

Regional Education Improvement Collaborative: Update on the South East Improvement Collaborative (SEIC).**Report by Joan Tranent, Head of Children's Services and Interim Head of Education****1. Purpose of the Report**

The purpose of this report is to provide an update on the work of the South East Improvement Collaborative (SEIC) and the engagement of Midlothian practitioners, as a result of the publication of the updated Phase 2 plan in September 2019.

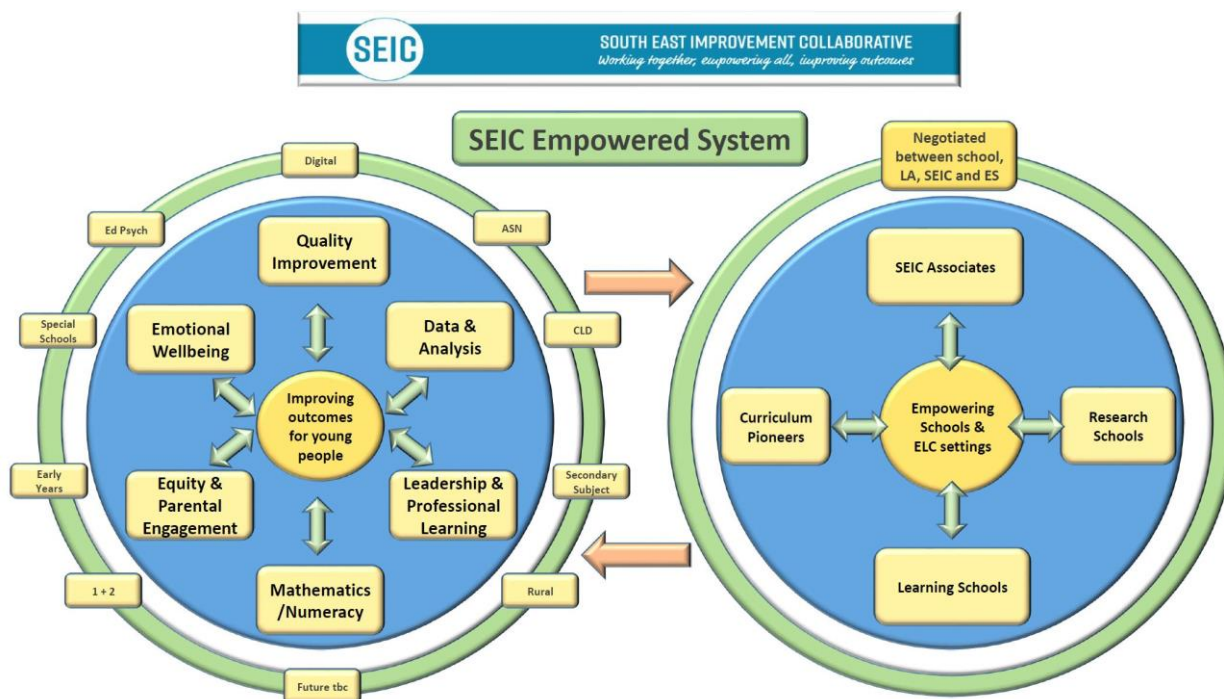
2. Background

- 2.1 A report to Cabinet in November 2018 outlined the South East Improvement Collaborative phase 2 plan that met the principle of the joint agreement between COSLA, SOLACE, ADES and the Scottish Government.
- 2.2 The South East Improvement Collaborative Plan (Phase 2) was used as a strategic driver for the collaborative work between the 5 authorities (City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders).
- 2.3 There are currently 6 workstreams with specific aims to improve outcomes: Quality Improvement, Data and Analysis, Leadership and Professional Learning, Mathematics and Numeracy, Equity and Parental Engagement and Emotional Wellbeing.
- 2.4 There are a growing number of networks emerging as a direct response from practitioners that help to create a collaborative culture. These networks allow groups of practitioners to work together and learn from each other.
- 2.5 Our shared vision "working together, empowering all, improving outcomes" helps us to ensure that all 5 local authorities are bought into what we are trying to achieve.
- 2.6 Our aims are agreed as:
 - 2.6.1 Improving our attainment and achievement, including closing the attainment gap.
 - 2.6.2 Improving quality in our schools and early years' settings.

