

Board Meeting

Date of Meeting	Monday 30 October, 2017
Paper Title	Education Governance Review – Development of Regional Improvement Collaboratives
Agenda Item	12
Paper Number	BM2-0
Responsible Officer	Robin Ashton, Executive Director
Status	Disclosable
Action	For Discussion

1. Report Purpose

- 1.1 Provide for member information, an update on the development of Regional Improvement Collaboratives being implemented as part of actions arising from the Scottish Government’s Education Governance Review.

2. Recommendations

- 2.1 The Board is invited to:
- **note** the attached report on of the development of a Regional Improvement Collaborative across the Glasgow City Region area; and
 - **request** the Executive Director to provide a report on further developments related to the Regional Improvement Collaborative to a future meeting of the GCRB Board.

3. Background to the Regional Improvement Collaboratives

- 3.1 In June 2017, the Scottish Government launched an *Education Governance: Next Steps* paper which set out a school governance reform programme intended to ensure decisions about improving learning and teaching and the funding to support these new statutory duties rest at school level.
- 3.2 The full *Next Steps* report is available at: <http://www.gov.scot/Publications/2017/06/2941>
- 3.3 On Tuesday 3 October 2017, Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, provided an update to the Scottish Parliament on progress made on the reform plan, including agreement reached with Cosla on Regional Improvement Collaboratives.

3.4 As part of this, in the Glasgow College Region area it has been agreed that Regional Improvement Collaborative will mirror the Glasgow City Region area, formed to coordinate City Deal projects. This encompasses eight local authority areas:

- East Dunbartonshire Council
- East Renfrewshire Council
- Glasgow City Council
- Inverclyde Council
- North Lanarkshire Council
- Renfrewshire Council
- South Lanarkshire Council
- West Dunbartonshire Council

3.5 The attached Glasgow City Region governance report contains further detail on the functions, priorities and leadership approach that will form the basis of the West Partnership Regional Improvement Collaborative.

3.6 Section 4 of the attached report highlights that the partnership has agreed to focus initially on Early Learning and Childcare, Improvement, and Learner Journey.

3.7 All have relevance to the work of GCRB and the Glasgow College Region, but Learner Journey in particular suggests opportunities for strengthening partnership work, and the attached report highlights that, *“...there is room for further collaboration in areas such as widening access to Higher Education, especially for those from the least affluent areas of Glasgow City Region, and in the senior phase, working with partners in colleges across all three areas and Skills Development Scotland (SDS) to ensure our young people leave school, college or university with the appropriate skills to meet the demand from employers.”* (Paragraph 4.9)

3.8 GCRB and the Glasgow Colleges will continue to liaise with local authority representatives through established and future operational structures as these governance reforms progress.

4. Risk Analysis

4.1 Based on the attached report, the work of the proposed Regional Improvement Collaboratives will relate directly to the work of GCRB and colleges. However, a number of significant implementation tasks still require to be undertaken, and until these are completed it is not possible to fully assess impact of these proposals. It is therefore suggested that a report on further developments relating to the Glasgow City Region Improvement Collaborative is brought to a future meeting of the GCRB Board.

5. Legal Implications

5.1 No legal implications are identified.

6. Financial Implications

6.1 No financial implications are identified.

7. Strategic Plan Implications

7.1 Strengthening partnerships and collaborative work with schools and enhancing successful learner pathways for Senior Phase pupils are key regional priorities. It will therefore be important that GCRB and the Glasgow colleges engage effectively with the Glasgow City Region Regional Improvement Collaborative.

**Glasgow City Region****Glasgow City Region Cabinet****Report by Chief Executives****GLASGOW CITY REGION EDUCATION IMPROVEMENT COLLABORATIVE****Collaboration to Deliver Excellence and Equity in Education****Purpose of Report:**

In support of the Regional Economic Strategy and Action Plan and in response to the Governance Review - next Steps report by Scottish Government, the purpose of this report is to propose additional governance arrangements for Education in the Glasgow City Region to ensure greater collaboration, whilst maintaining local accountability.

