
REPORT ON THE DHT/HT VIRTUAL NETWORK EVALUATIONS

Contents

| | |
|--|----|
| Who took part in evaluations?..... | 2 |
| What was the makeup of local authorities? | 2 |
| How valuable did they find the meetings? | 3 |
| How likely are they to attend future meetings?..... | 3 |
| How often would they like to meet? | 4 |
| When would they like to meet?..... | 5 |
| Did the format of the event meet their needs?..... | 5 |
| Did the theme of the event meet their needs? | 6 |
| Did they feel as though their confidence had improved? | 6 |
| What did respondents think about how the discussion would impact on their practice?..... | 7 |
| Reassurance | 7 |
| Sharing good practice | 7 |
| Connections | 8 |
| What other themes do respondents wish to explore via these meetings?..... | 8 |
| Staff and Pupil Wellbeing..... | 9 |
| Parental Engagement and Communication | 9 |
| Attainment and Equity..... | 9 |
| Transitions..... | 10 |
| ASN..... | 10 |
| Learning and Teaching | 10 |
| What other comments did respondents make? | 10 |
| Praise for the organisation..... | 11 |
| Sector groups | 11 |
| Longer breakout rooms | 11 |

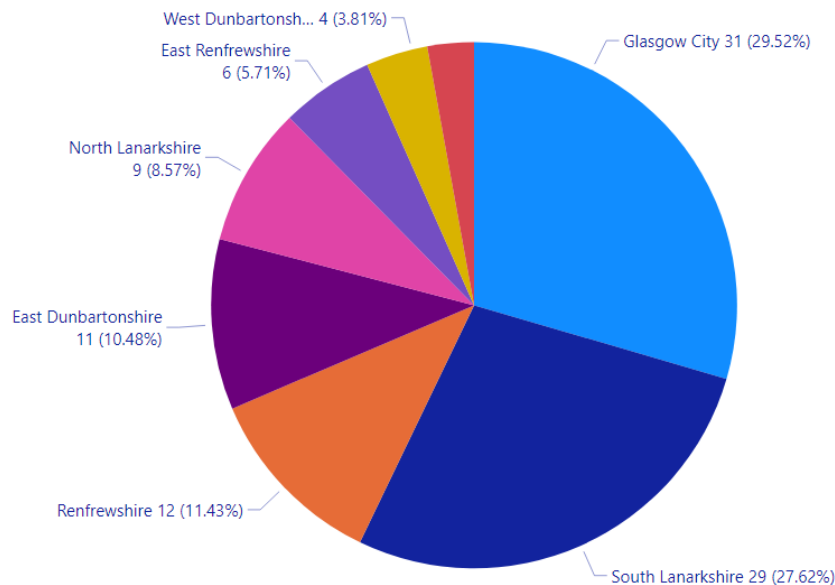
Who took part in evaluations?

The table below shows the number of DHT's and HT's by sector and local authority:

