



## The West Partnership

### Health and Wellbeing Outcome Planner October 2019 - December 2020

Priorities 4.1 to 4.4 below correspond to key points 1 – 4 in the Regional Improvement Plan 2019- 22

- 4.1: Map effective and best practice as evidenced by both quantitative and qualitative data, including attendance and exclusion statistics, Education Scotland Inspection reports and SIFs across the West Partnership.
- 4.2: Collate national health and wellbeing survey results for West Partnership and analyse for areas of common interest / needs.
- 4.3: Work with Education Scotland to increase and share understanding of what highly-effective practice looks like in 3.1.
- 4.4: Devise a programme of opportunities to share findings and to build collaborative networks to encourage and facilitate professional learning to support all staff.

Work-stream link and link to priority	Desired Outcomes	Proposed actions	Responsible person and time scale	Planned evidence of impact-how will I know?
4.1 1 & 4.3 3	<p>Practitioners access evidence based and effective practice to support innovation and to facilitate the spread of effective practice. This leads to a % increase of schools across the WP achieving 'good' or above for QI 3.1 in ES inspections by June 2021.</p> <p>In particular - HWB Operational group focus confidently sign post evidence based practice in HWB tracking systems at school and local level.</p>	<ul style="list-style-type: none"> <li>• Collate intelligence as to how each LA gather and interrogate data relating to HWB with a view to sharing effective practice in data use across the WP</li> <li>• Collate information from HMI Inspection reports and SIFs. In particular, collate notes of highly-effective practice relating to wellbeing to allow sign posting or interesting practice.</li> <li>• Collate interesting practice exemplars from across the RIC &amp; agree selection for sharing more widely.</li> <li>• Establish a base line of schools achieving 'good' or above in ES inspections to allow appropriate % increase stretch aim to be established.</li> <li>• Host networking discussion of interesting practice</li> <li>• Request interesting practice in the tracking of HWB in schools, early-years establishments and CLD systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Local Authority reps share LA approaches to Workstream by 31 March 2020</li> <li>• Education Scotland – summary of establishments achieving good, very good or excellent in QI 3.1 by 16 Dec 2020.</li> <li>• Education Scotland share more detailed analysis of interesting practice from the NIH by 31 March 2020</li> <li>• Interesting practice proformas returned from officers in all LA by 5 Feb 2020 &amp; reviewed by Operational group made up of local authority officers with responsibility for HWB</li> <li>• Operational group members to plan networking discussion by May 2020</li> <li>• Workstream and operational group to plan showcase for session 2020/21</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of LA sharing practice and using more effective approaches to gathering data as a result.</li> <li>• ES inspection reports</li> <li>• Schools' self-evaluation QI 3.1</li> <li>• Pro-forma Returns from LAs and meeting notes from networking discussion. Evaluations from event. Interesting practice on NIH share</li> <li>• Stretch aim for % increase in 3.1 QI good or above established. Ongoing analysis of results to track improvement.</li> <li>• Evaluation of networking event 20<sup>th</sup> May 2020</li> </ul>