3 Progress Update

- 3.1 The SEIC phase 2 plan has been revised for session 2019/20. The plan can be found here and on the website <http://www.seicollab.co.uk/> and further information can be viewed about progress to date.

Work has begun on developing a way of bringing together a number of groups whose work will help achieve the main aims of the SEIC. A system, that we have called the SEIC Empowered System, will allow schools, local authorities, Education Scotland and the SEIC to work collaboratively to improve outcomes for young people. The SEIC Empowered System will clarify the roles of each, identify common priorities, create plans for improvements built on well informed research and develop focused workstream and network activity strengthening middle leadership. The Empowered System is visually set out below.



The strands of the empowered system over and above the workstreams and networks 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

SEIC Associates are highly skilled leaders (Head teachers and Depute Head teachers) in their field and will work with local authorities on school reviews and capacity building. SEIC Associates will remain in their substantive posts, work on specific projects and receive high quality professional learning. This development will contribute to an empowered school-led system where schools will be at the heart of supporting other schools across the five local authorities.

Research Schools

A research school will display experience and evidence of using research in practice. It will have capacity to deliver a programme of activities for other schools. There will be a commitment to share lessons learned with other schools with an evidence base to show impact.

Learning Schools

A Learning School will be a school which has shown that it can potentially support others. Schools will apply for this status, there will be a rigorous selection of Learning Schools and clarity will be sought that they have the capacity to support without detriment to their own standard. 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 can 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.

All five Local Authorities across SEIC agreed that Monday 21st October would be a joint In-Service day to enable practitioners to explore the theme of 'collaboration' through many different contexts. All workstreams and many networks hosted events across all 5 authorities. Schools had the opportunity to attend events if they believed it would be purposeful for their improvement journey. Participation figures for the workstream events are detailed in Appendix 3. In addition an online e-collaboration pack was developed and shared with all schools to develop understanding of collaboration.

Midlothian schools have opportunities to engage with a number of SEIC workstreams and networks. These sessions provide opportunities for supporting improvement processes through conditions for collaboration, focussed professional learning and sharing practice. Participation figures of Midlothian schools attending SEIC sessions are in Appendix 4.

The impact of the workstreams are currently monitored through, short term measures of progress, as detailed in the updated phase 2 plan. The wider evaluations will inform the next 3 year plan.

3.2 Conclusion

An increasing number of Midlothian practitioners are involved in the added value that SEIC has brought through collaborative working. Many Midlothian schools have established networks through either facilitating or attending SEIC events. Others have made their own connections working collaboratively on an area of improvement.

All Midlothian schools have had the opportunity to engage in a SEIC activity. However, schools have autonomy over engagement as they are aware of what will support the identified needs of their own school and what additionality the authority is offering that can be enhanced by the work of SEIC.

Evaluations from Midlothian staff who have participated in SEIC work shows a direct positive impact on their confidence in improving outcomes in the classroom.

The South East Improvement Collaborative Plan (Phase 2 update, 2019) provides a platform for developing empowered schools that see the benefits from working collaboratively. As we continue to implement the plan we need to take cognisance of changes in legislation, guidance and cultures.

The progress of improvement within the South East Improvement Collaborative is being monitored against a set of measures that have been based on the Scottish Government's chosen key measures for closing the attainment gap. These measures have been chosen to measure progress against the National Improvement Framework. SEIC is currently developing a scorecard based on these measures which reflect the local context of the region and align with Scottish Government key measures. This scorecard will be used to monitor the implementation of the SEIC 3 year strategic plan moving forward.

4. Report Implications

4.1 Resource

Funding has not yet been confirmed for the current phase. It is expected that a similar amount of funding to the last phase will be allocated. Funding of £1.2 million was allocated from the Scottish Government to support the focus on developing collaboration in 2018. All 5 local authorities also contribute to the work of SEIC within existing staff (Appendix 1).