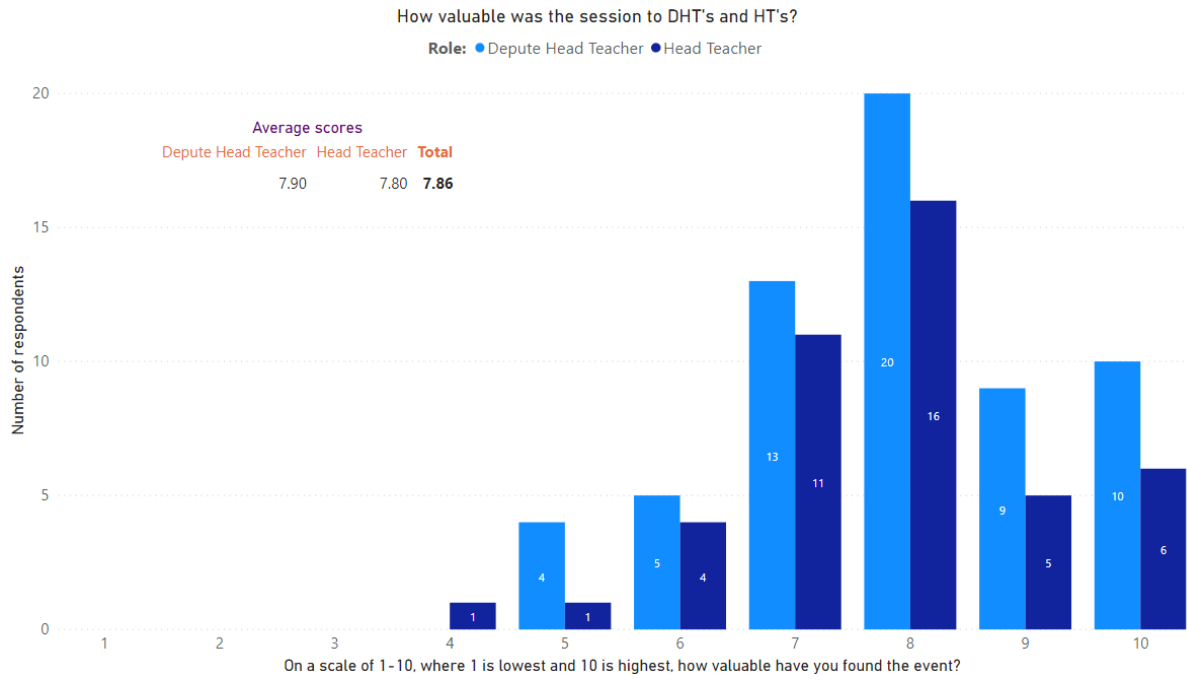
| Sector | Depute Head Teacher | Head Teacher | Total |
|---------------------------------|---------------------|--------------|------------|
| Secondary | 22 | 7 | 29 |
| West Dunbartonshire | 2 | | 2 |
| South Lanarkshire | 6 | | 6 |
| Renfrewshire | 4 | | 4 |
| North Lanarkshire | 3 | 1 | 4 |
| Inverclyde | 2 | | 2 |
| Glasgow City | 1 | 4 | 5 |
| East Renfrewshire | 3 | | 3 |
| East Dunbartonshire | 1 | 2 | 3 |
| Primary | 36 | 33 | 69 |
| West Dunbartonshire | | 2 | 2 |
| South Lanarkshire | 9 | 14 | 23 |
| Renfrewshire | 5 | 1 | 6 |
| North Lanarkshire | 1 | 4 | 5 |
| Inverclyde | 1 | | 1 |
| Glasgow City | 14 | 8 | 22 |
| East Renfrewshire | 1 | 1 | 2 |
| East Dunbartonshire | 5 | 3 | 8 |
| Additional Support Needs | 3 | 4 | 7 |
| Renfrewshire | 2 | | 2 |
| Glasgow City | 1 | 3 | 4 |
| East Renfrewshire | | 1 | 1 |
| Total | 61 | 44 | 105 |

What was the makeup of local authorities?

Evaluations by Local Authorities



How valuable did they find the meetings?



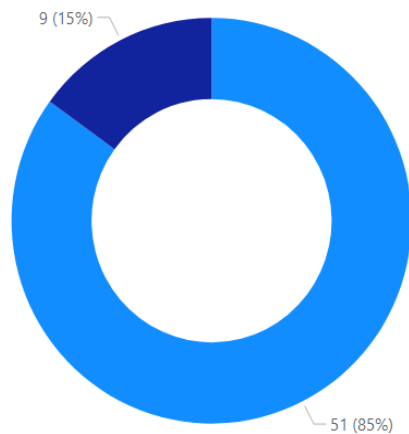
There was no significant difference between sector and how valuable participants found the meeting:

| Additional Support Needs | Primary | Secondary | Total |
|--------------------------|---------|-----------|-------------|
| | 7.00 | 7.91 | 7.93 |
| | | | 7.86 |

How likely are they to attend future meetings?

