

## **REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 30 AUGUST 2018**

### **Northern Alliance: Regional Improvement Plan (Phase 2)**

#### **1 Recommendations**

**The Committee is recommended to:**

- 1.1 Note the content of the Northern Alliance Regional Improvement Plan (Phase 2);**
- 1.2 Endorse the work of the Northern Alliance, Regional Improvement Collaborative.**

#### **2 Background / Discussion**

- 2.1 The purpose of this report is to highlight the work of the Regional Improvement Collaborative and present to Elected Members, the Northern Alliance Regional Improvement Plan (Phase 2).

##### **Northern Alliance: Regional Improvement Collaborative**

- 2.2 The Northern Alliance is a Regional Improvement Collaborative [RIC] between eight local authorities, across the north of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. The Northern Alliance is committed to improving the educational and life chances of children and young people.
- 2.3 Each RIC has been asked by a joint Steering Group, consisting of the Scottish Government, Education Scotland and Local Government to produce a Regional Improvement Plan. The Regional Improvement Plan is tasked with outlining how the RIC intends to reduce inequalities and target improvement in the four national priorities from the National Improvement Framework [NIF].
- 2.4 The development of the Regional Improvement Plan has been part of an ongoing iterative process. The first draft of the Northern Alliance Regional Improvement Plan was submitted to Education Scotland for feedback on the 30<sup>th</sup> January 2018. Feedback was received from the Chief Inspector of Education/ Chief Executive on the 22<sup>nd</sup> February 2018. The Northern Alliance has sought to build on the comments received and incorporate this into the next phase of the Plan.
- 2.5 In terms of next steps following feedback from Education Scotland, the Northern Alliance was advised to engage all stakeholders and seek their views on the developing plan. Consultations and engagement sessions took place from mid-April to mid-June with a range of stakeholders: teaching staff, parents, children and young people, elected members and unions. It was agreed that each local authority was responsible for undertaking consultation and engagement sessions in their respective areas. An evaluation report of all the qualitative feedback gathered from across the region has been produced

for the collaborative. The findings of which have been considered in the drafting of Phase 2 of the Plan.

- 2.6 In support of the delivery of the Regional Improvement Plan (Phase 2) the collaborative has drafted a workforce plan, which will identify the resources available to ensure workstreams are effectively resourced. This workforce plan also considers resources from Education Scotland.

### **The Proposed Education (Scotland) Bill**

- 2.7 The Scottish Government has set out a series of reforms in an Education (Scotland) Bill. Of the proposed reforms, the establishment of the RICs will promote and support improvement through close collaboration and partnership working between schools and associated partners and services. The RICs will provide high quality support and continuous professional development to make a difference to the lives of children and young people by ensuring that the professionals who work with them collaborate for improvement and impact. At this point in time, the Scottish Government has decided not to legislate for these changes but will monitor progress over the course of the academic year. The Scottish Government reserves the right to revisit this decision.

### **Regional Improvement Plan**

- 2.8 The priorities outlined in the collaborative's Regional Improvement Plan (Phase 2) are aligned to the aims of the Scottish Attainment Challenge and the NIF. However, while the priorities outlined the Plan highlight the aims of the NIF, the activities and outlook of the Northern Alliance is far broader. The collaborative champions child and family-centred approach to address the achievement gap and to drive improvement. In support of realising the priorities, there are 13 workstream programmes. The collaborative seeks to work in a multi-layered way. Some of the workstream programmes are directed, for example, the Emerging Literacy, Numeracy and Maths Attainment and Modern Foreign Languages programmes contribute directly to improving attainment. A significant number of the workstreams outlined in the Plan (Phase 2) have cross cutting themes and contribute to the delivery of all four priorities. It is important to note that not all schools will be involved in all improvement activities at any given time.

### **Aberdeenshire – Northern Alliance Consultation**

- 2.9 A range of consultation has taken place in Aberdeenshire relating to this plan. This includes previous discussion at ECS Committee, the Head of Education attending each Area Committee to provide consistent feedback from elected members and seeking the views of Head Teachers, parents and other key stakeholders as appropriate.

### **Development of the Regional Improvement Plan (Phase 2)**

- 2.10 The development of Phase 2 of the Regional Improvement Plan has sought to identify how the collaborative will measure progress as well as refine existing measures. Several of the workstreams beginning to embed and mature, whereas others are now emerging from the 'bottom up'. The workforce plan

will ensure that resources are effectively deployed to support their delivery. To this end, the Northern Alliance seeks to build on its long-standing collaboration to effectively develop a robust plan with clear workstreams and implementation strategies.

