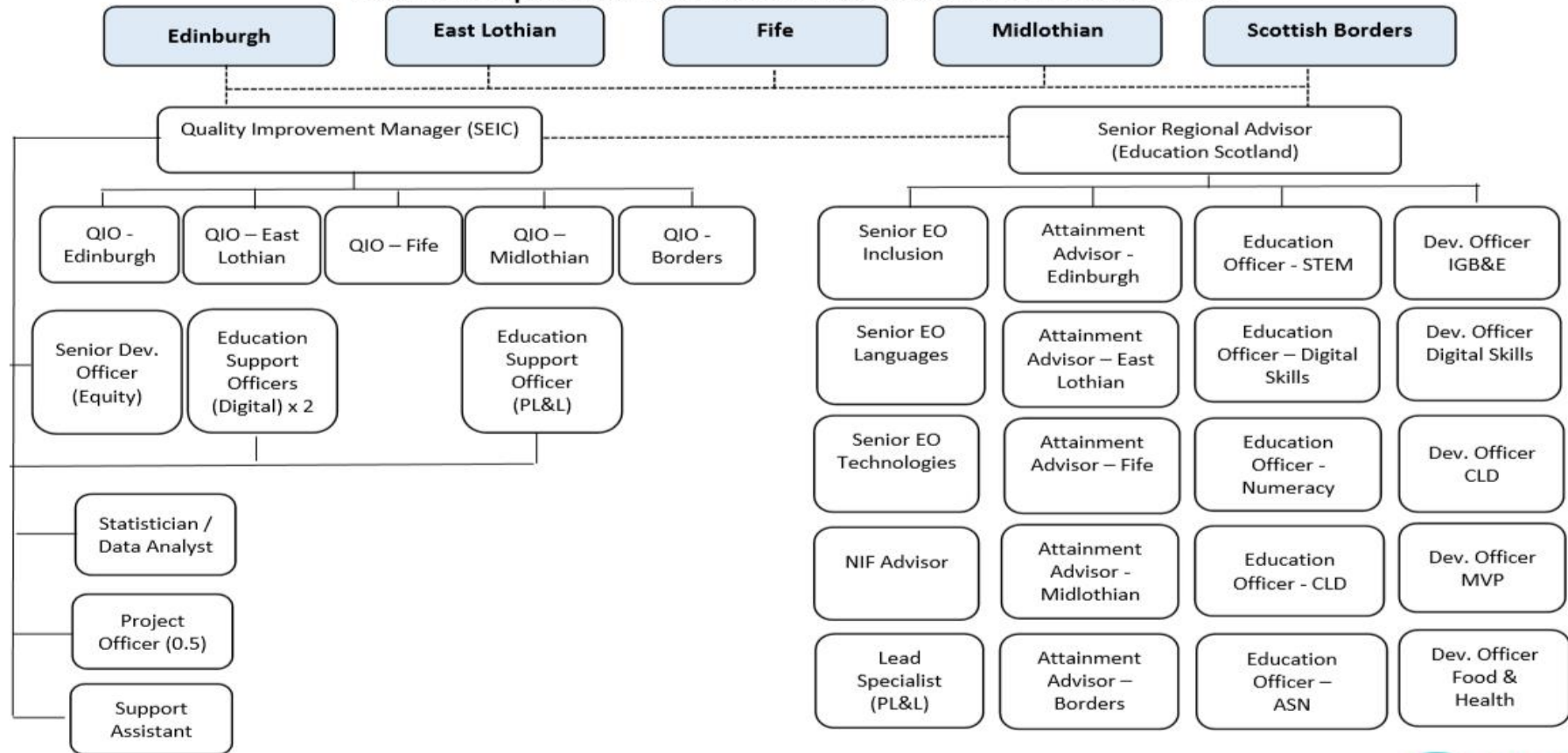
6.3   Other – none.

7   BACKGROUND PAPERS

7.1   Education Governance – Next Steps Executive Summary June 2017
http://www.gov.scot/Resource/0052/00521038.pdf

7.2   Education Bill policy ambition: joint agreement June 2018
https://beta.gov.scot/publications/education-bill-policy-ambition-joint-agreement/

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DATE	17 February 2020

Appendix 1 – SEIC Team

SEIC — SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

South East Improvement Collaborative Team and Education Scotland Team

| Edinburgh | East Lothian | Fife | Midlothian | Scottish Borders |

Quality Improvement Manager (SEIC)

Senior Regional Advisor (Education Scotland)

QIO - Edinburgh | QIO – East Lothian | QIO – Fife | QIO – Midlothian | QIO - Borders

Senior Dev. Officer (Equity) | Education Support Officers (Digital) x 2 | Education Support Officer (PL&L)

Statistician / Data Analyst

Project Officer (0.5)

Support Assistant

Senior EO Inclusion	Attainment Advisor - Edinburgh	Education Officer - STEM	Dev. Officer IGB&E
Senior EO Languages	Attainment Advisor – East Lothian	Education Officer – Digital Skills	Dev. Officer Digital Skills
Senior EO Technologies	Attainment Advisor – Fife	Education Officer - Numeracy	Dev. Officer CLD
NIF Advisor	Attainment Advisor - Midlothian	Education Officer - CLD	Dev. Officer MVP
Lead Specialist (PL&L)	Attainment Advisor – Borders	Education Officer – ASN	Dev. Officer Food & Health

Education Scotland — Foghlam Alba

SEIC

SOUTH EAST IMPROVEMENT COLLABORATIVE
REGIONAL IMPROVEMENT PLAN

SEPTEMBER 2019

·EDINBVRGH·
THE CITY OF EDINBURGH COUNCIL

East Lothian
Council

Fife
COUNCIL

Midlothian

Scottish
Borders
COUNCIL

Note

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

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

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

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

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

SEIC@edinburgh.gov.uk   Quality Improvement Officer
                                                Michelle.McLean@edinburgh.gov.uk

SEIC@eastlothian.gov.uk   Quality Improvement Officer
                                                  cfalconer@eastlothian.gov.uk

SEIC@fife.gov.uk   Quality Improvement Officer
                                                  Lorna.Robertson-wa@fife.gov.uk

SEIC@midlothian.gov.uk

SEIC@scotborders.gov.uk

**This draft South East Improvement Collaborative Plan has been noted
by the Oversight Group (Conveners and Chief Executives) on 30 August 2019
but is still subject to political approval in each of the constituent local authorities.**

Contents

Rationale for Regional Collaboration

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

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

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

> "We believe in reinforcing the 'middle' through fostering the mutual support and learning across local authorities, together with schools and networks of schools." (OECD 2015)
>
> "The quality of teacher collaboration positively influences teacher performance and student achievement." (Ronfeldt et al, 2015)
>
> "OECD Countries that have higher rates of and stronger support for professional collaboration get stronger results." (Fullan and Hargreaves 2016)
>
> "The RICs are emerging as a new and potentially powerful infrastructure to build professional capacity and to instigate pedagogical change." (International Council of Education Advisers Report June 2018)

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

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

The Establishment of Regional Improvement Collaboratives

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

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

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

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

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

Context of South East Improvement Collaborative

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

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

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

Fife

East Lothian

Midlothian

Edinburgh

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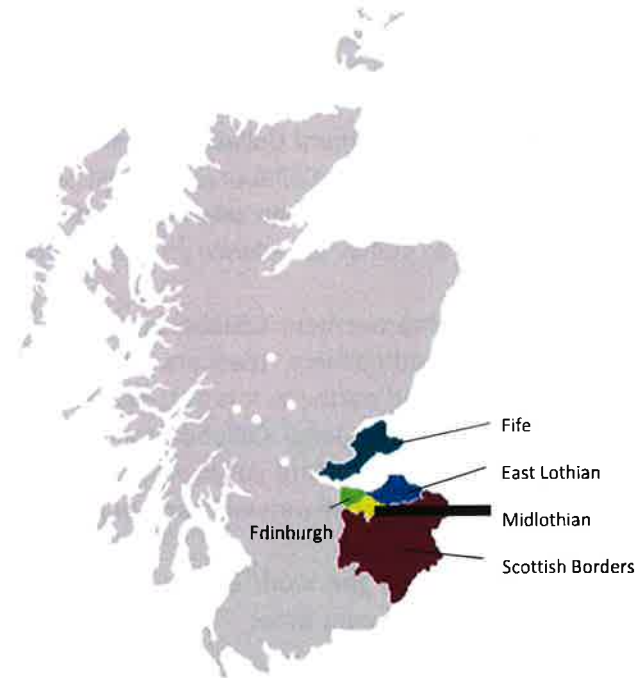
Local Authority	Rural areas settlements of <1,000 people	Small towns etc settlements of 1,000-10,000	Urban areas settlements of >10,000 people
East Lothian	11.0%	35.2%	53.7%
Edinburgh (Cityof)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%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

Source:
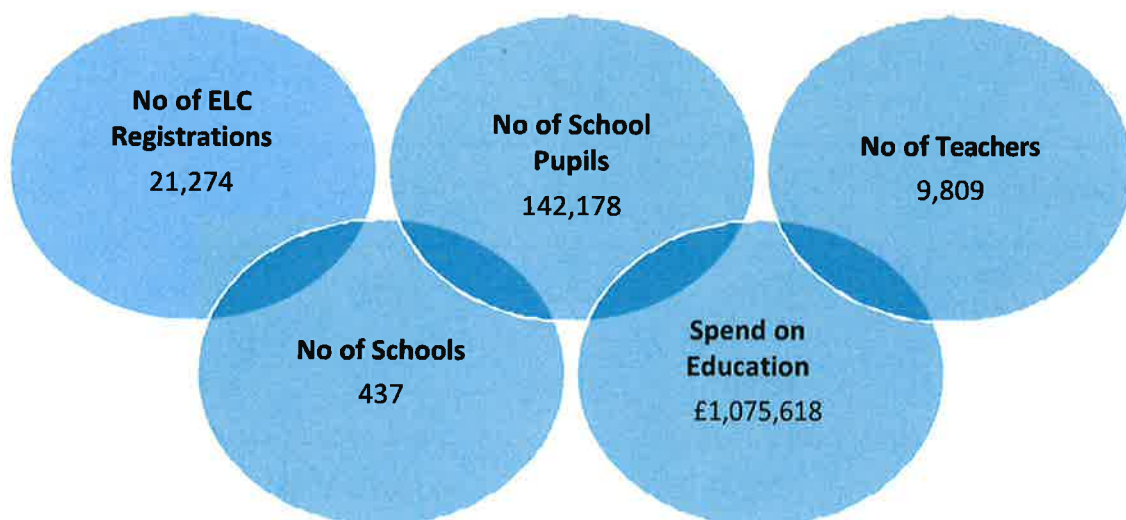- Scottish Governments Grant Aided Expenditure 2019-20