Recommendations:

It is recommended that:

- Cabinet supports the governance arrangements as set out in the report;
- Leaders seek agreement for the governance arrangements from their respective Councils;
- Chief Executives take forward the proposals in discussion with Scottish Government and Education Scotland and report back to the next Cabinet on the detailed governance arrangements, including the terms of reference for the Regional Education Committee and Education Improvement Collaborative, and the academic research plan that will underpin the Collaborative
- Chief Executives work with the Collaborative to develop the first annual regional plan for agreement by Cabinet and Councils.



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1. Background

- 1.1 The Glasgow City Region is home to:
- 33.6% of Scotland's population;
 - 34.5% of Scotland's school population;
 - 35.1% of Scotland's secondary school population;
 - 55.9% of Scotland's ASL school population; and
 - 63.2% of Scotland's most deprived communities (SIMD Bottom 10%)
- 1.2 Whilst there remain a number of different local issues, there are opportunities to review how education support is delivered across the Glasgow City Region. The purpose of this report is to set out how, as a partnership, the Glasgow City Region will work together to raise attainment and achievement, how we will maintain local democratic accountability, contribute to the growth of the regional economic strategy and the national thrust for excellence and equity, drawing on the expertise and strengths of each of the partners to bring about improvement for all.
- 1.3 A number of recent publications will have a material impact on the delivery of education at a local level. Firstly, the Glasgow City Region Economic Strategy and Action Plan highlights the fundamental role of our education system in driving forward the regional economy. The eight local authorities which make up the City Region have already been operating a partnership approach through the 'West Partnership' which has been in existence in for just under 12 months and has already delivered a number of notable successes.
- 1.4 Secondly, the Scottish Government's Enterprise and Skills Review (ESR) has noted the role that the education system plays with separate papers on Skills Alignment and the Learner Journey. These papers have been complementary to the ESR's recommendation that Regional Partnerships are developed to drive regional economic growth.
- 1.5 Finally, in June 2017, the Scottish Government published its Education Governance: Next Steps paper. This paper focuses on the empowerment of schools and communities to deliver excellence and equity for all learners and recommends the establishment of new Regional Improvement Collaboratives.
- 1.6 Taken together, these offer the 'West Partnership' and City Region an opportunity to revisit its vision of collaboration to bring about excellence and equity across the entire City Region.

2. Glasgow City Region

- 2.1 In February 2017, Glasgow City Region published its Economic Strategy and Action Plan. The vision for 2035 is to create **"a strong, inclusive, competitive and**



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outward-looking economy, sustaining growth and prosperity with every person and business reaching their full potential

2.2 Eleven objectives have been identified which include:

Create a skills and employment system that meets the current and future needs of Glasgow City Region businesses and supports our residents to access jobs and progression opportunities.

2.3 The challenge is to ensure that the skills system is effective in supporting people and businesses to reach their full potential, including those who are currently in work to progress. This requires a responsive and flexible city region approach that works with employers to design courses that deliver employer ready residents.

2.4 The Action Plan includes:

“3.1 Building on the existing West Partnership (8 education authorities), we will link education and training, with the needs of employers, through collaboration with Enterprise and Skills agencies, colleges and other partners.”

2.5 Education is key to the success of our economy. Our schools need to create confident, resilient learners who have the skills to become ‘employer ready residents’.

3 ‘West Partnership’

3.1 The ‘West Partnership’ is made up of eight local authorities: East Dunbartonshire; East Renfrewshire; Glasgow City; Inverclyde; North Lanarkshire; Renfrewshire; South Lanarkshire; and, West Dunbartonshire. It has been supported throughout its early work by Education Scotland. The profile of each council area is diverse with East Dunbartonshire and East Renfrewshire being two of the most affluent areas in Scotland and with many of the country’s least affluent areas in Glasgow, North Lanarkshire, West Dunbartonshire, Inverclyde and large areas of Renfrewshire – all of which are ‘Challenge Authorities’ within the Scottish Attainment Challenge. The Partnership sits across three regions as defined by the Developing the Young Workforce – Scotland’s Youth Employment Strategy (DYW) and across three college regions; Glasgow City; West College Scotland; and, Lanarkshire.