- 2.11 A crucial step in developing Phase 2 of the Regional Improvement Plan has been consulting with stakeholders and evaluating feedback. The Northern Alliance is keen to develop distributive leadership at all levels and ensure that a practitioner informed approach shapes the collaborative's activities. The Northern Alliance committed to learning from what works well and importantly listen to feedback and request from schools and teachers to aid their work with children and young people.
- 2.12 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

### **3 Scheme of Governance**

- 3.1 The Committee is able to take a decision on this item in terms of Section E.1.1.b of the List of Committee Powers in Part 2A of the Scheme of Governance as it relates to Education.

### **4 Implications and Risk**

- 4.1 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 1 and there are no negative impacts identified. There is a positive impact as follows
- the Regional Improvement Plan has a specific workstream on Equalities specifically focussing on supporting LGBTI+ young people in schools across the Northern Alliance area
- 4.2 There are no direct staffing and financial implications arising from this report. The Northern Alliance has secured funding from the Scottish Government of £385,000 for 2017/18 and 2018/19. The funding will enhance the work of the Northern Alliance to strengthen resources that support learning and teaching. The Northern Alliance has also been awarded £40,000 from the Gordon Cook Foundation to support youth participation and citizenship. In June 2018, the Scottish Government announced an additional £10 million of budget to support and enhance educational improvement. The process for allocating this budget is yet to be determined, although Regional Improvement Collaboratives will integrate resource bids with the submission of the Regional Improvement Plan (Phase 2) and the Resourcing/Workforce Plans to access the available support from the Scottish Government RIC funding envelope for 2018-19. Regional Improvement Collaborative Funding is available for work which is aligned with the guiding principles and functions set out in the RIC Steering Group report.

- 4.3 The following Risk has been identified as relevant to this matter on a Corporate Level 'Working with Other Organisations' regarding partnership working [Corporate Risk Register](#).

**Laurence Findlay**  
**Director of Education & Children's Services**

Report prepared by Aisling McQuarrie, NA Project Officer  
24 July 2018

**APPENDIX 1**  
**EQUALITY IMPACT ASSESSMENT**

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Education
Title of the activity etc.	Northern Alliance Regional Improvement Plan (Phase 2)
Aims of the activity	Highlight the work of the Regional Improvement Collaborative
Author(s) & Title(s)	Laurence Findlay
Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	n/a
Internal consultation with staff and other services affected.	Discussion at ECS Committee The Head of Education attending each Area Committee to provide consistent feedback from elected members Head Teachers Officers
External consultation (partner organisations, community groups, and councils).	Parents and other key stakeholders as appropriate
External data (census, available statistics).	n/a
Other (general information as appropriate).	n/a

Stage 3: Evidence Gaps.	
Are there any gaps in the information you currently hold?	n/a

Stage 4: Measures to fill the evidence gaps.		
What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	n/a	
	n/a	
	n/a	
	n/a	

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.				
	Positive	Negative	Neutral	Unknown
Age – Younger	yes			
Age – Older			Yes	
Disability			Yes	
Race – (includes Gypsy Travellers)			Yes	
Religion or Belief			Yes	
Gender – male/female			Yes	
Pregnancy and maternity			Yes	
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			Yes	
Gender reassignment – (includes Transgender)			Yes	
Marriage and Civil Partnership			Yes	

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	There is a workstream on equalities within the plan which will support young people and staff across the Northern Alliance	
	There is a focus in the plan on rural poverty which will support closing the attainment gap	

Stage 7: Have any of the affected groups been consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	A consultation has been undertaken with young people, parents and school staff as well as partners. Specific consultation has taken place with LGBT+ young people from across the Northern Alliance with regards the work stream on equalities

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
These should be included in any action plan at the back of this form.	Mitigating Steps	Timescale
	n/a	

Stage 9: What steps can be taken to promote good relations between various groups?	
These should be included in the action plan.	n/a

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

There is a focus on equalities within the plan and this is one of the key workstream areas

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

This will be monitored in line with the Northern Alliance governance arrangements

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.
	No negative impacts have been identified.	
	2	Negative Impacts have been identified, these can be mitigated - please explain. * Please fill in Stage 13 if this option is chosen.
	3	The activity will have negative impacts which cannot be mitigated fully – please explain. * Please fill in Stage 13 if this option is chosen

\* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

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Stage 14: Sign off and authorisation.				
Sign off and authorisation.	1) Service and Team	Education & Children's Services		
	2) Title of Policy/Activity	Northern Alliance Regional Improvement Plan (Phase 2)		
	3) <b>Authors:</b> I/We have completed the equality impact assessment for this policy/activity.	Name: Laurence Findlay Position: Director of ECS Date: 16 August 2018 Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	
	4) Consultation with Service Manager	Name: Date:		
	5) Authorisation by Director or Head of Service	Name: Position: Date:	Name: Position: Date:	
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.			Date:
	7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk			Date:
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:	





Northern  
Alliance  
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**The Northern Alliance  
Regional Improvement Framework Plan 2018**