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

4

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

Our Local Context

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

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

No of ELC Registrations
21,274

No of School Pupils
142,178

No of Teachers
9,809

No of Schools
437

Spend on Education
£1,075,618

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

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

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	518,500	105,790	371,910	91,340	115,270
No of CYP aged 0-17	88,866	21,590	72,088	19,500	21,434
Area	102 square miles	262.2 square miles	512 square miles	137 square miles	1,827 square miles
% of Children Living in Poverty	13.1%	10.1%	17.9%	15.4%	11.9%
% of School Pupils Living in SIMD deciles 1 & 2	20.9%	4.2%	22.7%	11.1%	7.6%
% of Children meeting developmental milestones	71.6%	71.5%	71.1%	83.4%	73%
FMR P4-P7	13.9%	9.9%	20.5%	15.3%	12%
FMR Secondary	11.5%	7.5%	16.4%	13.1%	10.1%
Funded registrations for Early Learning & Childcare	8,583	1,852	6,888	2,118	1,833
No. of Pupils	50,607	14,468	49,660	12,854	14,589
No. of Schools	122	41	161	40	73
No. of Teachers	3,346	960	3,503	930	1,070
Spend on Education (£:000's)	£391,739	£100,911	£362,741	£97,979	£122,248

Sources:
- National Records of Scotland: Mid -2018 population estimates Scotland
- HMRC: Personal Tax Credits: Children living in low income family's local measures (snapshot as at 31 August 2016)
- Improvement Service: Local Government Benchmarking Framework (2017-18)
- Scottish Government: School Education Statistics
- Scottish Government: School Local Government Financial Statistics 2018- 2019- total spend across all sectors.
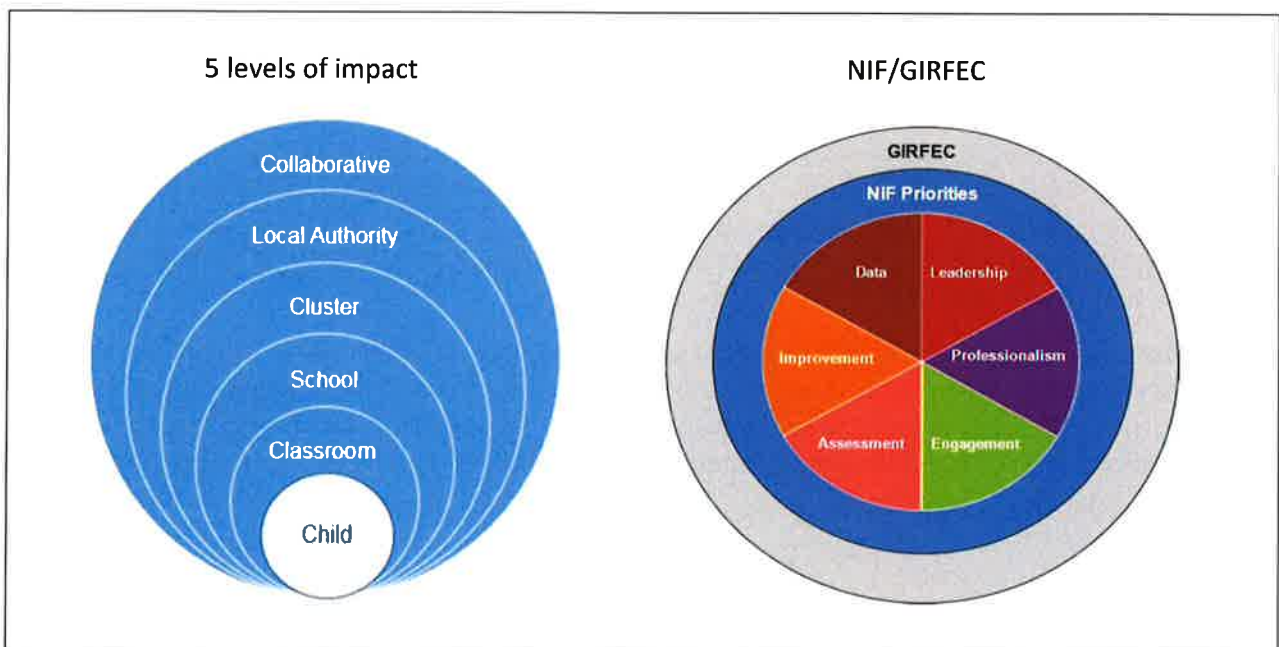
Vision for South East Improvement Collaborative (SEIC)

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

"working together, empowering all, improving outcomes"

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

Figure 1

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

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

The aims of the South East Improvement Collaborative are:

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

Our Regional Improvement Plan

Local authorities play a key role in the support system for Scottish schools. They have the overarching legal responsibility for managing the local school system and for ensuring that schools improve. They are also lead partners within the statutory arrangements for community planning in Scotland, providing accountability and a strong alignment between:
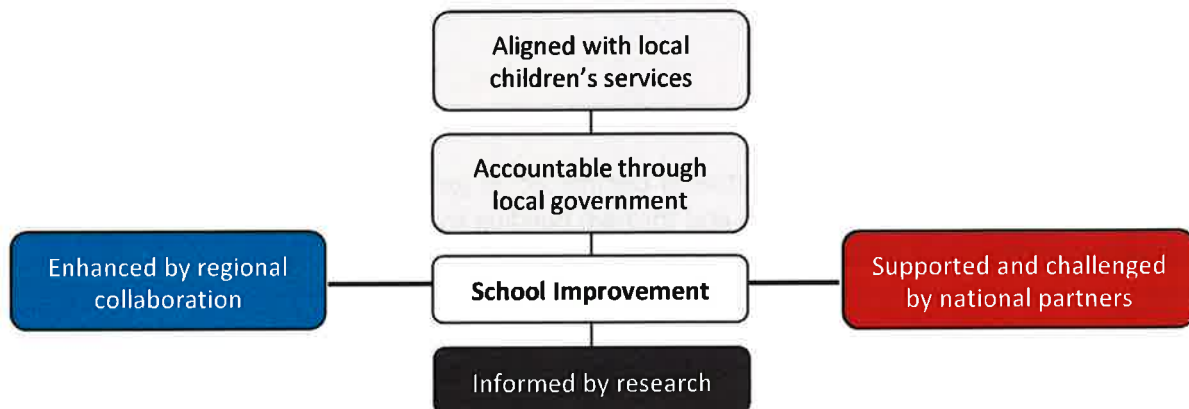
- School improvement planning in schools across the local authority area;
- Improvement planning under the National Improvement Framework at local authority area
- Strategic planning of children's services;
- The development of Local Outcomes Improvement Plans (LOIPs) as part of the community planning process;

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

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

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

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

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

Current Strategic Priorities

During development of the initial Improvement Plan for SEIC in late 2017, an analysis was undertaken of the key strategic priorities in the strategic plans for education of the five local authorities in the collaborative. The plans analysed during this exercise were National Improvement Framework improvement plans for the school session 2017/18. This analysis was used to inform planning from 2017-2019. A further analysis of plans will take place to inform the 2020-2023 SEIC Plan.

Summary of analysis previously undertaken

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

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

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

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

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

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

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

School Priorities

As with the strategic priorities of the SEIC local authorities, no additional analysis has been possible to provide an updated view of school priorities. However, feedback gained during the development of this plan (including from engagement with headteachers) has corroborated the view gained from the initial analysis. The figures below summarise the key findings gained from the initial analysis of school priorities. Further analysis will take place for 2020-2023 SEIC Plan.

Percentage of schools within the South East region identifying each key priority from the National Improvement Framework as a school priority for improvement

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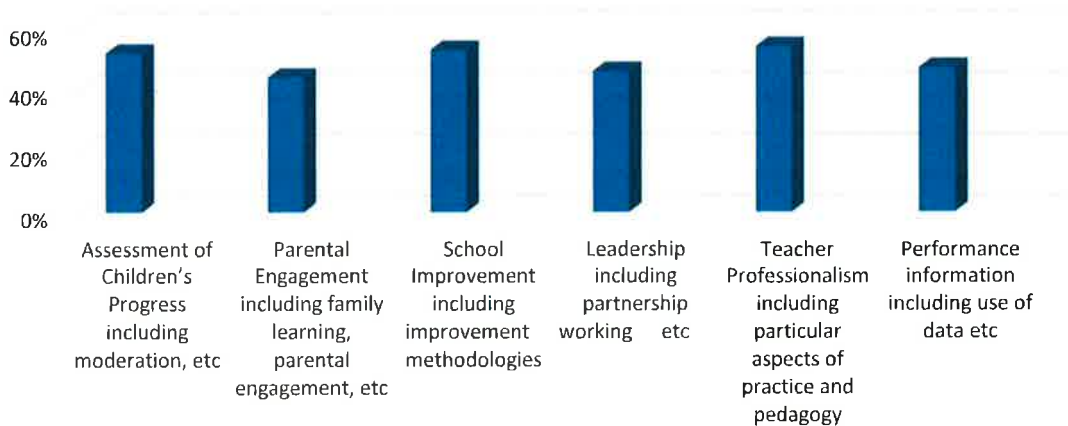
As may be noted from the figures above schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

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

Current Performance

Analysis Undertaken

A key task in working together and empowering all, is understanding the current performance of the schools and local authorities within the South East region. In order to achieve this a review of current performance within the South East Improvement Collaborative was undertaken during the preparation of the initial Improvement Plan. To do this, we have developed two comprehensive scorecards which reflect the Scottish Governments score cards from the 2018 NIF plan. Both scorecards were formed by looking at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes were benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes). The analysis helped to identify areas of strength and areas for improvement, where data was available to support like-for-like comparisons across the region and nationally. It also helped to confirm areas where further work is required to improve the consistency of data, e.g. by improving the support for moderation of CfE levels across local authorities.