There is now staffing in place to support in leading specific areas across the Local Authorities (Appendix 2). Education Scotland, following reorganisation, now has regional collaborative facing teams to support the work of the collaboratives (Appendix 2).

Each of the Local Authorities has been allocated a generic Quality Improvement Officer (QIO) who will help with the overview and development of the collaborative. This person is hosted in Midlothian but paid for by the SEIC monies allocated.

Midlothian also hosts an Education Support Officer (ESO). Their main role, along with the QIO, is to support the work the Professional Learning and Leadership work stream across all five Local Authorities.

The 2 posts are part of the wider SEIC team but are hosted in Midlothian to support improved collaboration and sharing of good practice. These posts are paid for by the SEIC.

The grant offer and award has been completed and submitted by Fife Council as the Chair of the SEIC is Carrie Lynsey, Executive Director for Education and Children Services at Fife Council.

4.2 Risk

It is also important to note that there is still no legislation in place in terms of a duty to collaborate.

4.3 Single Midlothian Plan and Business Transformation

The ambition in the delivery plan is already clearly embedded in the Single Midlothian Plan – reducing inequalities. Themes addressed in this report include:

- Community safety
- Adult health, care and housing
- Getting it right for every Midlothian child
- Improving opportunities in Midlothian
- Sustainable growth
- Business transformation and Best Value
- None of the above

4.4 Key Priorities within the Single Midlothian Plan

GIRFEC 5: Our people will be successful learners, confident individuals, effective contributors and responsible citizens.

4.5 Impact on Performance and Outcomes

To close the gap by improving 'attainment versus deprivation' and 'attainment for all' outcomes for children and young people.

4.6 Adopting a Preventative Approach

This report aims to ensure that we continue to take preventative action in order to close the attainment versus deprivation gap by implementing key policies and programmes which are designed to target support to children and young people from disadvantaged communities.

4.7 Involving Communities and Other Stakeholders

This report presents an update on progress with Regional Improvement Collaboratives.

4.8 Ensuring Equalities

The main aim of the SEIC plan is to promote equity of attainment for disadvantaged children and support the steps being taken towards narrowing the attainment gap by imposing duties on education authorities and the Scottish Ministers in relation to reducing pupils' inequalities of educational outcome together with a duty to report on progress via the National Improvement Framework and the SEIC Plan.

4.9 IT Issues

There have been additional IT resources required for new staff. This cost has been met by the SEIC budget.

5. Recommendations

Cabinet are requested to:

- Note the content of this report.
- Note the progress of the work to date and next steps.
- Approve the updated version of the SEIC Plan Phase 2.

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List of Appendices

Appendix 1 – Midlothian Staff who have a strategic lead role within workstream and networks

Appendix 2 – SEIC and Education Scotland Regional Team

Appendix 3 – Midlothian Participation – SEIC In Service day 21/09/19

Appendix 4 – Midlothian Schools' participation in SEIC events

Background Papers

The following papers were relied on in the preparation of this report in terms of Local Government (Scotland) Act, 1973:

- South East Improvement Collaborative Plan phase 2 (update September 2019)
- Regional Improvement Collaboratives (RICs): Interim Review, February 2019
- National Thematic Inspection – Readiness for Empowerment, December 2018

Standards in Scotland's Schools Act (2000):

http://www.legislation.gov.uk/asp/2000/6/pdfs/asp_20000006_en.pdf

Statutory Guidance: Standards in Scotland's Schools etc. Act 2000: Scottish

Government Consultation: <https://consult.scotland.gov.uk/strategy-and-performance-unit/statutory-guidance>

Education (Scotland) Act 2016:

http://www.legislation.gov.uk/asp/2016/8/pdfs/asp_20160008_en.pdf

Updated guidance on Chapter 3 of the Standards in Scotland Schools Act, August 2016: <http://www.gov.scot/Publications/2016/08/5386/4>

Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland: <http://www.gov.scot/Resource/Doc/148166/0039411.pdf>

Financial Review of Early Learning and Childcare in Scotland: the current landscape (Scottish Government; September 2016):

<http://www.gov.scot/Resource/0050/00506148.pdf>

Empowering teachers, parents and communities to achieve excellence and equity in education: A Governance Review: <https://consult.scotland.gov.uk/empowering-schools/a-governance-review>

Education Governance Review: Next Steps:

<http://www.gov.scot/Publications/2017/06/2941>

1.1 Midlothian Leads

The information below provides a list of Midlothian staff who are involved with the workstreams or networks within the South East Improvement Collaborative.