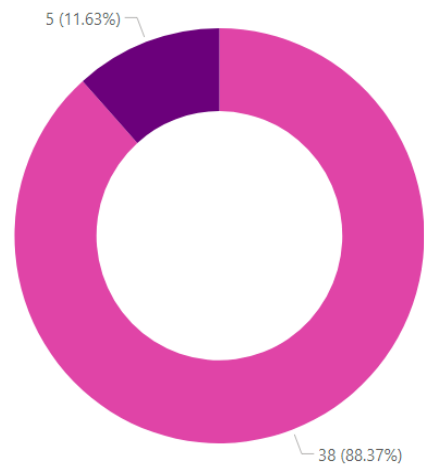
Depute Head Teachers - How likely are you to attend future meetings?

● Very likely ● Somewhat likely



Headteachers - How likely are you to attend future meetings?

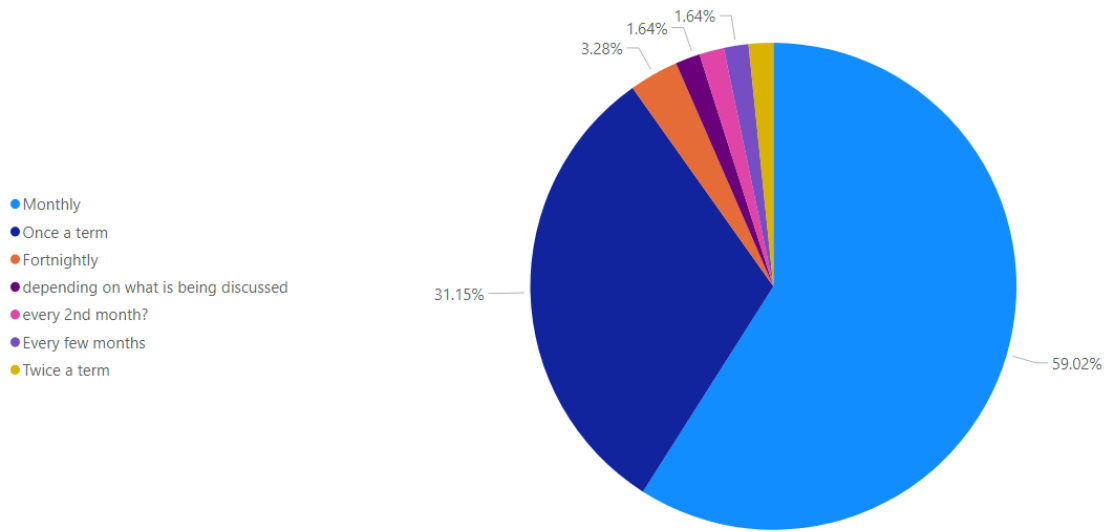
● Very likely ● Somewhat likely



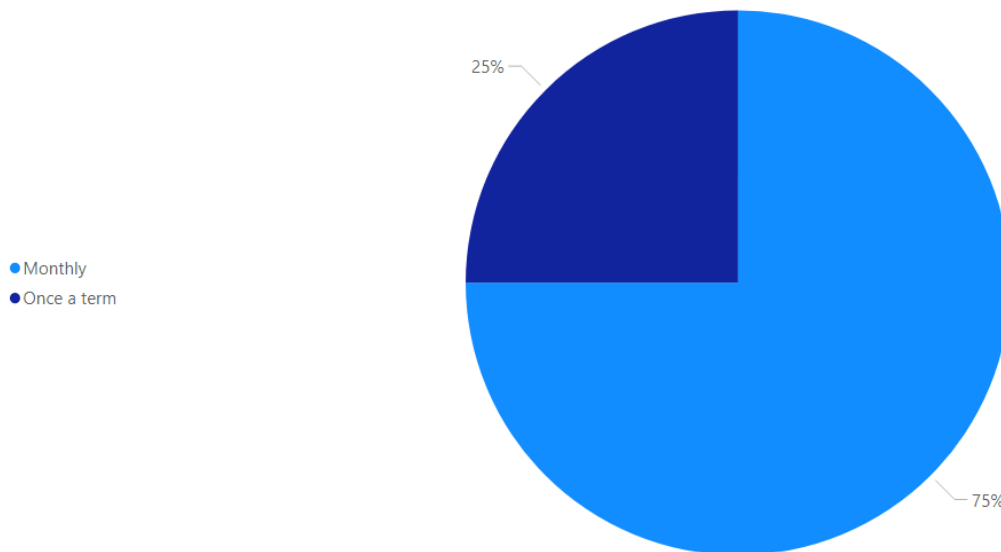
For both DHT's and HT's, all respondents said they were likely to attend future meetings.

How often would they like to meet?

Depute Head Teachers - How often should these meetings take place?



Head Teachers - How often should these meetings take place?



The most popular choice for both DHT's and HT's was for meetings to take place on a monthly basis.

When would they like to meet?

| | Morning | Depute Head Teacher | Head Teacher | Total |
|--------------|---------|---------------------|----------------|----------------|
| Yes | | | 11.36% | 4.76% |
| No | | 100.00% | 88.64% | 95.24% |