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

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

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

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

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

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

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

Senior phase attainment

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

Attainment in the Broad General Education

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

Early Years

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

Attendance

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

Inspection outcomes

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

Next Steps

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

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

Stakeholders' Views

The Views of Our Staff

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

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

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

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

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

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

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

Feedback from Engagement Sessions with Headteachers and Officers

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

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

Staff said ...

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

Yes - 100%

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

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

Yes - 100%

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

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

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

What impact would you expect to see as a result?

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

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

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

The Views of Other Stakeholders

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

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

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

Evidence from local surveys of children and young people

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

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

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

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

Across SEIC, a significant number of pupils said that they would value more support with their emotional wellbeing, or in developing resilience and self-confidence
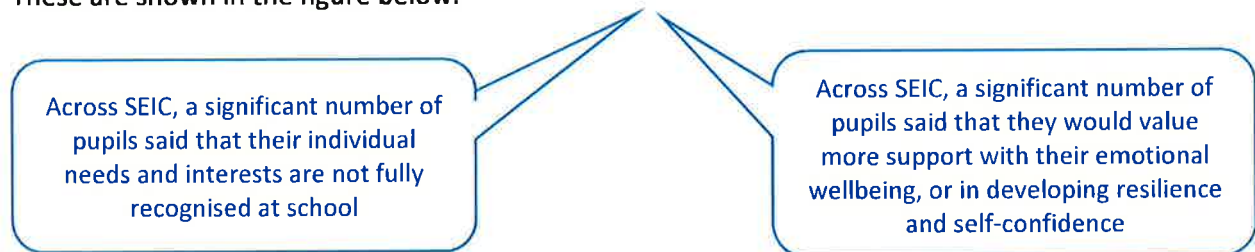
Feedback from Engagement Sessions with Children and Young People

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

The feedback gathered from the engagement session is summarised below.

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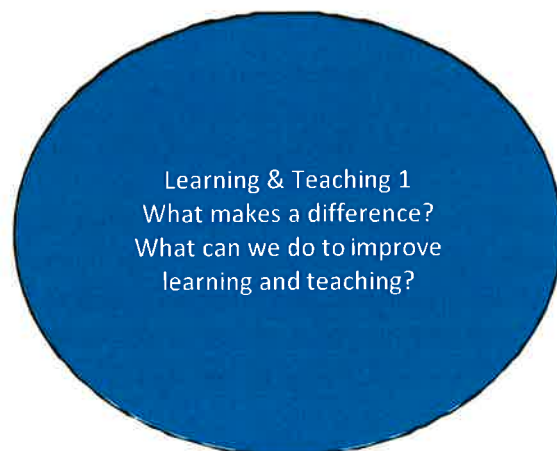
Young people said...

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

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

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

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

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

Evaluation and Further Stakeholder Views – July 2019

A number of pieces of evaluation and feedback have been undertaken to help us review our plan and refocus certain pieces of work. These have included:

- The National Regional Improvement Collaborative evaluation
- Staff survey from 2017
- Feedback from events held over 2018/19
- Feedback from stakeholder groups
- Evaluation of Phase 1 of SEIC (University of Edinburgh)

All of the above sources have been really helpful in us shaping the direction of travel for 2019/20.

We know that we have successfully raised the profile of SEIC with those in leadership positions across all of our local authorities. We know that those who have attended our events have appreciated the quality of input and have felt that they want to be part of the SEIC collaborative culture. Benefits have been

identified by large numbers of staff feeling that professional development, sharing good practice and opening up collaborative possibilities has impacted on their learning.

We are also very aware that practitioners across our schools are yet to fully experience what SEIC can offer. Our focus for session 2019/20 will be specifically on classroom teachers and to that end we have a joint SEIC in-service day on 21 October 2019 where a number of events will run across our 5 local authorities that will be targeted at practitioners.

We will continue to debate and discuss what 'meaningful and effective' collaboration looks like and will develop a focused communication strategy to support our plan.

Those who have been involved in our events have commented positively on their experiences.

"In that room we mattered, and we were valued and we know that we can take those messages back to school and further empower staff and pupils to believe that we really want to get it right for every one of them."

"My cynical hat has slipped from my head: if the SEIC can continue to empower and energise those of us in the crucial deputising role then I'm well and truly in. Thank you."

"This was the best professional learning I've had in a long time. These skills are invaluable and will definitely have an impact on the quality of my evaluative writing."

"Best learning I have had for a long time. Thank you SEIC for investing in DHTs."

"Thanks for such an informative event. It's been the best CPD as a DHT I have ever had."

"Thoroughly enjoyed the whole experience and found it really inspiring working with a great group of people from across authorities and sectors."

"I really welcomed the opportunity to have professional dialogue with HTs across the SEIC. Grouping us in 'like' schools was a good idea as we quickly looked for common ground and differences."

"the SEIC event this afternoon was great – I'm really keen to be more involved."

Quotes from Young People

"good being able to put forward ideas as a young person and that young people need to be heard."

"great to share opinions with other young people that understand more than adults."

"it is good knowing that mental health is getting more recognition."

Recommendations from Evaluation undertaken by University of Edinburgh

Recommendation 1: The next stage for the SEIC has to be a clear focus on classroom teachers. This involves looking into removing barriers that currently prevent classroom teachers from engaging in collaborative events, networks and initiatives.

Recommendation 2: Consideration to be given to hosting some events outwith urban areas. While the argument can be made that it would be easier to hold the event in a location most people can get to easily, there is an equity message about the importance of inclusion of rural schools and communities.

Recommendation 3: Consideration should also be given to enhancing the SEIC's website, communication strategy and online presence. Suggestions made include publishing monthly or quarterly e-circulars which could be sent to all practitioners circulating examples of practice or events. The SEIC should also consider better use of the website to establish communities of practice, providing online CPD through webinars and generally developing accessible routes for classroom teachers to engage with the SEIC.

Recommendation 4: Consideration to be given to extend the work of SEIC to include those who are not teachers but who play a key role in pupil learning, attainment and achievement. Some of these include groups such as school librarians, community learning staff, family learning and family support workers, career officers, additional support needs staff and so on.

Recommendation 5: To provide an organogram of SEIC on the website, including a synopsis of what partners, particularly non-authority partners bring to the table. To set out more clearly, the role of the SEIC officers and their links with local authority officers of similar job roles e.g. quality improvement officers.

Recommendation 6: To continue to debate and discuss what 'meaningful and effective' collaboration means and to draw up a charter of principles of what the SEIC's understanding of collaboration means.

Recommendation 7: To consider the enablers and challenges identified in this report and to provide a route map on how to address each of these.

Our Planned Actions

The initial workstreams identified within the key theme of Improving Attainment and Achievement, including closing the attainment gap will continue. They are:
- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

The other workstreams identified within the key theme of Quality Improvement in Schools and Early Years settings are:
- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

An additional workstream on Emotional Wellbeing was added in 2019.

Workstreams will change over time as practitioners are more engaged in the planning process as more data analysis and information becomes available. The current workstreams and networks are outlined in the following section.

SEIC Empowered System
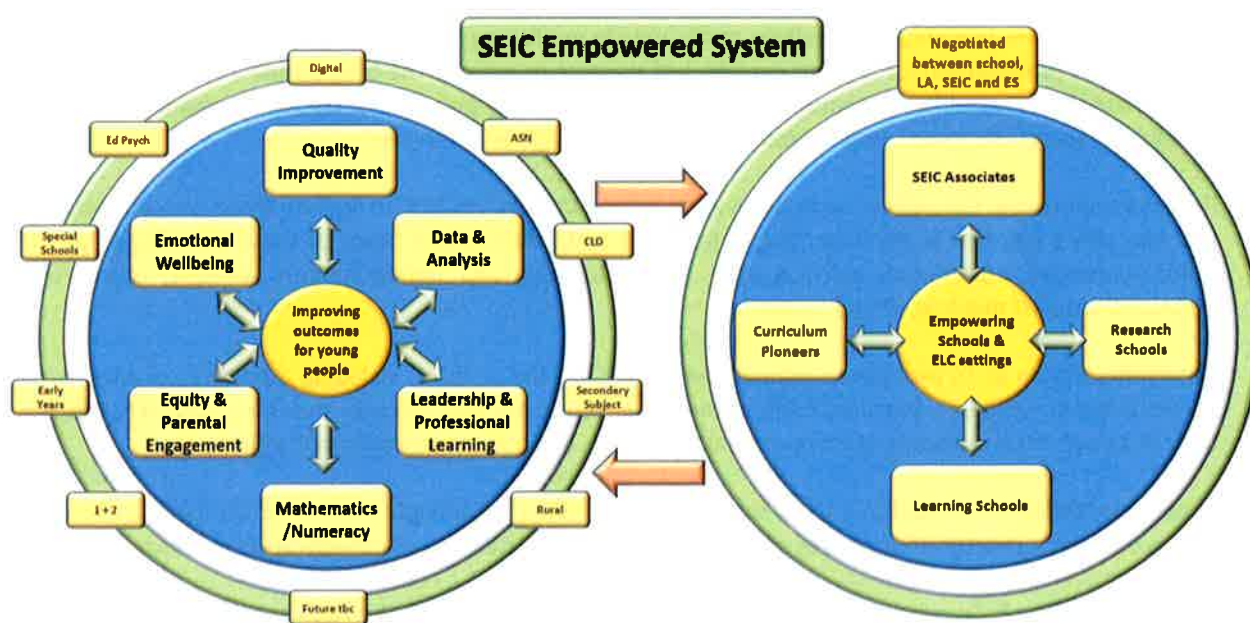
Work has begun on developing a way of bringing together a number of groups whose improvement planning will help achieve the main aims of the SEIC as outlined on page 7. Such a system, that we have called the SEIC Empowered System, would allow schools, local authorities, Education Scotland and the SEIC to work collaboratively to improve outcomes for young people. The SEIC Empowered System would clarify the roles of each, identify common priorities, create plans for improvements built on well informed research and develop focused workstreams and networks strengthening middle leadership. The workstreams and networks priorities are all included in this plan. The other strands of the

empowered system will provide a structure to support schools and early years settings. Four specific strands include: SEIC Associates; Research schools; Learning schools and Curriculum Pioneers. They are as follows:

SEIC Associates

Rationale and criteria have been generated through the Quality Improvement workstream. SEIC Associates will work with schools and local authorities on school reviews and capacity building. SEIC Associates will remain in their substantive posts and work on specific projects. These will be highly skilled leaders in their field. They will receive high quality professional learning. Training of the first cohort of seventeen Headteachers took place over the summer. Applications were considered against strict criteria. This development will contribute to an empowered school-led system where schools will be at the heart of supporting other schools.