Workstream/Network	Midlothian Representative
Quality Improvement Workstream	Jim Fair, Acting Quality Improvement Officer Midlothian, SEIC
Data & Analysis Workstream	Matthew Dunn, Lead Performance and Improvement Officer
Equity Workstream	Sheryl Wallace, Head Teacher, Bilston Primary School
Maths & Numeracy Workstream	Anne Theresa Lawrie, Quality Improvement Officer
Professional Learning Workstream	Nicola McDowell, Workstream Lead (This workstream sponsored by Midlothian) Christine Rednall, Education Support Officer, SEIC
Emotional Wellbeing Workstream	Young People from Pathways, St David's HS, Dalkeith HS and Beeslack HS Teachers: Juliette Ellison, Sara McDermott, Kenneth McKenzie
ASN Network	Andrew Sheridan, Schools Group Manager, Additional Support Needs
CLD Network	Karen McGowan, Communities and Lifelong Learning Officer
Educational Psychology Network	Leisa Randall, Principal Educational Psychologist
1+2 Network	N/A – Joint representative, Ann Robertson, East Lothian
Digital Technologies Network	Colin McCabe, Education Support Officer, Digital Learning
Early Years Network	Julie Fox, Schools Group Manager, Early Years
Special Schools Network	Stephen Buggy, Head Teacher, Saltersgate School.

1.2 SEIC and Education Scotland Team

The following table outlines the SEIC team that will provide the support to drive forward the key aims within the SEIC plan.

SEIC Team to support SEIC Empowered System	
Quality Improvement Manager	Education Support Officer (Professional Learning)
Quality Improvement Officer (Borders)	Education Support Officers (Digital) x 2
Quality Improvement Officer (East Lothian)	Senior Development Officer (Equity)
Quality Improvement Officer (Edinburgh)	Statistician/Data Analyst
Quality Improvement Officer (Fife)	Project Officer (0.5)
Quality Improvement Officer (Midlothian) – Appointed 28.10.19, to take up post on release from current role	Support Assistant