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## 1. Introduction

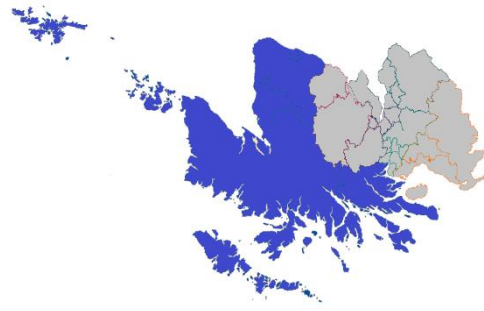
The Northern Alliance is a collaboration between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar [Western Isles], Highland, Moray, Orkney Islands and Shetland Islands. Our shared vision is to improve the educational and life chances of our children and young people. To remove the barriers to learning and improve children's outcomes, the collaborative seeks to build on the strengths of shared service development, create professional networks and deliver continuous professional development. The Northern Alliance exists to make a difference to the lives of children and young people by ensuring that the professionals who work with them collaborate for improvement and impact. The reach of the Northern Alliance is vast, covering 58.4% of the landmass of Scotland, yet it represents a small percentage of the Scottish population. This area has amongst the highest levels of rurality and the lowest levels of population density within a context of economic fragility and poverty. It also includes two of Scotland's cities. The geography and common challenges experienced across the region moved the Alliance to identify new ways of working and adopt a shared approach to the communities it represents in the north of Scotland and in the islands.

In response to the Governance Review of Scottish Education, the Alliance has sought to further develop its culture of collaboration. This has resulted in the sharing of expertise in a range of areas: curriculum development, school estates, early years and Integrated Children's Services development, as well as establishment of local and regional networks. Partnership working has enabled the Northern Alliance to deliver programmes such as Emerging Literacy and Leadership Development, which are already benefiting schools and teachers across the region. The Raising Attainment in Literacy, Language and Communication workstream is currently providing direct support to practitioners in 47% of primary schools across the Northern Alliance.

A key strength of the Northern Alliance is found in its commitment to distributed leadership at all levels. This approach allows flexible and organic partnerships to emerge, which cross professional and geographic boundaries. This 'bottom up' approach is reflected in the origins of a number of the Alliance's workstreams such as the Equalities group and more generally, in the practitioner informed approach that shapes all our activities.

By building on our collective experiences as a regional improvement collaborative we are confident we can make a meaningful difference to the lives of children and young people. To measure our impact the Alliance is committed to evaluating performance data through the use of pupil data. Alongside the use of quantitative data, we draw on qualitative data to capture information from teachers and practitioners, which is collated into the formal evaluation of programmes. Our commitment to ongoing evaluation across all of the programmes allows the Alliance to measure impact and target improvement. We aim to grow and develop this approach with other partners – such as NHS, universities and national agencies.

Central to the work of the Alliance is the Scottish Attainment Challenge and the shared aim to achieve equity in educational outcomes, with a focus on closing the poverty related attainment gap. This is of particular interest to the Northern Alliance given the aforementioned challenges experienced by the region. To



this end, the high-level priorities outlined in the Northern Alliance Regional Improvement Plan are aligned to the aims of the Scottish Attainment Challenge and the National Improvement Framework [NIF hereafter].

The Northern Alliances seeks to deliver on the following priorities:

- Priority 1: Improvement in attainment, particularly literacy and numeracy
- Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children
- Priority 3: Improving the structures which help children and young people's health and wellbeing
- Priority 4: Improvement in employability skills and sustained, positive school leaver destinations for all young people

As a group of eight local authorities we are committed to improving outcomes and closing the gap, which exists across our wide and varied communities and crucially, keeping the child and family at the centre of all that we do. Schools, teachers and headteachers have a clear role to play, but for too many young people and families, this is not enough. Some of our young people and their families require family support workers, social workers, school nurses and many others besides. While the priorities outlined in the Regional Improvement Plan support the aims of the NIF, the activities and outlook of the Northern Alliance is far broader. The Alliance champions a child and family-centred approach to address the achievement gap and to drive improvement.

To realise our vision, we work in a multi-layered way. Some programmes are directed, such as those which support the above-mentioned priorities. The Emerging Literacy, Numeracy, Maths Attainment and Modern Foreign Languages programmes contribute to directly improving attainment. A significant number of our workstreams have cross cutting themes and are reflective of the leadership ethos which we have promoted over the last three years. These workstreams not only reflect the wider imperative to improve all services but have come about by middle managers and leaders recognising the benefits of collaboration to improve services more quickly and sustainably. However, not all schools will be involved in all improvement activities at any given time.