Research Schools

Rationale and criteria have been generated through the leadership and professional learning workstream. A research school will be recognised for a particular area of expertise. The school will display experience and evidence of using research in practice. It will have capacity to deliver a programme of activities for other schools. These schools will take forward a piece of practitioner enquiry within a tight focus or use the model for improvement to show evidence of impact where change has been implemented. There will be a commitment to share lessons learned with other schools with an evidence base to show impact.

Learning Schools

This development will be based strongly on peer support. A Learning School will be a school which has shown that it can potentially support others. Schools will apply for this status. A rigorous selection of Learning Schools and clarity that they had the capacity to support without detriment to their own standards will take place. There will be a clear process for capturing impact in the short and medium term. A prototype will be set up over session 2019-20 which will then be evaluated before being trialled more widely.

Curriculum Pioneers

As part of the SEIC Empowered System we will include an identification of those who are leading the way in the development of pedagogy. Such practice can be identified against National benchmarks. Work is being done on the practical ways in which we could identify and quality assure examples of 'best', 'interesting', 'emergent' practice which could then be shared.

The SEIC Empowered System will be underpinned by robust data, professional learning, self-evaluation and a commitment to supporting others.

Improving Attainment and Achievement, including closing the attainment gap

The following pages set out an overview of the work planned within each workstream over the coming year and beyond. Each section contains an outline of progress to date. A further impact evaluation for each workstream and network will be carried out in session 2019-20.

Workstream Overview: Maths and Numeracy

Progress to date: Professional learning sessions have been offered across the 5 local authorities in Developing the Understanding of Conceptual numeracy; the importance of Reasoning and Numeracy Academies. Moderation has been a focus for engagement with a network of class teachers based around the moderation cycle. Successful progression pathways in the Senior Phase have been explored with guidance from SQA. Work has taken place in collaboration with attainment advisors to identify gaps in attainment in numeracy and mathematics and support has been created to use improvement methodology to examine success and share intervention strategies. Professional learning materials suitable for 3-18 have been provided for each SEIC school.

Our Strategic Priorities	**Our Workstream Actions to Help Achieve These**
Priority 1 Improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development. **Outcome Measures:** Improved confidence and greater consistency in the learning and teaching approaches for numeracy and mathematics. Improved outcomes in numeracy and mathematics. **Evidence base:** Identified school performance measures Local authority and SEIC quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations.	We will share professional learning opportunities and professional learning materials on the National Numeracy & Mathematics Hub. Provide places for SEIC staff on professional learning opportunities. Develop shared professional learning opportunities based on needs identified through LA self-evaluation processes. **Short-term Measure of Progress.** Increased professional learning opportunities and opportunities to share practice across the five local authorities. More staff trained in conceptual number approaches. An increase in shared approaches to pedagogy based on research and practice including: interleaving, and assessment and moderation. CPA (Concrete, Pictorial, Abstract) approaches in secondary schools
	We will share each Local Authority progression framework and continue to engage with pedagogical research. **Short-term Measure of Progress.** The continued review and development of progression frameworks and approaches to professional learning within individual local authorities based on shared practice and sound research.
Priority 2 Improve confidence and expertise in assessment and moderation of numeracy and mathematics to develop a shared understanding of standards across all 5 LAs and ensure learners make appropriate progression in relation to the national benchmarks. **Outcome Measures:** Improved confidence in professional judgements of pupil progress.	We will provide opportunities for cross-authority assessment and moderation professional learning events with a focus on the BGE and transition from Primary to Secondary. **Short-term Measure of Progress.** Shared approaches to assessment and moderation using the moderation cycle. Increased confidence in the quality and range of moderation evidence for numeracy and mathematics. A plan in place for moderation activities for session 2019-20 (Feb 2019).

Improved attainment in numeracy and mathematics. **Evidence base:** Identified school performance measures Local authority quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations, school and local authority attainment data.	Increased moderation opportunities and opportunities to share practice across the five local authorities (June 2020).
Priority 3 To improve attainment in numeracy for school leavers **Outcome Measures:** Improved packages for achievement ensuring meaningful qualifications for all Improved pathways for learners through the senior phase Target% of school leavers to achieve minimum of SCQF level 4 Numeracy Improved outcomes for targeted cohorts Improved access to high quality learning and teaching **Evidence base:** SQA attainment data	We will establish networks to: share interesting practice in improving attainment in numeracy and mathematics for school leavers learn from departments with a track record of raising attainment and closing the attainment gap in mathematics support the effective delivery of the following courses/units: Personal Finance (SCQF Levels 4&5) Applications of Mathematics (SCQF Levels 4&5) Higher Statistics Unit (SCQF Level 6) Nat 3 applications Nat 5 numeracy **Short-term Measure of Progress.** Network in place by Oct 2019. Improved planning and resources in place for courses 2020/2021 (Apr 2020).
Local authority quality improvement processes e.g. school reviews, standards and quality reports. Learner pathways and presentations in the senior phase	We will establish an e-school digital solution to provide improved flexibility and access to teaching and learning of mathematics in the BGE and senior phase, particularly for courses where there are smaller numbers. Through this development, we will enhance the learning and teaching of mathematics through the use of technology. **Short-term Measure of Progress.** Small pilot of new ways of working leading to increased attainment.
Priority 4 To share and develop targeted strategies to support schools to address the poverty related attainment gap. **Outcome Measures:** Improved outcomes for targeted cohorts **Evidence base:** Local authority attainment data Test of change data	Work with schools who have identified addressing this gap in numeracy/mathematics as a school priority in order to: Identify and share effective strategies Develop shared improvement methodologies Develop tests of change Develop cross-authority improvement networks Share practice widely across all five authorities. **Short-term Measure of Progress.** Tests of change established (June 2019). Follow-up session (Oct 2019). Reporting outcomes (Mar 2020). Sharing practice roadshows (May 2020). Second cohort of schools identified February 2020. Tests of change established (Apr 2020). Follow-up session (Oct 2020). Reporting outcomes (Mar 2021). Sharing practice roadshows (May 2021).

Workstream Overview: Equity: Improve the outcomes for children living in poverty: Parental Involvement & Engagement

Progress to date: 290 Practitioners from schools across SEIC have engaged in workshops and the sharing of emerging practice around pedagogy and partnerships, early level pedagogy, collaborative professional enquiry, closing the gap with numeracy, improving learning and engagement, using data and whole school approaches to pedagogy. A post has now been established to help progress this work.

Priorities are focused around four key areas:

Career - Long Professional Development - Developing and Delivering on Parental Engagement & Equity Leadership Course

Probationer Teacher Training – Developing & Delivering on Equity and Parental Engagement

Research & Development – access to, and communication of, key research documents and policy developed in an accessible way to support schools to become a research led profession and to increase awareness of role and offer from SEIC.

Facilitating effective school - school and cross-authority support through collaboration events and networks.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
Priority 1: To provide clear strategic guidance and support to schools on parental involvement and engagement, in line with National frameworks and improvement advice. **Outcome Measure:** By December 2019, 100% of local authorities and clusters within the SEIC will have offered a leadership opportunity by identifying an officer, teacher or professional with responsibility for promoting parental, family and community engagement in-line with the Learning Together National Action Plan. The skills associated with parental involvement, parental engagement and family learning amongst practitioners will have increased. 15% of school based Parental Engagement leads within the SEIC will have attended Professional Learning to support implementing a school-based parental engagement strategy.[1] These schools will show a 5% increase in engagement in 1 of Epstein's 6 types of Parental Engagement, or an alternative appropriate base-line measure and will have implemented a parental engagement strategy in their school.[2] **HGIOS 4 Quality Indicator:** 2.5 Family Learning; 2.7 Partnership working, 1.3 Leadership of Change, 3.2 Equity for all learners	In-line with statutory guidance, raise awareness of the need for an identified person within schools to promote parental, family and community engagement (Dec 2019)[3] **Short-term Measure of Progress** Identified person will receive, complete and return an evaluation audit, which will be collated and analysed by the SEIC to inform future support and create individual and cross authority outcome measures (Dec 2019). In-line with Goal A of Learning Together: National Action Plan, develop networks of schools & parental engagement leads in Local Authorities and provide CLPL to: Engage with the evidence base Identify and share effective strategies Develop shared improvement methodologies Introduce tests of change Evaluate long and short-term impact of change Share practice widely across all five authorities Aggregate data across Local Authorities to formalise cross-authority improvement networks to support school self-evaluation and improvement. Work with Professional Learning Workstream, Quality Improvement Workstream, Attainment Advisors and other bodies within Local Authorities to triangulate support and provide access to appropriate CLPL in order to embed strategies to support parental engagement, Inc. raise awareness of the Scottish Government national online

[1] No current baseline on % of schools that run CLPL on Parental Engagement in Scotland (England is 10% based on 2017 Teachers Survey). Schools will establish their own baseline through evaluation activities.