3.2 The Partnership’s early work has focused on establishing the principles and practice of collaboration. It has made a good start, relationships are positive and commitment to the benefits of collaboration is strong.

3.3 Good progress has been made with the work on moderation of assessment in the broad general education which was evaluated very positively; the Early Learning and Childcare group has made excellent progress on cross border funding and work is progressing around professional learning and the expansion to 1140 hours of



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childcare by 2020; and, the group focusing on improving Mathematics has made a promising start to addressing the recommendations from Making Maths Count. There has also been some joint work with Skills Development Scotland, the Regional Invest in Young People groups and with college partners. There is agreement in principle that there is opportunity to collaborate further to progress the DYW agenda across the Glasgow City Region, sitting well with the aims and objectives of the City Region's Economic Strategy and Action Plan.

- 3.4 Throughout this early work of the Partnership, it has been recognised that there will be aspects of work which all local education authorities will collaborate and gain benefit from, but it has also been acknowledged that there will be times when work will only involve some of the local education authorities. The Partnership, however, offers the opportunity for learning and sharing best practice for all its partners.

4 The Way Forward

- 4.1 On 15th June 2017, the Deputy First Minister published the government's response to the governance review, focusing on the empowerment of schools and communities to deliver excellence and equity for all learners. The main thrust of the document is to empower head teachers to make more localised decisions on learning and teaching and the curriculum to meet the needs of their communities. In addition, the document states that up to seven Regional Improvement Collaboratives will be created.

“Regional Improvement Collaboratives will:

- *Provide excellent educational improvement support for head teachers, teachers and practitioners through dedicated teams of professionals. These teams will draw on Education Scotland staff, local authority staff and others;*
- *Provide coherent focus across all partners through delivery of an annual regional plan and associated work programme aligned with the National Improvement Framework;*
- *Facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches; and*
- *Led by a Regional Director, to be appointed by the Scottish Government and to report to the HM Chief Inspector/Chief Executive of Education Scotland.”*

- 4.2 The Scottish Government published the *National Improvement Framework* (NIF) in 2016 and in its *Education Governance: Next Steps* paper indicates that Regional Improvement Collaboratives should align their plans with the Priorities and Key Drivers set out in the NIF:

4.3 NIF Priorities:

- improving attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most and least disadvantaged children and young people;



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- improving children and young people's health and wellbeing; and,
- improving employability skills and sustained positive school leaver destinations for all young people.

4.4 NIF Key Drivers:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School improvement; and,
- Performance information.

4.5 'West Partnership' is committed to the National Improvement Framework and its purpose will be to find and work on areas where collaboration will enhance each individual education authority's existing and future plans to implement the priorities and key drivers as set out above.

4.6 These priorities, key drivers and aims set out above sit well with the work of the Partnership to date and the three areas we have agreed to focus on which will also contribute to the Regional Economic Strategy and Action Plan are:

- Early Learning and Childcare
- Improvement
- Learner Journey

4.7 **Early Learning and Childcare** is key to improving outcomes for children and families. It offers the prospect of intervening at the earliest opportunity to ensure the poverty related attainment gap does not open in the first place and establishing a solid foundation in the acquisition of literacy and numeracy skills. It offers parents the chance to enhance their own skills to support their children's learning and can also contribute to economic growth through high quality childcare which allows parents to access employment, education or training. It also marks the start of the learner journey, laying the foundations for lifelong learning and the beginning of the broad general education. 'West Partnership' will focus on plans for expansion from 600 hours to 1140, cross-border charging and quality of early learning and childcare.