| Total | | 100.00% | 100.00% | 100.00% |

| | Afternoon | Depute Head Teacher | Head Teacher | Total |
|--------------|-----------|---------------------|----------------|----------------|
| Yes | | 91.80% | 93.18% | 92.38% |
| No | | 8.20% | 6.82% | 7.62% |
| Total | | 100.00% | 100.00% | 100.00% |

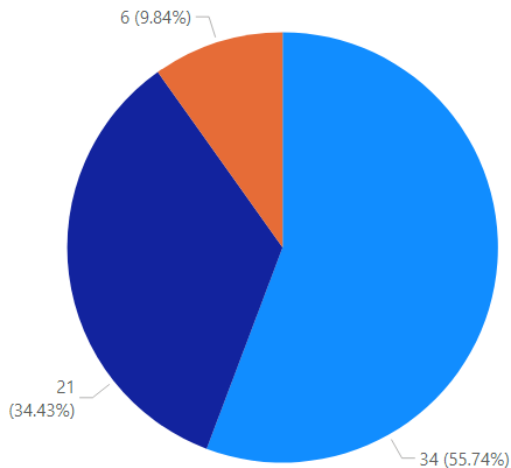
| | Evening | Depute Head Teacher | Head Teacher | Total |
|--------------|---------|---------------------|----------------|----------------|
| Yes | | 22.95% | 13.64% | 19.05% |
| No | | 77.05% | 86.36% | 80.95% |
| Total | | 100.00% | 100.00% | 100.00% |

The afternoon was the most popular choice, with 92.4% of all respondents saying yes to that time slot. The morning was the least popular option with only 4.8% of respondents selecting the morning option.

Did the format of the event meet their needs?

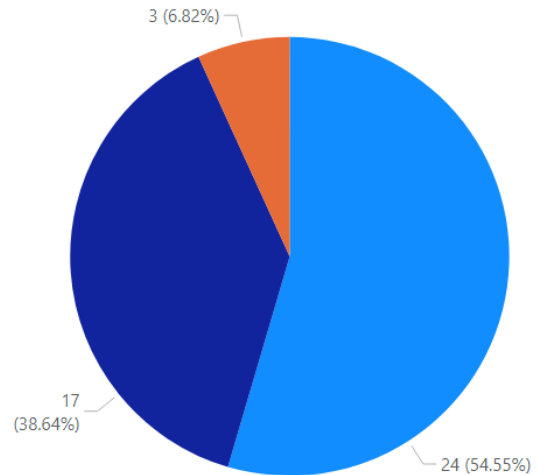
Depute Head Teachers - The format of the event met my needs