[2] Work with comms team to assess viability of establishing electronic self-evaluation tool that schools can use to track their journey/progress and allow SEIC to identify pockets of excellent practice and areas of development. In long-term this will allow the SEIC to aggregate information from across the 5 authorities to inform future support on effective practice and provide school-school support networks.

	professional learning modules for practitioners.
	In-line with Goal J of Learning Together: National Action Plan, provide a tailored Parental Engagement professional learning program for probationer teachers.
	Short-term Measure of Progress Probationer training developed & delivered to probationers within the SEIC (Jan 2020). 60% of Local Authorities within the SEIC will include as part of their probationer training offer. Probationer knowledge of the importance of, and how to increase parental engagement, improves.
	Parental Engagement CLPL developed & delivered in collaborative events focusing around key themes of the Learning Together Framework. The skills associated with parental involvement, parental engagement and family learning amongst practitioners will have increased and identified leads say they feel confident in implementing strategy (Dec 2019).
	A framework for sharing good practice across the authority will have been developed to support identified PE leads to drive & measure change in their own setting and widen impact of CLPL.
Priority 2: To increase **awareness** of the national & local context about Equity to **improve understanding** of improvement methodology & effective practice to mitigate the effects of poverty. **Outcome Measure[4]:** Practitioner engagement with, and knowledge of, SEIC communication will have increased by 10% from July 2019-July 2020. Measured through SEIC survey[5]. Practitioner knowledge of research relating to, and strategies to improve, Equity and Parental Engagement increases. 10% of practitioners within the SEIC will have been reached by the communication. 5% of schools will show high-level engagement with communication. **HGIOS 4 –Quality Indicator:** 1.2 Leadership of Learning, 2.5 Family Learning, 2.7 Partnerships 3.2 Raising attainment and achievement	Embed a digital presence to communicate national priorities and bridge the gap between policy and practice. Use the digital platform to share good practice within SEIC relating to matters of equity. Establish SEIC as a Research 'go to base' to increase awareness and access to evidence- based approaches to closing the attainment gap, including parental engagement, to schools and practitioners through creation of an Education Research Bulletin. The SEIC will communicate quarterly the research that identifies the most effective interventions and strategies that support parental engagement and student learning to mitigate the effects of poverty (sketch notes/animations). Develop visual communication to highlight the impact of unconscious poverty bias in education. A training tool to prompt reflection and professional dialogue with the aim of reducing UB and improving outcomes. Use Google Analytics to assess impact of communication and inform direction based on this. Support communication networks between clusters and local authorities. To work with the Leadership & Professional Learning workstream to ensure that all staff, including support staff,

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[4] Work with Comms team within SEIC or out with to assess best way to measure impact of communication strategy/high-level engagement.
[5] Outcome set depending on SEIC survey 2019 baseline.

<table>
<tr>
<td></td>
<td>access regular, appropriate training, professional reading & established professional development programs.

Short-term Measure of Progress

Practitioner knowledge of research relating to, and strategies to improve, Equity and Parental Engagement increase.
All local authorities will have included SEIC communication in their authority communication.

Web analytics will allow workstream to further measure impact of this.</td>
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<td>We will support schools to ensure that more parents have access to support and advice to help them engage in their children's learning. We will encourage schools to actively listen and adapt to the needs of parents and be aware of the impact of the home environment.

Short-term Measure of Progress. Analysis of the 'Learning Together' audit indicating awareness of and action to address this theme.</td>
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Quality Improvement in Schools and Early Years settings

Workstream Overview: Leadership and Professional Learning	
Progress to date: Through an audit of leadership opportunities professional learning gaps across SEIC were identified. Collaborative working with Education Scotland and the University of Edinburgh Teacher Education Partnership has been established. Joint work has begun on a SEIC specific Excellence in Depute Headship programme. All authorities are delivering a shared Leadership Matters course to middle leaders. The range of professional learning is encompassed in the SEIC Leadership Opportunities directory, highlighting opportunities from Early Years through to Systems Leadership. Senior Leaders have taken part in cross authority school reviews as a means of professional learning.	
Our Strategic Priorities	**Our Workstream Actions to Help Achieve These**
Priority 1 To empower practitioners to develop aspects of leadership, through the use of the SEIC Leadership Pathway, which underpins the PRD process and supports reviewers and reviewees in career conversations. To ensure all 10,000 practitioners know of the purpose, progress and impact of Leadership and Professional Learning Work stream **Outcome measure** Every practitioner across the SEIC has a copy of Leadership Pathway used to inform PRD & Career conversations Every practitioner across SEIC receives Quarterly Bulletin which raises awareness, informs on progress and increases reach of L&PL Work stream	Each practitioner to receive a copy of the Leadership Pathway -Quarterly Leadership and Professional Learning Bulletin (stats on attendance numbers and patterns) -Provision and communication of guidance to all reviewers using pathway -Baseline Survey to evaluate use of pathway -Session 19/20 Participatory Survey comparisons with Baseline 18/19 participatory Survey -Each Authority work stream representative to complete a needs analysis from CLPL needs arising from PRD, SIFs and SIPs, in order to ensure the work stream remains responsive to practitioner needs **Short-term Measure of Progress**. By In-service Day on 21 October practitioners aware of Leadership Opportunities First Learning Bulletin issued by end October 2019 Guidance regarding Opportunities issued Baseline survey completed by end January 2020 Completed participatory survey completed by April 2020 By November 2019 CLPL needs analysis completed

Each Authority workstream representative has undertaken and collated a CLPL needs analysis	
Priority 2 To ensure practitioners' learning needs are met across the SEIC and address the NIF priorities of Teacher Professionalism and School Leadership: increase the number and quality of leadership opportunities for practitioners. **Outcome measures** Compare NIF Baseline information of number of opportunities available 18/19 with 19/20. SEIC CLPL evaluations will confirm that participants needs have been met.	We will collate NIF Leadership and Professional Learning data baseline (each LA to collate and provide to Workstream Lead) -Identify areas where participation could be increased -Identify areas where quality could be improved -Identify gaps in current provision - Establish electronic means of gathering professional learning needs identified during the PRD process. -Provision of additional practitioner professional learning opportunities -Consistent evaluation of SEIC CLPL **Short term measure of progress** Collation, evaluation and analysis of complete baseline by May 2020 work stream meeting Electronic format agreed by January 2020 workstream meeting DHT programme residential 25–26 October 2019 Ongoing – through events/PRD/PL
Priority 3 To streamline and avoid duplication across the SEIC, formally link with each work stream and network to establish professional learning needs and requirements of the Leadership and Professional Learning Work stream **Outcome measures** Link with every network and work stream has been established and agreement reached on provision of related professional learning. **Priority 3** *Link with Quality Improvement Workstream to achieve the following:* Increase the number of quality applicants for leadership posts across the collaborative. Build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.	We will link with every network and work stream has been established and agreement reached on provision of related professional learning. **Short term measure of progress** Creation of a Directory by end November 2019 In-service day 21 October 2019

Priority 4	We will establish the rationale for a 'Research School'
To ensure that outcomes for learners in Schools and Early Years' settings are improved through the development, showcasing and sharing of high quality research-based practice	Establish criteria for 'Research School' status
	Create a directory of SEIC 'Research Schools'
	Short term measure of progress
	Mid-September 2019 Research Paper to SEIC Board
	End Sept 2019 Application Forms circulated
Outcome Measure	Beg–Mid October 2019 Research schools identified (directory creation)
Concept of Research School embedded within CLPL approaches across SEIC	October 2019 Research Training commences
High Quality learning and teaching approaches identified and shared	April/May 2020 - Reports of Impact, research Shared and disseminated
Increase in attainment and achievement in identified curricular areas	

Workstream Overview: Quality Improvement

Progress to date: Work has been undertaken around BGE transitions, Developing Collaborative Leadership, Evaluative Writing, Leading Quality Improvement and Wellbeing, Inclusion and Equality. Views have been sought from headteachers of Primary, Secondary and Special schools as well as Early Years settings on future priorities. The development of a SEIC Empowered System has been progressed to include SEIC Associates, Research schools, leaning schools and Curriculum Pioneers sitting alongside the work of the existing and developing identified workstreams and networks. Self-directed professional learning peer support groups have been established as a pilot arising from the Developing Collaborative Leadership programme.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
Priority 1	We will establish a digital platform to share examples of practice within the BGE. This will result in classroom practitioners contacting and networking with other classroom practitioners and a possible event to share good practice.
To facilitate and encourage effective collaboration in the BGE across the SEIC. This will enable practitioners to reflect on current practice in order to inform better learner experiences, leading to improvements in outcomes for all.	**Short-term Measure of Progress**
	Digital platform established by January 2019, used by practitioners and deemed to be useful and effective.
Outcome Measures	**Short-term Measure of Progress**
Through both visits to other establishments and use of a digital platform, practitioners become more confident in knowing how to develop and improve their practice. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 2.3 and 3.2 for schools.	By April 2019, we will have established a professional sharing exercise which will be positively evaluated by participants.
Priority 2	We will develop an agreed, high quality training programme to support young people in identifying high quality practice (essentially, what they would view as very good experiences for children). By April 2019, the initial phase of the training programme will be undertaken and evaluated by staff and the young people themselves. The young people report that they are well-prepared to undertake these activities.
To involve young people in helping secure improvement in aspects of the BGE through their involvement in teams to help identify high quality practice within the SEIC.	
Outcome Measures.	

Feedback to indicate both use of young people in these activities and the impact of their observations and engagement. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1 and 2.3 for schools.	**Our Short-term Actions** We will ensure that identified schools in all five authorities establish a team of children to undertake this work and a member of staff to oversee it. They will work to themes identified by the QI Workstream Group. **Short-term Measure of Progress** Planning and groundwork for this preparatory phase undertaken by December 2018.
Priority 3 To build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.	**Our Short-term Actions** We will establish a leadership steering group with representatives from each of the SEIC local authorities. The group will devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.
Outcome Measures As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.	**Short-term Measure of Progress** By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.
Priority 4 To build capacity for self-evaluation and relevant evaluative skills in an identified group of practitioners. **Outcome Measures** As a result of the work to be undertaken, colleagues will develop skills and confidence in this important aspect of leadership and evaluation. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1, 1.2 and 1.3 for schools.	**Our Short-term Actions** We will develop activities designed to build capacity for evaluation across the five SEIC Authorities. We will also look to develop skills in evaluative writing. Approaches to improvement planning are another area where we will target our development and resource. We will agree on target audiences for these developments. **Short-term Measure of Progress** At this stage, and in the short term, we will want to be assured that we have identified areas that are obviously beneficial to colleagues across the SEIC. Measures of success will include that we have identified appropriate areas of development and that the initial response from both colleagues, and the Workstream Core Group, is positive.