The Northern Alliance is a committed learning collaborative and as such will continue to learn as programmes embed and develop, we are committed to working in partnership nationally, regionally and locally and welcome wider collaborations and learning which develop impact and drive improvement across the country. During the drafting of the second phase of the plan, the Northern Alliance has sought to engage with all stakeholders, consulting with teachers, head teachers, children and young people, parents and guardians and elected members from across the region. The Northern Alliance will continue to learn from what works well, where change is needed and importantly react to feedback and requests from schools and teachers to aid their work with children and young people.

## 2. Northern Alliance Workstreams

### Regional Coordination Programme Lead

#### Reporting

#### Communications

#### Website development

#### School to School Networking

Emerging Literacy Programme <i>Programme Sponsor:</i> Regional Improvement Lead <i>Programme Lead:</i> James Cook	Maths Attainment & Numeracy Programme <i>Programme Sponsor:</i> Regional Improvement Lead <i>Programme Lead:</i> David Clark & Margaret Rule	Systems Improvement and Leadership Development <i>Programme Sponsor:</i> Laurence Findlay <i>Programme Lead:</i> Vincent Doherty	Early Years and Child Care Programme <i>Programme Sponsor:</i> Anne Paterson <i>Programme Lead:</i> Craig Clement	Performance/Data Sharing Programme <i>Programme Sponsor:</i> Dave Gregory <i>Programme Lead:</i> Reyna Stewart	Children's Services Planning Group <i>Programme Sponsor:</i> TBC <i>Programme Lead:</i> Ian Kyle	Children's Services <i>Programme Sponsor:</i> TBC <i>Programme Lead:</i> TBC	MFL Development Group <i>Programme Sponsor:</i> Laurence Findlay <i>Programme Lead:</i> Sylvia Georgin	Poverty / Closing the Gap Development <i>Programme Sponsor:</i> Helen Budge <i>Programme Lead:</i> Shetland QIO	Future Delivery Models / Estates <i>Programme Sponsor:</i> Will Weir <i>Programme Lead:</i> Peter Diamond	IT transformation [E-Learning] <i>Programme Sponsor:</i> Bernard Chisholm <i>Programme Lead:</i> Angus MacLennan	Equalities <i>Programme Sponsor:</i> Regional Improvement Lead <i>Programme Lead:</i> Bernadette Cairns	Community Learning & Development <i>Programme Sponsor:</i> Anne Paterson <i>Programme Lead:</i> Avril Nicol
Focus: Raising Attainment in literacy	Focus: Review of attainment in mathematics, T&L approaches	Focus: Develop high quality leadership & systematic improvement across the NA at all levels	Focus: Delivering 1140 hours EYCC policy	Focus: Create shared data set for NA work	Focus: To ensure alignment and coherence across NA LCS plans and workstreams	Focus: To support improvement in children's services	Focus: To develop 1+2 languages, embed teacher subject knowledge	Focus: To explore rural poverty and its impact on attainment	Focus: To develop and implement a framework to facilitate transformation and change in our communities	Focus: To explore development and impact of Escoil model across the region	Focus: champion equalities and children's rights across the NA	Focus: to develop shared approaches to community learning & development
Outcome: Impact on closing the gaps, teacher subject knowledge and attainment	Outcome: Impact on closing the gaps, teacher subject knowledge and attainment from primary 1 to S4	Outcome: To improve the quality of leadership through promoting and developing systemic approaches to improving outcomes, quality & meeting LA's statutory obligations.	Outcome: Improving access, quality and closing economic/attainment gap	Outcome: Shared agreement re data to help drive performance of NA programmes	Outcome: Work towards shared improvements across the NA, sharing of best practice, innovation in approach across the region	Outcome: Better outcomes for vulnerable children and improved practice	Outcome: Increase teacher subject knowledge, extend qualified teacher numbers, raise attainment	Outcome: Identify key indicators of rural poverty; reduce impact on attainment	Outcome: reduce costs: share best practice, create innovative plans for future services	Outcome: Wider access to full curriculum, cost reduction, transformation of T&L	Outcome: improve the health & wellbeing of children & young people	Outcome: improving employability skills for young people, improve family learning & parental engagement

### 3. Northern Alliance Priorities

#### High Level Priorities

Priority 1	Priority 2	Priority 3	Priority 4
<p>Improvement in attainment, particularly literacy and numeracy</p> <ul style="list-style-type: none"> <li>❖ Improve the leadership of the raising attainment agenda at school, ASG, authority and across the Northern Alliance</li> <li>❖ Develop shared approaches to assessment and moderation</li> <li>❖ Develop literacy and numeracy strategies to improve attainment</li> </ul>	<p>Closing the poverty related attainment gap between most and least disadvantaged children</p> <ul style="list-style-type: none"> <li>❖ Identify appropriate poverty related attainment gaps across the Northern Alliance</li> <li>❖ Improve learning and teaching to raise attainment across the region</li> </ul>	<p>Improving the structures which help children and young people's health and wellbeing</p> <ul style="list-style-type: none"> <li>❖ Reduce the impact of adverse childhood experiences and chronic neglect</li> </ul>	<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <ul style="list-style-type: none"> <li>❖ Increase the number of young people reaching a positive and sustained destination</li> </ul>