4.8 Intelligence-led **Improvement** is the basis upon which we will raise attainment and achievement. As stated in the Education Governance: Next Steps paper local authorities will retain the duty to bring support to schools to continuously improve: *'Local authorities will focus on delivering excellent educational support services for children and young people – their role will be key in supporting schools and establishments to drive improvement and deliver better outcomes for children.'*; and will *'be responsible for improvement through their provision of education support services, their regional collaboration and securing leadership in their schools.'* As such the 'West Partnership' offers schools the opportunity to look inward, outward



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and forward and will support and challenge schools and nurseries through the formation of specialist curriculum support; approaches to self-evaluation and quality assurance; data analysis to establish baselines and set targets for improvement across the region; career long professional learning (CLPL) to support improvement planning; sharing practice to raise attainment and close the gap, for example, through effective use of Pupil Equity Funding (PEF); and HR support to ensure high quality and consistent guidance support to Head Teachers. Each of the above will enhance and complement each local education authority's existing practices and plans for future development.

- 4.9 Vital to improvement in outcomes and promoting excellence and equity is the **Learner Journey**. Curriculum design is, and should be, devised at the most local level and, some might argue, at an individual learner level, but the Partnership can offer schools the opportunity to share and learn from each other, especially where curriculum design has led to improved attainment and school leaver destinations. The 'West Partnership' has already made a very strong start to sharing and understanding standards through the work on moderation of assessment in the BGE, but there is room for further collaboration in areas such as widening access to Higher Education, especially for those from the least affluent areas of Glasgow City Region, and in the senior phase, working with partners in colleges across all three areas and Skills Development Scotland (SDS) to ensure our young people leave school, college or university with the appropriate skills to meet the demand from employers.

5 Governance

- 5.1 To secure local democratic accountability it is proposed that a **Glasgow City Region Education Committee** is established as a sub-committee of the Glasgow City Region Cabinet, which is a Joint Committee established under the Local Government (Scotland) Act 1973. Membership will consist of Education Conveners or equivalent from each of the local education authorities. The Chair will be decided by its membership. This Committee will set the priorities for the year ahead, approve improvement/action plans and will receive reports on the progress of the plans and their impact. The Directors /Heads of Service with responsibility for education of each council will attend meetings.
- 5.2 The associated actions and improvement plans of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for the delivery of education services to each community and council area. This approach also allows for the very good partnership working already established in each council for children's services to continue to contribute positively to the wellbeing of children and families and in so doing, support educational improvement.
- 5.3 It is proposed that 'West Partnership' be renamed the **Glasgow City Region Education Improvement Collaborative**. It will be made up of the Directors/Heads of Service with responsibility for education from each partner council and a

representative from Education Scotland. This will be the key officer leadership group agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads.

5.4 The Collaborative will commission and commit officers to collaborate to undertake specific tasks, with Heads of Service, senior officers or Head Teachers taking the lead as appropriate to levels of expertise. Such delivery groups will meet as appropriate to the commissioned tasks and the agreed Improvement Plans. Wider participation from other council services and partner agencies will be added when required, e.g. employability, financial inclusion, social care, and health services.