Workstream Overview: Data and Analysis

Progress to date: Work has been undertaken to bring together views of headteachers regarding data which will support progression. Priorities have been identified regarding what data schools require to support improvement particularly around Insight and the BGE toolkit. Information has been collated to enable a collective approach to using data to support moderation of teacher judgement. Evidence has been brought together about the key challenges facing the South East such as rural poverty and barriers to participation in learning. A key strategic evidence pack supports this plan.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
Priority 1 Improving the evidence base for strategic decision making by SEIC. **Outcome Measures** Effective identification of areas for improvement by SEIC leaders, contributing to sustained improvements in outcome measures for all National Improvement Framework key priorities and for QIs 3.1, 3.2 and 3.3 for SEIC schools.	We will further develop the Performance Pack used by SEIC Leadership groups, including feedback/survey evidence from key stakeholders (e.g. pupils, staff) and information on the relative performance of key cohorts. **Short-term Measure of Progress.** A more comprehensive performance pack is available taking into account the views and needs of schools.
Priority 2 Improving the use of available information (e.g. BGE Toolkit, Insight) to support school improvement	We will share training opportunities and materials, to ensure that schools have access to a wider range of support in the use of data and performance information. **Short-term Measure of Progress.** During 2019-20, information and materials will be shared between SEIC authorities and opportunities for joint training and materials will be scoped.
Outcome Measures Feedback showing improved staff confidence and understanding, contributing to sustained improvements in QI 1.1 for SEIC schools. CfE declarations data show a greater consistency across the SEIC region.	We will develop a joint approach to the quality assurance of CfE declarations to better support the moderation of teacher judgement across SEIC schools **Short-term Measure of Progress.** CFE declarations in June 2020 show a greater degree of consistency across SEIC schools, between SEIC authorities, and relative to national declarations.
Priority 3 Improving school level data and performance information to better support school improvement **Outcome Measures** Improved performance at course/subject level in High Schools, contributing to	We will undertake a collaborative project, across the SEIC region, to develop improved subject/course level information in the senior phase of CfE. **Short-term Measure of Progress.** By June 2020, proof of concept measures will be available for numeracy/maths. By June 2020, pilot measures will be available for all major subject areas and courses.

sustained improvements in QI1.1 and 3.2. Evidence of more effective collaborative working between schools across the SEIC region, contributing to a sustained improvement in QIs 1.2 and 3.2.	We will develop improved "like-for-like" benchmarking information to support more effective collaborative working between schools across the SEIC region. This will include improved measures to identify, and monitor outcomes for, hidden and hard-to-reach social disadvantage (e.g. rural poverty, rurality and those facing multiple barriers to participation and learning) **Short-term Measure of Progress.** By June 2019, pilot benchmark information will be available to inform collaborative working across SEIC schools.

Workstream Overview: Emotional Wellbeing

Progress to date: A baseline assessment has been collated from a Young People's conference and a pupil voice questionnaire. Learner views, initially from senior pupils, are being collated from schools across the SEIC. This workstream is being led by young people. The views of Young Carers and care experienced young people have been sought through joint initiatives with Young Scot. Engagement has been sought from each authority to identify a practitioner at strategic level with an overview on emotional wellbeing to work with young people on what we can do to support young people's wellbeing.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
Priority 1 To improve the emotional wellbeing of our young people by providing them with the tools to lead and improve the Emotional Wellbeing opportunities within their own schools **Outcome Measures** Young people will engage in a variety of universal and bespoke activities that will lead to the gaining of the SEIC Wellbeing Charter	We will create opportunities to capture the voice of young people and to work with them to develop priorities for development in the area of emotional wellbeing. This workstream will be developed and led by a group of our young people to add value to the work already underway. This workstream will focus on achievable short-term outcomes. **Short-term Measure of Progress.** All secondary schools are invited to send 2 pupils to the SEIC in-service day on 21 October to engage in a series of workshops that will support their leadership in schools. The young people emotional wellbeing workstream group will be set up and they will work alongside a group of adults to create the criteria for the charter status. This will be a process whereby the existing programmes and opportunities already in place for each authority will be included in achieving the charter status alongside some new criteria (to be agreed).

Networks within SEIC

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

Networks established to encourage collaboration		
Additional Support Needs	To work together to provide support and guidance that helps to ensure equality with a particular focus on identifying good inclusive practice.	Leads on ASN in each LA
Early Learning and Childcare	To work collaboratively where appropriate in order to ensure quality provision for ELC 1140 hours for 2020.	Leads on ELC in each LA
Community Learning and Development	This network has existed for some time but with a different membership. They have a focus on training staff with the delivery of the new CLD standards. Fife will now join the SEIC CLD group. CLD representatives from the 5 local authorities are now linked with SEIC workstreams.	CLD rep from each LA
Educational Psychologists	To collaborate on areas of work relating to additional support needs, inclusion, research and professional development.	Principal Educational Psychologist from each LA
1 + 2 Languages	To collaborate on sharing and developing resources and practice across SEIC.	Leads on 1 + 2 in each LA
ICT / Digital Network	To collaborate on ensuring systems and platforms are designed to support the work of SEIC as well as each local authority. To identify emerging practice and develop digital literacy and e-learning solutions.	Leads on ICT/Digital in each LA
Subject Networks (secondary)	Each local authority has opened up its subject networks for secondary schools and is working to provide further collaboration in subject areas. Subject SEIC groups are being established.	Subject Principal Teachers / Curriculum Leaders
Depute Headteachers	To ensure that we continue to strengthen the middle, this network would allow a support network for DHTs and a place to drive systems leadership.	Depute Headteachers from each Local Authority
QAMSOs	QAMSOs already exist and a SEIC network to develop moderation, particularly for mathematics has already taken place. We'll continue to use QAMSOs as appropriate.	QAMSOs as already identified in each Local Authority
Special Schools	A Special Schools network has been established as a direct request from Headteachers. Collaborative practice, challenges and opportunities are the key drivers for the network.	Special School HTs from each Local Authority

Planned leadership opportunities to develop collaborative culture across SEIC

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

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

SEIC Collaborative Leadership

Three cohorts of headteachers and depute headteachers have engaged in SEIC Columba 1400 Headteacher Leadership Academy. The SEIC team co-produced a bespoke programme with a clear focus on collaborative professionalism.

A group of Local Authority Officers will also engage in a SEIC Columba 1400 experience in February 2020 to establish shared values across authorities to open further opportunities of collaboration for improvement.

Two cohorts of depute headteachers engaged with a shared programme between Drummond International and the SEIC QI Workstream to Develop Collaborative Leadership where all participants supported each other through identified challenges. Impact continues to be evaluated and shared more widely.

A targeted group of depute headteachers worked across authorities to develop leadership processes and procedures in Quality improvement. They continue to network and collaborate on impact driven outcomes.

Cross sector cluster team came together to discuss the challenges and opportunities the BGE holds and collectively made pledges for shared work to improve outcomes.

SEIC Systems Leadership Development (SCEL / ADES / Staff College / Scottish Government)

17 members of SEIC have attended the SCEL systems leadership sessions. SEIC are working with SCEL to look at how best to use this expertise in systems leadership and how to use the individual projects that participants have undertaken to benefit SEIC further.

13 Quality improvement Officers/Managers attended the ADES summer school and are engaging more widely with other Regional Improvement Collaboratives to do some shared scenario planning for future RIC developments.

Secondary Headteacher Collaboration Event

A secondary headteacher engagement conference was held in June in collaboration with Education Scotland. The focused outcome was around Ensuring Wellbeing, Equality and Inclusion. Pledges were made by secondary schools with a follow up to look at initial impact of this in October 2019. Schools were set up using the BGE toolkit to facilitate collaborative partnerships, many of which are now self-sustaining collaborative networks.

Cluster Headteacher Representative Collaboration Event

A primary, nursery and special schools engagement group met with the SEIC team. As an outcome of the engagements session there are now many self-sustaining partnerships, collaborative projects and emerging networks.

Through an Education Scotland and SEIC partnership an evaluative writing training took place where practitioners worked to support one another on live relevant SIP/SQR and reports. There was representation from almost all clusters across SEIC.

SEIC Board Development Session

The SEIC board invited their Heads of Service, senior managers, the SEIC team and Education Scotland to participate in an engagement session. This was to allow full participation and shared ownership of the development of the SEIC Empowered System and to help see how SEIC and Education Scotland will add value to the work of our five local authorities.

A Workforce and Resource Plan to Support Delivery detailing resources to lead workstreams from Local Authorities, Education Scotland and SEIC Team

Quality improvement in school and early years settings

Workstream Title:	Quality Improvement Approaches		
Workstream Overview:	The workstream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4). For further details, see page 28		
Workstream Sponsor	**Workstream Lead**	**Additional ES resource requested**	**Additional resource for SEIC provided**
Carrie Lindsay Executive Director for Education and Children's Services (Fife)	Peter McNaughton Head of Education and Children's Services (Fife)	ES Regional Advisor (SEIC) ES core team Senior Education Officer Support from relevant ES colleagues	Short-term secondments for specific projects
Expected outcome for additional resource	Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.		
Workstream Title:	Data and Analysis		
Workstream Overview:	The workstream will ensure that data and analysis have a greater impact on improvement by improving: the strategic evidence base for improvement (priority 1), the understanding and effective use of available data by practitioners (priority 2); the scope and coverage of data and performance information that is available at school level to support school improvement (priority 3). For further details, see page 30		
Workstream Sponsor	**Workstream Lead**	**Additional ES resource requested**	**Additional resource for SEIC provided**
Carrie Lindsay Executive Director (Fife)	Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)	Analyst support for high level data relating to SEIC Support from Scottish Attainment Challenge (SAC) team	Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc.
Expected Outcomes for additional resource	Correct areas targeted for workstreams and networks informed by robust data. Use of data to identify participants in SEIC Empowered System.		