#### Workstreams With Cross Cutting Themes



Performance and Data Sharing	Rural Poverty	Systems Improvement and Leadership Development
Equalities	Community Learning and Development	IT Transformation (E-Learning)
Children's Services Planning Group	Early Learning and Childcare	Children's Services
		Future Delivery Models/Estates






#### 4. The Northern Alliance Regional Improvement Plan – How This Will Be Achieved











PRIORITY AREAS		KEY DRIVERS
1	Improvement in attainment, particularly in literacy and numeracy	SL School Leadership
2	Closing the poverty related attainment gap between most and least disadvantaged children	TP Teacher Professionalism
3	Improving the structures which help children and young people's health and wellbeing	PE Parental Engagement
4	Improvement in employability skills and sustained, positive school leaver destinations for all young people	ACP Assessment of Children's Progress SI School Improvement PI Performance Information

#### Priority 1: Improvement in attainment, particularly literacy and numeracy







Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p><u>Literacy</u> Equipping education practitioners with the knowledge, understanding and skills to support children's early literacy, language and communication development.</p>	<ul style="list-style-type: none"> <li>A group of Lead Practitioners will be trained to support sustainability of the approach at local level using a suite of professional learning resources.</li> </ul>	June 2019	Leads: James Cook	Qualitative feedback from: Lead Practitioners; Local Networks led by the Lead Practitioners; Practitioners involved from educational psychology and allied health professionals.	By June 2019, programme will be self-sustaining.

<p><b>Key Drivers:</b>  </p>	<ul style="list-style-type: none"> <li>Case studies will be captured and shared, detailing the impact on practice and the outcomes for children.</li> </ul>			<p>Quantitative data analysis on 'Achievement of CfE Levels' data: -Y1: 2016/2017; comparison of those involved and those not involved in the workstream -Y2: 2017/2018; comparison of those involved and those not involved in the workstream.</p> <p>Qualitative data from practitioners within each of the local networks.</p> <p>Qualitative feedback from case studies in supporting school improvement</p>	<p>In 2018/2019, 300 schools and ELCCs in the local authorities who are part of the Northern Alliance Emerging Literacy workstream will be supported in taking a developmental approach to Emerging Literacy.</p> <p>Practitioners will report an increase in knowledge, understanding and confidence in children's early literacy, language and communication skills.</p> <p>Schools will have case studies to reflect on to support their own school improvement</p> <p><b>Scottish Government Stretch Aim: By 2020, at least 85% of children within each SIMD quintile will have successfully achieved early level literacy.</b></p>
<p><u>Numeracy and Maths Attainment</u>                  Develop teacher confidence, professional understanding and leadership in relation to numeracy and secondary maths attainment</p> <p><b>Key Drivers:</b>  </p>	<ul style="list-style-type: none"> <li>Upskilling of ELCC workforce to support numeracy</li> <li>Improving the learning and teaching of 'hard to teach' areas in numeracy</li> <li>Developing networks of education practitioners, including linking to Ed Psychologists, University of Aberdeen and allied health professionals.</li> <li>Improve ELCC practitioner and teacher confidence</li> </ul>	<p>From August 2018 onwards</p>	<p>Leads: Dave Clark; Margaret Rule; Head Teachers</p> <p>Education Scotland Support</p>	<p>Qualitative:                  Capture attendance at networking events and follow up survey from events</p> <p>Evaluation reports to assess the development of a culture of learning and impact on practice</p> <p>Longitudinal study of maths teachers</p> <p>Annual Survey</p> <p>Quantitative:</p>	<p><b>By 2021 in the 60 identified schools, the poverty related attainment gap (including aspects of rural poverty) will close by 10%</b></p> <p>Feedback from schools and ELCCs indicate improved quality of professional learning for staff</p> <p>Clear, coherent and rigorous learning pathways established from the BGE to Senior Phase</p> <p>A range of interventions created that develop mathematical thinking in "difficult" areas especially for students in</p>