● Agree ● Strongly Agree ● Neither Agree nor Disagree



Head Teachers - The format of the event met my needs

● Agree ● Strongly Agree ● Neither Agree nor Disagree

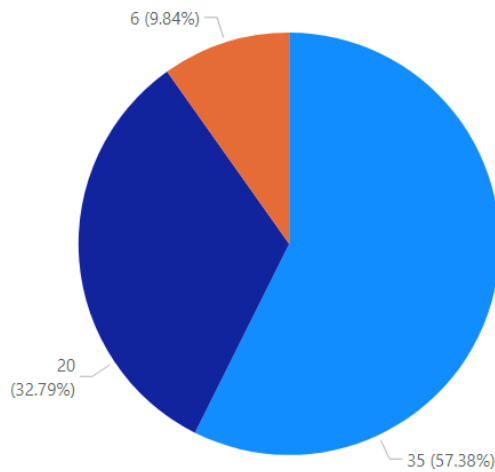


Most respondents, both DHT's and HT's, agreed or strongly agreed that the event met their needs. No one disagreed with the statement, but 6 DHT's and 3 HT's didn't agree or disagree.

Did the theme of the event meet their needs?

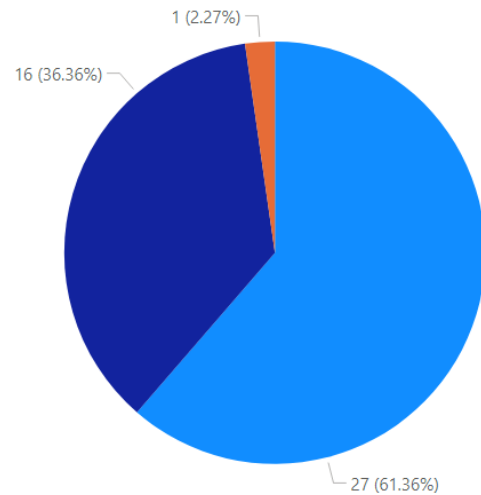
Depute Head Teachers - The theme of the event met my needs

● Agree ● Strongly Agree ● Neither Agree nor Disagree



Head Teachers - The theme of the event met my needs

● Agree ● Strongly Agree ● Neither Agree nor Disagree



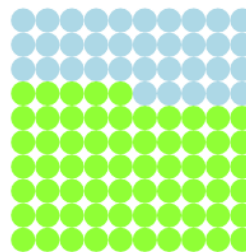
The majority of both DHT's and HT's agreed or strongly agreed that the theme of the event met their needs. Only 7 respondents neither agreed or disagree with this statement.

Did they feel as though their confidence had improved?

The event increased confidence

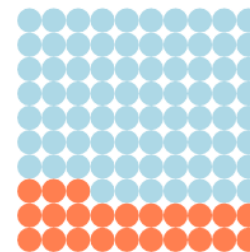
Four fifths (80%) of all respondents believed that the meeting had improved their confidence levels. This is likely to be a result of the feelings of reassurance detailed later in this report.

Only 2% of respondents (1 person) disagreed that their confidence had improved.



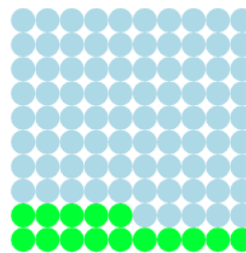
65%

Agree



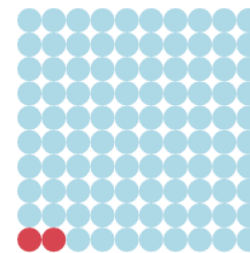
23%

Neither Agree nor Disagree



15%

Strongly Agree



2%

Disagree

What did respondents think about how the discussion would impact on their practice?