Workstream Title:	Professional Learning / Leadership		
Workstream Overview:	The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2) and building the leadership capacity of middle leaders (priority 3). For further details, see page 26		
Workstream Sponsor	**Workstream Lead**	**Additional ES resource requested**	**Additional resource for SEIC provided**
Maria Lloyd Head of Education (Midlothian)	Nicola McDowall School Group Manager (Midlothian)	ES support for leadership programmes delivery for middle leaders ES Professional Learning and Leadership Officer	Education Support Officer Digital x 2 Capacity building post to support/promote e-learning modules and distance learning for ITE SEIC Support Officer
Expected outcome for additional resource	Applicants of DHT/HT posts increase and quality of middle leaders improves as well as teacher recruitment improving.		

Improving attainment and achievement, including closing the attainment gap

Workstream Title:	Equity: improving outcomes for children living in poverty		
Workstream Overview:	The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3). For further details, see page 24		
Workstream Sponsor	**Workstream Lead**	**Additional ES resource requested**	**SEIC resource provided**
Andy Gray Head of Service (Edinburgh)	Lorna Sweeney Service Manager (Edinburgh)	Attainment Advisors linked to SEIC ES lead on parental engagement to support workstream ES CLD link person	Senior Development Officer
Additional resource for SEIC provided	Improvement Advisors linked to SEIC to support schools in developing parental engagement.		
Expected outcome for additional resource	To work across clusters, schools and with parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.		
Workstream Title:	Mathematics and Numeracy		
Workstream Overview:	The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4). For further details, see page 22		

Workstream Sponsor	Workstream Lead	Additional ES resource requested
Fiona Robertson Head of Education (East Lothian)	Karen Haspolat Quality Improvement Officer (East Lothian)	Attainment Advisors linked to SEIC NIF Education Officer ES officer with responsibility for mathematics ES officer with responsibility for numeracy
Expected outcome for additional resource	Improved confidence and greater consistency in the moderation of numeracy and mathematics. Improved outcomes for targeted cohorts of learners to address the attainment gap. Enhanced learning and teaching through the use of digital technologies Informed practice around closing the poverty related attainment gap.	

Workstream Title:	Emotional Wellbeing	
Workstream Overview:	To improve the emotional wellbeing of our young people by providing them with the tools to lead and improve the Emotional Wellbeing opportunities within their own schools. For further details, see page 31	

Workstream Sponsor	Workstream Lead	Additional ES resource requested
Michelle Strong Chief Officer - Education (Scottish Borders)	Michelle McLean Quality Improvement Officer (SEIC - Edinburgh)	Attainment Advisors linked to SEIC Support from relevant ES colleagues
Expected outcome for additional resource	To support the work of the emotional wellbeing workstream and produce a Wellbeing Charter for use in schools that assesses how well a school provides for the young people's wellbeing.	

SEIC and Education Scotland Team

The following table outlines the SEIC team that will provide the support to drive forward the key aims within our plan. The appointment of posts has taken some time mostly due to backfill challenges but a team now exists to deliver on our key aims.

The table also outlines the newly formed Education Scotland SEIC team where identified staff will support workstream and network activity as well as other elements within the SEIC Empowered System. The Education Scotland team will also support work within individual local authorities.

SEIC Team to support SEIC Empowered System	
Quality Improvement Manager Quality Improvement Officer (Borders) – Vacant Quality Improvement Officer (East Lothian) Quality Improvement Officer (Edinburgh) Quality Improvement Officer (Fife) Quality Improvement Officer (Midlothian) – Vacant	Education Support Officer (Professional Learning) Education Support Officers (Digital) x 2 Senior Development Officer (Equity) Statistician/Data Analyst Project Officer (0.5) Support Assistant
Education Scotland Team to support SEIC	
Senior Regional Advisor Senior Education Officer - Inclusion & Equalities Senior Education Officer – Technologies Senior Education Officer - Languages Senior Education Officer - NIF Advisor – Vacant Lead Specialist - Professional Learning & Leadership Attainment Advisor (Borders) Attainment Advisor (East Lothian) – Vacant Attainment Advisor (Edinburgh) Attainment Advisor (Fife) Attainment Advisor (Midlothian) – Vacant	Education Officer – Inclusion & Equalities Education Officer - STEM Education Officer - Digital Skills Education Officer – Numeracy Education Officer – CLD Development Officer - Mentors in Violence Prevention Development Officer - Food & Health Development Officer - Improving Gender Balance & Equalities Development Officer – Digital Skills Development Officer – CLD

Resource Request outwith Workstreams

Purpose	Resource
SEIC Empowered System	SEIC Associates to support identified reviews/schools and development of Research Schools to test improvement.
	Implement 'Learning Schools' approach by selecting schools with very good practice to work with schools needing support.

Effective use of data training	Using Model for Intervention Framework to provide data training targeted at school leaders.
Maths and Numeracy Support	Pilot 'Learning Practitioners' who have evidence-based good practice in Maths.
External Speakers	Use of external speakers at events to motivate and inspire across SEIC raising awareness of the benefits of collaboration.
Columba 1400 Follow Up	Further develop the Columba 1400 network of DHT/HTs to help support collaboration across SEIC.
Family learning	Develop materials to support family learning based on the film previously created.
Wellbeing for young people	Take forward the views of young people in focused project/using technology and develop an emotional wellbeing SEIC charter.
Rural Solutions	Further develop support for schools in rural settings to improve learner pathways through the use of e-learning.
Local Authority Allocation	Travel, backfill, workstream lead costs distributed to each local authority. This is half of the amount from last year as the SEIC team will be picking up some tasks previously undertaken by local authority staff.
Professional learning of SEIC team	Identified training for QIOs and development of work with local authority QIOs and Education Scotland SEIC team.
Network Projects supported as approved by SEIC Board	Continue to support the development of the new networks in rural schools, teaching HTs, Executive HTs, special schools as identified by schools as well as supporting existing networks.
SEIC Website	Further develop SEIC website to include information on workstreams for practitioners.
SEIC Evaluation	Continue to work with Edinburgh University to evaluate the work of SEIC and its impact.

Risk Assessment

Risk Register for South East Improvement Collaborative

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

Key Risks	Mitigating Actions
• Differing political views and understanding of SEIC at local level	• Ensuring effective communication • Input locally and regionally for elected members
• Sharing data sets	• Data sharing agreement • Use of data already publicly available
• Data on CfE still experimental	• Moderation exercises to have confidence in CfE declarations
• Capacity of workforce across SEIC to deliver actions in SEIC Plan	• Agree equitable resource allocation relative to scale of local authority • Ensure clarity of roles and responsibilities • Effective use of SEIC budget
• Trade Union agreements – LNCT/SNCT and working time agreements	• Develop an agreed way of working across SEIC through the professional associations group
• Further legislative changes in future	• Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes
• Accountability at local authority and SEIC levels	• Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level
• Difficulty in releasing staff to appointment on SEIC team	• Regularly review to ensure equity in added value across all 5 local authorities • Flexibility in team deployment

Implementing Our Improvement Plan

Managing the Implementation of the Plan

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

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

SEIC Oversight Group

SEIC Board

SEIC Workstreams

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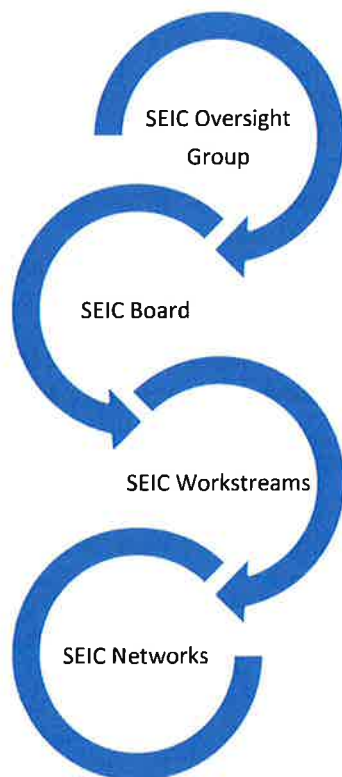
The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability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

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

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

SEIC Networks the networks are empowered to take forward common identified priorities across the local authorities. By creating the conditions for collaboration these groups self-direct their initiatives which link in to the overall aims of the SEIC plan.

Evaluating the Impact of the Plan

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

SEIC recognises the importance of self-evaluation and the role played by the *Framework for Evaluating the Quality of Services and Organisations* in supporting effective self-evaluation at all levels of the

school system. During the next phase of its improvement journey, SEIC will agree on an appropriate framework/approach for evaluating the impact of its work and the progress that is being made against the objectives of the Improvement Plan, including the impact that is being achieved at classroom level.

SEIC Group Members

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

Engagement Groups

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

Parent Group	A group of representative parents selected from the national parent forum reps to ensure a parent voice. The group meets with the SEIC lead.
Professional Associations	Representatives from EIS, NASUWT, AHDS, SLS, SSTA and UNISON have already met to ensure that the Professional Associations are engaged in the development of SEIC plan and its implementation.
Secondary HTs	Secondary Headteacher event held to gather views on next steps.
Primary, Nursery and Special School HTs	Event held
Officers	Officers event held to discuss and take feedback on proposals.
Collaborative Staff Panels – Fife & Borders	All local authorities are developing a SEIC liaison group that will be used as a two-way method of communication.
City Deal Skills Group	We have made links with the City Deal Skills Group and look to maximise these links over the coming months.
Children & Young People Group	Children and Young People events held to gather views on mental and emotional wellbeing workstream.
Practitioner Forum	Looking to establish a digital practitioner forum to gather views of practitioners.

There will be further engagement for the fully revised plan 2020-2023.