<p>To improve the numeracy levels of pupils and improve attainment in S4 maths.</p> <p><b>Key Drivers:</b>  </p>	<ul style="list-style-type: none"> <li>Utilise digital platforms (glow and website) to enhance and develop networking</li> <li>Create virtual communities/communities of practice</li> <li>Ensure leadership development programme in place for head teachers, senior leaders, subject and curriculum leaders</li> <li>Review of presentation policies and maths attainment in Northern Alliance</li> <li>Twinning of Schools</li> <li>Transition for primary to secondary</li> </ul>	<p>From August 2018- onwards</p>	<p>Leads: Dave Clark; Margaret Rule</p>	<p>Assessment of link between attainment data and professional learning to identify impact of leadership development programme (3-year programme S1-S4)</p> <p>SNSA</p> <p>Numeracy – CfE level of judgement (primary 4)</p>	<p>SIMD 1-4.</p> <p>Alliance – wide framework for effective maths faculty leadership with change in leadership and learning at its core.</p>
<p>To improve the number of maths faculties across the Alliance meeting or exceeding their VC.</p> <p>Levels of numeracy at L4 and L5 improve for pupils in SIMD 1-4.</p> <p>SNSA scores show incremental improvement year on year.</p> <p>N5 attainment in maths rises across the Alliance by _ % by 20_</p> <p>Increase in teachers' judgement for primaries 1, 4 and 7.</p>	<p>Insight data set</p> <p>BGE benchmarks</p>				

<p>Develop shared approaches to assessment and moderation for literacy and numeracy.</p> <p><b>Key Drivers:</b>      </p>	<ul style="list-style-type: none"> <li>• Establish a QAMSO group across Alliance</li> <li>• Teachers to develop a greater shared understanding of standards (improved standardisation) by facilitating opportunities for professional networking</li> <li>• Create virtual communities of practice to develop teacher judgement</li> </ul> <p>Introduce 'critical friend' approach to moderation (teachers moderating across the Northern Alliance region)</p> <ul style="list-style-type: none"> <li>• Develop moderation work in and across primary and secondary</li> <li>• Focus on tracking and monitoring of languages across the BGE</li> </ul>	<p>Throughout school session 2018/19</p>	<p>Leads: Regional Improvement Lead; QAMSO lead, Karen Lees.</p>	<p>Teacher confidence survey: sampling across the Northern Alliance</p> <p>Use of web analytics to track use of online communities and resources</p> <p>QAMSOs to assess teacher judgement</p> <p>collectively tracking teacher judgement across the Northern Alliance</p> <p>Review of embedding standardisation in assessment and moderation</p> <p>Insight data set</p> <p>Annual 1+2 survey of primary languages</p>	<p>Increase in % of young people entering preschool with appropriate numeracy milestones</p> <p>Increase uptake of Higher Maths</p> <p>80% of assessment figures as checked by QIOs to be accurate (Y1)</p> <p>Take sample across Aberdeen and work from youngster; across the NA.</p> <p>_% increase in uptake in Modern Languages in the Senior Phase by 2021</p> <p>_% increase in passes at A to C at National 5 Level in Modern Languages by 2021</p>
<p>Ensure all teachers across the Northern Alliance see themselves as teachers of language</p> <p><b>Key Drivers:</b>      </p>					







<p>Develop strong connections and synergy between emerging literacy and language learning ensuring a connected curriculum and a more integrated approach to raising attainment in literacy</p> <p><b>Key Drivers:</b> <span style="background-color: #f08080;">SL</span> <span style="background-color: #90ee90;">PI</span> <span style="background-color: #90ee90;">PE</span> <span style="background-color: #90ee90;">TP</span> <span style="background-color: #90ee90;">ACP</span></p>	<ul style="list-style-type: none"> <li>Align progression frameworks for languages across the Northern Alliance</li> <li>Develop links between emerging literacy approaches to phonics with 1+2</li> </ul>	<p>June 2019</p>	<p>Leads: Sylvia Georjin; James Cook; Regional Improvement Lead</p>	<p>CfE and Insight data</p>	<p>School inspection data showing positive progress with implementation of 1+2 by 2021</p>
<p>Increase and improve parental engagement on literacy and numeracy.</p> <p><b>Key Drivers:</b> <span style="background-color: #90ee90;">PE</span></p>	<ul style="list-style-type: none"> <li>Audit current engagement activity in schools and ELCCs</li> <li>Identify areas for improvement and agree where collaboration can support effective programme development</li> </ul>	<p>From August 2018 onwards</p>	<p>Lead: Avril Nicol Education Scotland support</p>	<p>Measure consistent understanding of Family Learning to support application of agreed measures</p> <p>Introduce and embed Adult Achievement Award</p>	<p>Increase in number of parents / carers engaged with children's learning (in and out of school/ELCC)</p> <p>Increase in (number/time) parents engaged in supporting children's learning/attainment</p>