Three themes cut across the responses from both Depute Head Teachers and Head Teachers. These consisted of reassurance/confidence, sharing of good practice that facilitated reflection, and the development of connections and networks.

Reassurance

It was apparent that attending the VLN networks had led many to feel reassured about their current practices. Realising that others were doing similar things meant that for some their existing strategies were validated. For example:

Reassured me that we are on the right track with our contingency planning.

(Head Teacher, ASN, Glasgow City)

While the meeting provided reassurance to existing practices, it was also the case that the meetings had presented new options for those going forward. For example:

Was great to have reassurance that our school is doing the same as others. Good to have other options to consider moving forward.

(Depute Head Teacher, Primary, South Lanarkshire)

Reassured me that what we are doing here is very similar to other schools & is the right thing for our context. Picked up a few good ideas.

(Depute Head Teacher, Secondary, Renfrewshire)

Sharing good practice

Picking up ideas from others and reflecting upon good practice was seen to be a benefit of the meeting and one that could inform future practice. Some noted that the network provided a good opportunity to share ideas. For example:

This forum has provided a wider network for sharing ideas, good practice, etc which will be particularly beneficial now under current restrictions. Useful to compare experiences of colleagues across a range of settings.

(Depute Head Teacher, Primary, East Dunbartonshire)

Some respondents noted that they would reflect upon the discussion and share ideas within their own schools. It was believed that this may impact on practice. For example:

I will share the information from the breakout sessions with staff in school. Some excellent practice in place.

(Depute Head Teacher, Secondary, South Lanarkshire)

I will share the ideas mentioned in breakout discussion about positive communication and ethos with the rest of the SLT within my school-we may review our methods of communication.

(Depute Head Teacher, Primary, Glasgow City)

Some respondents also drew attention to the positive impact that reflection can have on practice. Attending the meeting gave an opportunity to hear others practice whilst also reflection upon practitioners current and future practice. For example:

Time for reflection is always a positive. Things to consider taking forward have come up from hearing the experience of others.

(Depute Head Teacher, Secondary, Renfrewshire)

Informs discussion with my own staff and has prompted self-reflection, evaluation and already some adaptations to thoughts re future plans.

(Head Teacher, Primary, North Lanarkshire)

Connections

Others stressed the benefits of developing connections and being part of a network that could promote professional dialogue that informed practice. For example:

Having the connection with other colleagues and the virtual space to have professional dialogue and share practice will be invaluable as we continue through the session.

(Depute Head Teacher, Primary, South Lanarkshire)

This forum has provided a wider network for sharing ideas, good practice, etc which will be particularly beneficial now under current restrictions. Useful to compare experiences of colleagues across a range of settings.

(Depute Head Teacher, Primary, East Dunbartonshire)

What other themes do respondents wish to explore via these meetings?

While both DHT's and HT's made a wide range of suggestions for future meetings, a number of ideas repeatedly came up. These can be summarised into six themes; staff and pupil wellbeing, parental engagement and communication, attainment and equity, transitions, ASN, and learning and teaching (digitally and social distanced).

Staff and Pupil Wellbeing

A number of respondents mentioned the value of future meetings that would explore how best to achieve staff and pupil wellbeing. For example:

Health and wellbeing - pupils and staff. Supports for those who are finding things difficult...especially when in midst of staffing shortages etc.

(Head Teacher, Primary, North Lanarkshire)

Ideas for supporting staff wellbeing.

(Depute Head Teacher, Primary, East Dunbartonshire)

Parental Engagement and Communication

Several respondents wished to discuss how to engage parents in learning and also in discussing in more detail communicating with parents and carers. For example:

I think a great many themes came out of our discussions and we could revisit them in different meetings. I enjoyed the chat about ethos, values and assemblies. It would be good to revisit. It would be interesting to hear about parents' evenings, information evenings and open evenings. Like assemblies, these are a big loss.