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

| Mutual Regional Support | Local School System | National Support and Scrutiny |

Community Planning Partnerships
LOIP

Audit Scotland
Best Value Assessments

Children's Services Partnerships
Children's Services Plans

Joint Inspection arrangements
Children's Services Inspection

National Improvement Framework

Regional Improvement Collaborative
Regional Improvement Plan

Education Authority
NIF Improvement Plan

Education Scotland
Inspection of Local Authorities
HGIOS4
HGIOELC

Schools & Early Years Settings
Improvement Plans

Care Inspectorate
Inspections

Regional Universities etc

Local & practitioner research

National Improvement Hub

International research

SEIC SOUTH EAST IMPROVEMENT COLLABORATIVE

Working together, empowering all, improving outcomes

SEIC — SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

SEIC Empowered System

Left circle:
- Digital
- Ed Psych
- ASN
- Special Schools
- CLD
- Early Years
- Secondary Subject
- 1 + 2
- Rural
- Future tbc

Inner hexagon (left):
- Quality Improvement
- Emotional Wellbeing
- Data & Analysis
- Improving outcomes for young people
- Equity & Parental Engagement
- Leadership & Professional Learning
- Mathematics /Numeracy

Right circle:
- Negotiated between school, LA, SEIC and ES
- SEIC Associates
- Curriculum Pioneers
- Empowering Schools & ELC settings
- Research Schools
- Learning Schools

School Name	Sector	LA	Number of events attended	Name of event(s) attended
Knox Academy	Secondary	East Lothian	14	Subject networks, SEIC Associates, Priority 4,Maths moderation event,Leading Quality Improvement, DCL, Evaluative Writing, BGE transitions, 3.1 Wellbeing, Chris McGrane, Inservice- Data and Analysis, Equity, ASN, Leadership and Professional Learning,
Musselburgh Grammar School	Secondary	East Lothian	10	Subject networks, Maths Moderation event, BGE transitions,Chris McGrane, Inservice- Data and Analysis, Equity, Maths and Numeracy, Leadership and Professional Learning and Emotional Wellbeing.
Dunbar Grammar School	Secondary	East Lothian	9	Subject networks, Chris McGrane, SEIC Associates, Priority 4, Leading Quality Improvement, 3.1 Wellbeing, Inservice- Data and Analysis, 1+2, Leadership and Professional Learning,
Dunbar Primary School	Primary	East Lothian	9	Priority 4 (2x), Maths Moderation event, Leading Quality Improvement, DCL, BGE transitions, Inservice- Data and Analysis, Equity, ASN,
Preston Lodge High School	Secondary	East Lothian	9	Subject networks, Chris McGrane, Priority 4 (2x), Maths Moderation event, Evaluative Writing, 3.1 Wellbeing, Inservice- Data and Analysis, Leadership and Professional Learning.
Cockenzie Primary School	Primary	East Lothian	8	Priority 4 (2x), Head teacher conference, Evaluative Writing, Inservice- Data and Analysis, 1+2, Maths and Numeracy,ASN
North Berwick High School	Secondary	East Lothian	8	Subject networks, SEIC Associates, Maths Moderation event, Head teacher Moderation, 3.1 Wellbeing, Inservice- Data and Analysis, Equity, ASN
Innerwick Primary School	Primary	East Lothian	7	Maths Moderation event,Head teacher conference, Evaluative Writing, Inservice day- Data and Analysis, 1+2, Quality Improvement, Leadership and Professional Learning,
Athelstaneford Primary School	Primary	East Lothian	6	Maths Moderation event,Head teacher conference, Columba 1400, Inservice day-1+2, Maths and Numeracy, Leadership and Professional Learning,
Macmerry Primary School	Primary	East Lothian	6	Priority 4, Maths Moderation event,Columba 1400, BGE transitions, Inservice day- Maths and Numeracy, ASN
Prestonpans Primary School	Primary	East Lothian	6	Priority 4 (2x), Maths Moderation event, Head teacher conference, DCL, Inservice day- Quality Improvement.
West Barns Primary School	Primary	East Lothian	6	Maths Moderation event, Head teacher conference, Evaluative Writing, Inservice day- 1+2, Maths and Numeracy, ASN.

Windygoul Primary School	Primary	East Lothian	6	Evaluative Writing, Inservice day- Data and Analysis, 1+2, Maths and Numeracy, Quality Improvement, Leadership and Professional Learning.
Pinkie St Peter's Primary School	Primary	East Lothian	6	The Power of Parental Engagement to Improve Outcomes, Columba 1400, DCL, BGE transitions, Inservice day- 1+2, Maths and Numeracy,
Musselburgh Burgh Primary School	**Primary**	**East Lothian**	**6**	**BGE Transition, Evaluative Writing, Inservice- Leadership and Professional Learning, (two maths events?), DHT Connect,**
Dirleton Primary School	Primary	East Lothian	5	Priority 4,Maths Moderation event, Columba 1400, Inservice day - Equity, Maths and Numeracy,
Pencaitland Primary School	Primary	East Lothian	5	Maths Moderation event, Head teacher conference, Evaluative Writing, Inservice day- Maths and Numeracy, Quality Improvement,
Ross High School	Secondary	East Lothian	5	Subject networks, BGE transitions, 3.1 Wellbeing, Inservice- Data and Analysis, 1+2.
St Gabriel's RC Primary School	Primary	East Lothian	5	Priority 4 (2x), Maths Moderation event, Inservice- Data and Analysis, Maths and Numeracy.
Wallyford Primary School	Primary	East Lothian	5	Headteacher conference, BGE transitions, Inservice day- Data and Analysis, Equity, Quality Improvement.
Campie Primary School	Primary	East Lothian	4	Priority 4,Maths Moderation event, Inservice day- Maths and Numeracy, Quality Improvement,
Elphinstone Primary School	Primary	East Lothian	4	Equity and Excellence Conference, Inservice- Data and Analysis, Equity, Quality Improvement,
Law Primary School	Primary	East Lothian	4	Maths Moderation event,DCL, Inservice day- Equity, Quality Improvement,
Longniddry Primary School	Primary	East Lothian	4	Priority 4 (2x), Maths Moderation event, Inservice day- Maths and Numeracy,
Sanderson's Wynd Primary School	Primary	East Lothian	4	Equity and Excellence Conference, Priority 4 (2x), Inservice day- Quality Improvement.
Stenton Primary School	Primary	East Lothian	4	Maths Moderation event, Head teacher conference, Evaluative Writing, Inservice day- Data and Analysis,
Yester Primary School	Primary	East Lothian	4	Maths Moderation event,Columba 1400, Inservice day- Data and Analysis, Equity.
East Linton Primary School	Primary	East Lothian	4	The Power of Parental Engagement to Improve Outcomes, Priority 4, Maths Moderation event,Inservice- Equity,
Aberlady Primary School	Primary	East Lothian	3	Priority 4, Evaluative Writing, Inservice- Data and Analysis

School	Type	Authority	Count	Events
Stoneyhill Primary School	Primary	East Lothian	3	Leading Quality Improvement, Evaluative Writing, DHT/HT engagement for DHT.
Whitecraig Primary School	Primary	East Lothian	3	Equity and Excellence Conference, Maths Moderation event,Evaluative writing.
St Mary's RC Primary School	Primary	East Lothian	2	Maths Moderation event, Inservice- Equity,
Haddington Primary School (Upper campus)	Primary	East Lothian	2	The Power of Parental Engagement to Improve Outcomes, Inservice day- Quality Improvement,
Loretto RC Primary School	Primary	East Lothian	2	Maths Moderation event, The Power of Parental Engagement to Improve Outcomes
Ormiston Primary School	Primary	East Lothian	2	Maths Moderation event, Research Schools
Gullane Primary School	Primary	East Lothian	1	Maths Moderation event,
Humbie Primary School	Primary	East Lothian	1	Inservice day- Data and Analysis,
Letham Mains Primary School	Primary	East Lothian	1	Inservice day- Equity,
Olivebank Childcare & Family Centre	Early Years	East Lothian	1	Equity and Excellence Conference,
Saltersgate School	Special	East Lothian	1	Inservice day- Leadership and Professional Learning.
Saltoun Primary School	Primary	East Lothian	1	Inservice day- Data and Analysis.
St Martin's R C School	Primary	East Lothian	1	Maths Moderation event,
Aberlady Nursery		Early Years	East Lothian	0	
Athelstaneford Nursery		Early Years	East Lothian	0	
Campie Nursery		Early Years	East Lothian	0	
Cockenzie Nursery		Early Years	East Lothian	0	
Dunbar Nursery		Early Years	East Lothian	0	
Dunbar Wraparound Centre		Early Years	East Lothian	0	
East Linton Nursery		Early Years	East Lothian	0	
Elphinstone Nursery		Early Years	East Lothian	0	

Gullane Nursery	Early Years	East Lothian	0
Haddington Infant School	Primary	East Lothian	0
Haddington Nursery	Early Years	East Lothian	0
Humbie Nursery	Early Years	East Lothian	0
Innerwick Nursery	Early Years	East Lothian	0
King's Meadow Primary School	Primary	East Lothian	0
Law Primary School Nursery	Early Years	East Lothian	0
Longniddry Nursery	Early Years	East Lothian	0
Loretto RC Nursery	Early Years	East Lothian	0
Macmerry Nursery	Early Years	East Lothian	0
Musselburgh Nursery	Early Years	East Lothian	0
North Berwick Nursery School	Primary	East Lothian	0
Ormiston Nursery	Early Years	East Lothian	0
Pencaitland Nursery	Early Years	East Lothian	0
Pinkie St Peters Primary School	Early Years	East Lothian	0
Prestonpans Nursery	Early Years	East Lothian	0
Saltoun Nursery	Early Years	East Lothian	0
Sandersons Wynd Nursery	Early Years	East Lothian	0

Spark of Genius Musselburgh Learning Centre	Special	East Lothian	0
St Gabriel's RC Nursery	Early Years	East Lothian	0
St Martin's RC Nursery	Early Years	East Lothian	0
St Mary's RC Nursery	Early Years	East Lothian	0
Stoneyhill Nursery	Early Years	East Lothian	0
Wallyford Nursery	Early Years	East Lothian	0
West Barns Nursery	Early Years	East Lothian	0
Whitecraig Nursery	Early Years	East Lothian	0
Windygoul Nursery	Early Years	East Lothian	0
Yester Nursery	Early Years	East Lothian	0