Priority 2: Closing the poverty related attainment gap between most and least disadvantaged children.					
Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Review of attainment across the Northern Alliance with a specific focus on our most disadvantaged children in order to identify 'the gap' (linked to Maths project outlined under Priority 1)</p> <p><b>Key Drivers:</b>      </p>	<ul style="list-style-type: none"> <li>Group review attainment in maths across the Northern Alliance (stats review)</li> <li>Establish statistical milestones, which identify effective practice e.g. S4 scores</li> <li>Gap between SIMD levels is analysed and described, and common themes identified</li> <li>Review of Presentation policies</li> <li>Review of Inspection outcomes for best practice/key themes</li> <li>Work with Education Scotland on maths support and development from national thematic programme</li> </ul>	<p>June 2019</p>	<p>Leads: Dave Clark, HT, DHT, PT (Maths)</p> <p>Reyna Stewart, Performance workstream</p>	<p>Insight</p>	<p>Clear articulation of the attainment gap in numeracy</p> <p>Increased attainment in SIMD 1 &amp; 2</p>
<p>Ensure all young people receive their entitlement to languages learning given the wider attainment benefits this brings for all learners regardless of background or ability</p> <p><b>Key Drivers:</b> </p>	<ul style="list-style-type: none"> <li>Provide clear consistent guidance for schools in relation to timetabling and presentation in Modern Languages to ensure a common approach across all our schools</li> <li>Involvement of key practitioners in developing T&amp;L tools to support learning</li> </ul>	<p>By 2020 in line with the Government 1+2 strategy</p>	<p>Lead: Sylvia Georgin</p>	<p>Insight analytical data set</p> <p>Use of rural deprivation measure [once developed]</p>	<p>XX% increase in National 5 passes of A to C in Modern Languages in SIMD 1—3 and SIMD 9-10 by 2021</p> <p>Almost all learners receiving their entitlements to L2 and L3 as per national 1+2 policy by 2021</p>





<p>Improve attainment of Care Experienced Young People</p> <p><b>Key Drivers:</b> ACP SL TP PJ</p>	<ul style="list-style-type: none"> <li>Shared initiatives being developed in each of our authorities</li> <li>Explore opportunities provided by eLearning</li> <li>Develop tracking and monitoring processes alongside other recording and performance activities</li> <li>Explore shared approaches to out of authority placements</li> <li>Share best practice, including through the ASN network</li> </ul>	<p>By June 2020</p>	<p>Lead: TBC</p>	<p>Absence, Attendance, Exclusion data</p> <p>Qualitative the views of our Looked After Children e.g. champions board</p>	<p>5% increase in numeracy and literacy attainment in Care Experienced Young People by 2020</p>
<p>Ensure young people have access to wider achievement opportunities and accreditation</p> <p><b>Key Drivers:</b> PJ</p>	<ul style="list-style-type: none"> <li>Accredited learning:</li> <li>Menu of accreditation opportunities available across the Northern Alliance— DofE; Youth Achievement and Dynamic Youth Awards; Satlire; John Muir Trust; Princes Trust; Sports Leader</li> <li>Reduction in the barriers to access</li> </ul>	<p>By June 2019</p>	<p>Lead: Avril Nicol</p>	<p>Participation and achievement measures – DofE; Youth Achievement; Saltire John Muir</p>	<p>Increase in uptake of DYA and YAA and DofE – 3% uplift across NA</p> <p>Particular focus on increased uptake from SIMD 1-3 5% uplift across NA</p>
<p>Development of learning pathways to improve outcomes for children and young people.</p> <p><b>Key Drivers:</b> PE ACP PJ</p>	<ul style="list-style-type: none"> <li>Establish primary and secondary curriculum. head teacher groups</li> <li>Individualised / flexible learning pathways – including element of family learning</li> <li>Increased collaborative working with further and higher education to support curriculum delivery</li> <li>Sharing curricular models across the NA</li> <li>Mechanisms for school leaders to share best practice in use of PEF funding</li> <li>Youth work in schools</li> </ul>	<p>From August 2018</p>	<p>Lead: Avril Nicol</p>	<p>SDS data</p> <p>Participation measures</p>	<p>95% young people have positive and sustained destination by 2020.</p> <p>Increased attainment in the lowest 20% of cohort placements</p> <p>Reduction of Out of Authority Placements</p> <p>Increased attendance across the NA</p> <p>Decrease exclusion across the NA</p>

Priority 3: Improving the structures which help children and young people's health and wellbeing					
Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Northern Alliance to reduce the impact of adverse childhood experiences and chronic neglect</p> <p><b>Key Drivers:</b>  </p>	<ul style="list-style-type: none"> <li>Promoting understanding of ACEs and their impact</li> <li>Earlier identification and assessment of chronic neglect</li> <li>Responding to chronic neglect</li> <li>Strategies to promote resilience</li> </ul>	From August 2018	Lead: TBC	<p>Health and Social Work data on adverse childhood experiences and chronic neglect</p> <p>Qualitative data from focus groups to discuss adverse childhood experienced</p>	<p>Staff being upskilled.</p> <p>Improvement children's health and wellbeing.</p> <p>% decrease in children in adverse childhood experiences</p> <p>% decrease in children experiencing chronic neglect</p> <p>Children and young people explain approaches to be resilient</p>