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

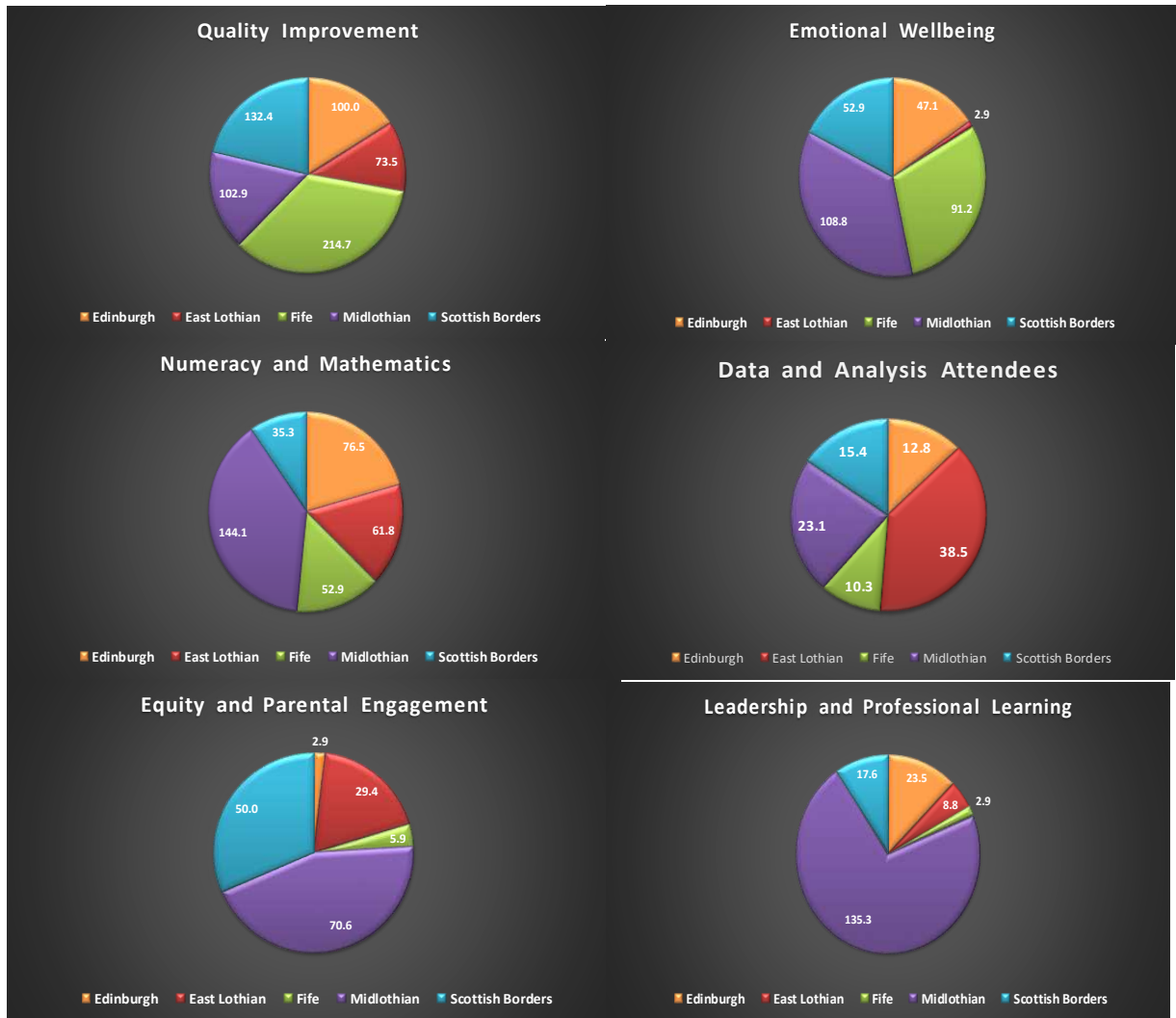
Education Scotland Team to support SEIC	
Senior Regional Advisor	
Senior Education Officer – Inclusion & Equalities	Education Officer – Inclusion & Equalities
Senior Education Officer – Technologies	Education Officer – STEM
Senior Education Officer – Languages	Education Officer – Digital Skills
Senior Education Officer – NIF Advisor – Vacant	Education Officer – Numeracy
Lead Specialist – Professional Learning & Leadership	Education Officer - CLD
Attainment Advisor (Borders)	Development Officer – Mentors in Violence Prevention
Attainment Advisor (East Lothian)	Development Officer – Food & Health
Attainment Advisor (Edinburgh)	Development Officer – Improving Gender Balance & Equalities
Attainment Advisor (Fife)	Development Officer – Digital Skills
Attainment Advisor (Midlothian)	Development Officer - CLD

1.3 Midlothian– In-Service 21/10/19

The following graphs detail the engagement levels for some of the SEIC Collaborative In-Service day events.

Schools had the option to self-select what would be appropriate to support them in their school improvement priorities.

Aspects of some events have already had a focus within Midlothian which is reflected in the figures.



1.4 Midlothian Schools Participation

Key events delivered to support the SEIC Plan where Midlothian schools have benefited collaborative professional learning to take back to their schools.

Engagement Event/Activity	No of Midlothian Schools involved
Primary/Special/Early Head teacher Engagement	6
Secondary Head teacher Improvement Engagement	6
Leading Quality Improvement	3
Developing Collaborative Leadership	5
Evaluative Writing	3
Transitions in Broad General Education	3
Journey to Improving Wellbeing, Inclusion and Equity	4
Equity Conference	8
SEIC Associates	2
Secondary Subjects Leads	6
Professional Reading – Numeracy and Mathematics	38
SEIC Columba 1400	8
Numeracy and Mathematics Pedagogical approaches	18
SEIC Complex Needs	1