	<p>The views of children and young people are sought and are at the heart of activity to develop HWB.</p>	<ul style="list-style-type: none"> <li>• Share examples of interesting practice through Microsoft Teams, website and showcase event in session 2020/21</li> <li>• Co-construct a resource with Education Scotland and LA officers which supports establishments to evaluate the current holistic wellbeing provision they offer – [self-evaluation tool kit]</li> <li>• Identify the key HWB themes which are important to young people across the WP.</li> <li>• Collaborate with <b>Families and Communities Workstream</b> to develop young person participation and partnership in the leadership of the WP: <ul style="list-style-type: none"> <li>○ Development of a WP Young Person Ambassadors Consultation Group for HWB</li> <li>○ Pilot young person enquiry approach with a focus on how peer education and young people as leaders of learning can have a positive impact on PSE/ HWB in the curriculum.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• John Stuart, Lorna Aitken [insert members of working party] to compete 1<sup>st</sup> draft of resources to share with workstream by 30<sup>th</sup> April 2020</li> <li>• John Stuart to facilitate pilot for self-evaluation toolkit by October 2020</li> <li>• John Stuart / Education Scotland / CLD to facilitate 1<sup>st</sup> youth participation follow-up activity Feb 2020</li> </ul>	<p>Draft self-evaluation tool-kit piloted by EY, primary secondary establishments across the RIC</p> <ul style="list-style-type: none"> <li>• Gather evidence from this regarding level of participation and impact of young people on directing the work of the WP.</li> <li>• Evaluations from youth event follow up</li> <li>• Evidence from consultations conducted by young people</li> </ul>
<p><b>4.2</b></p>	<p><b>Data from national HWB census and LA approaches are used effectively to identify and address common areas for improvement across the WP.</b> As per 4.1 above - this leads to a % increase of schools across the WP achieving 'good' or above for QI 3.1 in ES inspections by June 2021.</p>	<ul style="list-style-type: none"> <li>• Map WP local authority approaches to analysing HWB data.</li> <li>• Explore interesting practice already in place in local authorities which has the potential to enhance practitioner knowledge and understanding of areas of need in the system.</li> <li>• Make use nation HWB census data once Scottish Government has progressed delayed introduction of HWB census</li> </ul>	<ul style="list-style-type: none"> <li>• As per bullet point 1 above</li> </ul>	<p>Data interrogated and discussed at workstream. Priorities for next steps in plan altered as a result</p>

<p>4.4</p>	<p>LA officers across the WP are empowered and confident in sharing best practice in HWB to support school improvement.</p> <p>Progressive and relevant PSE programmes are in place leading to improved learning and teaching in schools.</p> <p>LA officers work together to ensure practitioners with responsibility for the teaching of PSE are supported to deliver effective learning experiences for young people by providing appropriate CLPL in response to need</p>	<ul style="list-style-type: none"> <li>• Establish Health and Wellbeing collaborative networks for LA education officers</li> <li>• Establish Health and Wellbeing collaborative network for teaching staff – consider subgroups as appropriate to needs expressed by practitioners. Initially set up a PSE curriculum network</li> <li>• Officers from WP local authorities contribute effectively to the national work on implementing the findings of the PSE review by representation on National PSE recommendation review group</li> <li>• Liaise with Education Scotland Professional Learning and Leadership and GTCS to explore opportunities for HWB related professional learning in the West Partnership, including middle leader training</li> <li>• Education Scotland engagement sessions relating to national work of the Inclusion, Wellbeing &amp; Equalities Team</li> <li>• Work with West Partnership - Principal Psychologist Network and the Educational Psychologists Practitioner Forum to take forward shared PL opportunities and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• John Stuart to establish HWB operational group by 30 Nov 2019</li> <li>• WP PSE curriculum group in place by June 2020</li> <li>• LA officers attend National Group – spread of WP in different groups agreed at operational meeting from Feb to June 2020</li> <li>• John Stuart and ES – PLL – plan for CLPL in place by May 2020</li> <li>• ES Team Inset Day 12<sup>th</sup> Feb 2020</li> <li>• LA officers to share planned CLPL approaches for practitioners who deliver PSE by May 2020 to facilitate shared CLPL where appropriate</li> <li>• Ed Psychologist practitioner group event for West Partnership Educational Psychologists to take place: CBT to support mental health in schools 3 June 2020</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of operational group</li> <li>• Confidence of staff post network creation recorded and compared to level of confidence pre network.</li> <li>• Record of attendance at national group</li> <li>• PSE programmes are developed and embedded in schools</li> <li>• Evaluate ES Professional learning delivered in terms of impact on practitioner knowledge and confidence</li> <li>• Evaluation of the West Partnership Ed Psych Practitioner Forum professional learning event</li> </ul>
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