(Depute Head Teacher, Secondary, North Lanarkshire)

Effective Communication with staff and parents during this time.

(Head Teacher, Primary, South Lanarkshire)

Attainment and Equity

Another focus for respondents was on how schools continue to focus on raising attainment and providing equity across the system. For example:

Creating innovative ways to raise attainment during these times.

(Depute Head Teacher, Primary, Glasgow City)

I would like opportunities to explore the impact of COVID issues on attainment and strategies for mitigating loss of learning.

(Depute Head Teacher, Secondary, East Renfrewshire)

Attainment and achievement - how to push this alongside recovery

(Head Teacher, Primary, South Lanarkshire)

Transitions

Some respondents also discussed the utility of discussing how we complete successful transitions during this period. For example:

I'd like to chat about transitions at all stages - from primary to secondary and between stages for example.

(Depute Head Teacher, Secondary, North Lanarkshire)

Discussing alternatives to 'normal' school events/workshops/transition ideas.

(Head Teacher, Primary, South Lanarkshire)

ASN

One area of interest for future meetings related to best practice surrounding pupils with additional support needs in our current context. Unsurprisingly this mainly came from our colleagues working in ASN. For example:

Supporting learners with ASN in COVID restrictions.

(Head Teacher, ASN, Glasgow City)

How the needs of pupils with significant ASN can be met with distance learning

(Head Teacher, ASN, Glasgow City)

Learning and Teaching

Learning and teaching as another area of interest for future meetings. This often related to our current context of COVID-19 recovery and was mainly quite a broad topic. For example:

Digital learning, teaching and Learning, [and] quality assurance.

(Depute Head Teacher, Secondary, Renfrewshire)

Learning and teaching in a recovery curriculum

(Head Teacher, Primary, Glasgow City)

Learning and teaching in a socially distanced environment. What not to do?

(Head Teacher, Primary, Glasgow City)

What other comments did respondents make?

At the end of the questionnaire, respondents were given the opportunity to make comments on anything relating to the meetings. Of 105 respondents, 60 decided to offer a response for this

question. Whilst comments varied, the following three themes were common: praise for the organisation, organising groups by sector, and increasing breakout room time.

Praise for the organisation

Many respondents used our final survey question to offer praise on the meeting. For example:

Thank you to the team for all the preparation involved in making this event run so smoothly. Much appreciated.

Many thanks for taking the time to organise the event. It is great to still have the opportunity to network with colleagues, albeit in a different way from the 'norm'.

The beginning of a long and hugely beneficial partnership. Many thanks for all who organised and managed the event. Looking forward to the next one.

Sector groups

Some respondents suggested that organising breakout rooms by sector would be a useful change. For example:

It would be great to have a secondary only option sometimes to liaise with colleagues from the same sector.

It was really useful and enjoyable. It would be beneficial to be in a group with colleagues who are all from the same sector during break out discussions, especially when time is limited, to ensure the focus is relevant, useful and practical. Thank you for this brilliant opportunity.

It was good to hear about different experiences from a variety of schools but just wondering if it would be possible for some events for ASN schools to be grouped together to discuss items that are pertinent to our schools.

Whilst it was good to talk to colleagues from other authorities, there was no one else in my group who was a Secondary Head. I would have liked to hear what other Secondaries are doing (as well as primaries).

Longer breakout rooms

A few participants stated that the duration of the meeting was just right. On the other hand, several respondents suggested that longer breakout rooms would improve the meetings. For example:

Would have liked longer in the breakout rooms as would have been good to have had more time to chat amongst ourselves to hear what everyone has done.

A little bit longer for the session- especially as we had a few hiccups with ICT

Although the room I was in took a wee while to get up and running with folk speaking, it did warm up and then the half hour was very quickly over. Could the breakout session be extended to 40 mins instead of 30? Thanks to everyone for their time today! Will be back for the next one!