5.5 Figure 1 sets out the proposed new structure:

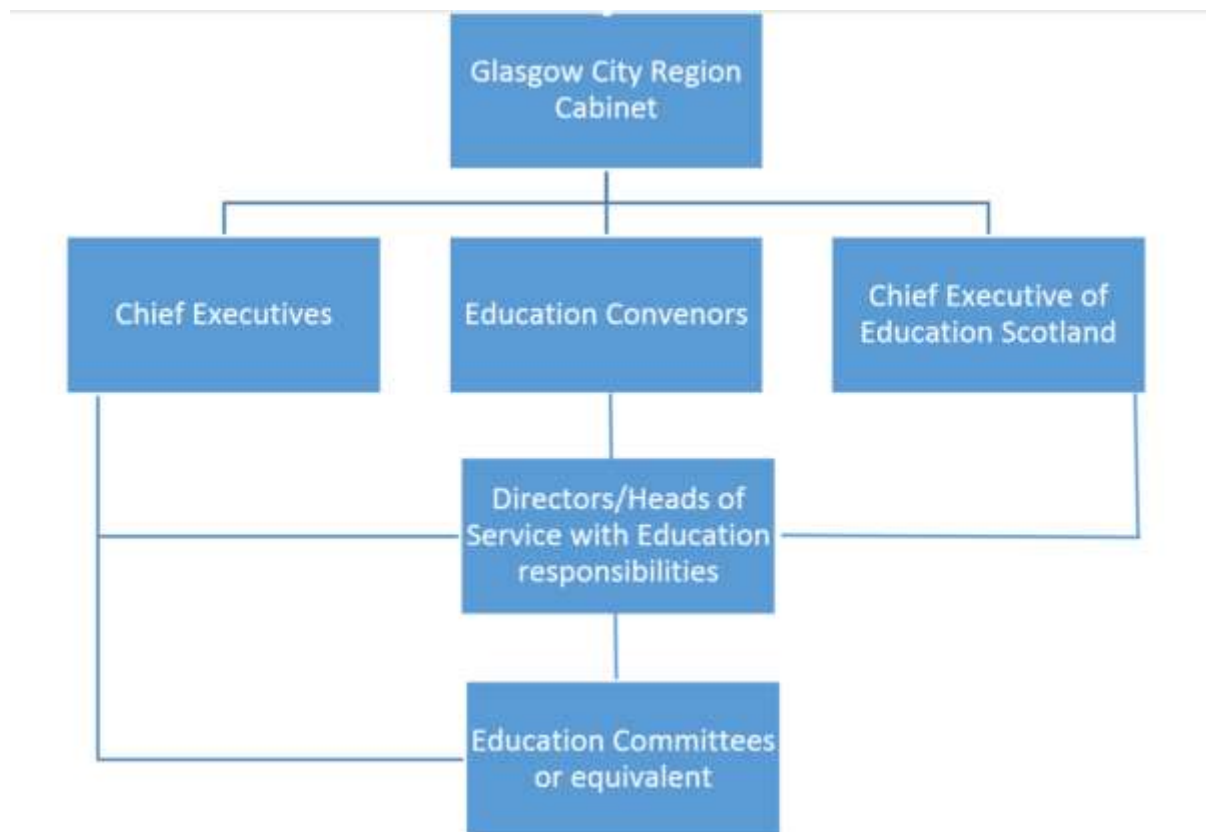


Figure 1 – Proposed new governance arrangements

5.6 The Collaborative will be chaired by a **Region Lead Officer** to be appointed by Chief Executives from among the existing Directors/Heads of Service/Chief Education Officers in the eight local authorities. This will not be a substantive position but will be a leadership role for a fixed term. The Region Lead Officer (RLO) will also report to the Chief Executive of Education Scotland. This arrangement will be reviewed as the Government’s plans become more shaped.



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- 5.7 The support for the RLO will be agreed by Chief Executives and may take different forms dependent on existing operational structures within the employer council and agreed priority areas for focus.
- 5.8 The RLO will engage with Education Scotland to consider the best way in which Education Scotland will support the Collaborative. For example, this could be through a link senior officer, similar to their Area Lead Officer role.

6 Reporting

- 6.1 The Collaborative will report to the Glasgow City Region Education Committee. The RLO and the Chair of the Glasgow City Region Education Committee will report to the City Region Cabinet.
- 6.2 The RLO will report on progress to the Chief Executive of Education Scotland.
- 6.3 Each Director/Head of Service will continue to report to each Council's Education Committee or equivalent and Chief Executive, as appropriate to current local governance arrangements.

7 Research

- 7.1 Given the importance of education as part of our economic strategy, a proposal will be developed for academic research to underpin this work and to inform future developments.

8 Recommendations

- 8.1 It is recommended that:
- Cabinet supports the governance arrangements as set out in the report;
 - Leaders seek agreement for the governance arrangements from their respective Councils;
 - Chief Executives take forward the proposals in discussion with Scottish Government and Education Scotland and report back to the next Cabinet on the detailed governance arrangements, including the terms of reference for the Regional Education Committee and Collaborative, and the academic research plan that will underpin the Collaborative
 - Chief Executives work with the Collaborative to develop the first annual regional plan for agreement by Cabinet and Councils.