<p>Develop an effective partnership across the different NHS boards and the Northern Alliance focused on improvement of young people's health and wellbeing</p> <p><b>Key Drivers:</b>   </p>	<ul style="list-style-type: none"> <li>• Mapping exercise of current health related services for children and young people across the Northern Alliance</li> <li>• Consider collective arrangements for the commission and decommissioning of health-related services</li> </ul>	<p>June 2019</p>	<p>Lead: Regional Improvement Lead</p>	<p>Audit exercise Individual Children's Services Plans</p>	<p>Improvement of health and wellbeing of children and young people across the Northern Alliance</p> <p>More joined up working across the services.</p>
<p>Enabling Youth Voice (Youth Democracy)</p> <p><b>Key Drivers:</b>    </p>	<ul style="list-style-type: none"> <li>• CLD staff across the Northern Alliance to promote youth led participatory groups and volunteering opportunities for CYP</li> </ul>	<p>June 2019</p>	<p>Leads: Bernadette Cairns, Equalities leads; Avril Nicol, CLD Group</p>	<p>Qualitative and quantitative data on the number of youth led groups and their function</p> <p>Quantitative data on the number of Children and Young People attaining wider achievement awards</p> <p>AVCO data</p>	<p>5% increase in the number of CYP achieving wider achievement wards such as Saltire May 2018 to May 2019</p>
<p>Deliver financial awareness to measure financial literacy</p> <p><b>Key Drivers:</b> </p>	<ul style="list-style-type: none"> <li>• Develop professional understandings of financial literacy</li> <li>• Establish networks of practice between LAs and at locality level (Youthbanks; Credit Unions, links to Welfare Reform – benefits uptake rates)</li> <li>• Financial awareness training delivered in all 8 LAs</li> </ul>	<p>June 2020</p>	<p>Leads: Avril Nicol; Education Scotland support</p>	<p>Qualitative feedback</p>	<p>Increase in parents / families feeling confident/upskilled to make informed choices</p> <p>Development of agreed Financial Literacy Measures</p>

<p>Support the development of effective equalities and diversity policies across the Northern Alliance</p> <p><b>Key Drivers:</b> TP SI SL</p>	<ul style="list-style-type: none"> <li>Establish a baseline for number of schools/ELCCs with diversity policies</li> <li>Working group to create a skeleton statement/policy</li> </ul>	<p>By June 2019</p>	<p>Leads: Bernadette Cairns in partnership with LA leads</p>	<p>Quantitative data on the number of schools/ELCCs with policies / statements in handbooks.</p>	<p>By 2019 there will be 100% increase from the baseline.</p>
<p>Equality, Diversity and Children's Rights – Training and Curriculum Resources</p> <p><b>Key Drivers:</b> TP SI SL</p>	<ul style="list-style-type: none"> <li>Establish an Equalities Working Group (EWG), including young people, across the Northern Alliance</li> <li>Share current resources across the EWG</li> <li>Agree the core programmes and linked materials</li> </ul>	<p>By June 2019</p>	<p>Leads: Bernadette Cairns in partnership with LA leads</p>	<p>Qualitative feedback received during the testing of materials across the Northern Alliance to inform ongoing development.</p>	<p>By 2019 a core training programme, with links to curriculum resources, will be created for use across LAs in the Northern Alliance</p>
<p>Championing Equality and Diversity through the Rights Respecting Schools (RRS) programme (Unicef)</p> <p><b>Key Drivers:</b> SL PI PE TP</p>	<ul style="list-style-type: none"> <li>Identify a lead within each local authority, named within the Service Level Agreement (SLA), will promote the RRS programme.</li> <li>Identify 'champions' across the Northern Alliance partners / LAs to support the engagement with and assessment of the RRS</li> <li>Training provided for the 'champions' by Unicef</li> </ul>	<p>By June 2019</p>	<p>Leads: Bernadette Cairns with support from Unicef</p>	<p>Quantitative data on the number of schools registered and progressing towards RRS Awards at the various levels.</p>	<p>In the LAs with the SLA across the Northern Alliance at least 30% of schools will be registered and progressing towards the RRS by 2019.</p>
<p>Increase the number of LGBT+ children and</p>	<ul style="list-style-type: none"> <li>Development of LGBT+/Alliance (or Gender and Sexual Orientation Alliance, GSA) groups in secondary schools to support children and young</li> </ul>	<p>By June 2019</p>	<p>Leads: Bernadette Cairns in</p>	<p>Quantitative GREC data and SEEMIS data.</p>	<p>10% increase in the number of LGBT+/Alliance groups by May</p>

<p>young people in school who feel safe</p> <p><b>Key Drivers:</b>     </p>	<p>people who identify as LGBT+ and their allies.</p> <ul style="list-style-type: none"> <li>• Awareness training in schools</li> <li>• Sharing of National Guidance (GSA)</li> <li>• Sharing of best practice – what works locally</li> <li>• Protecting children and adults against abuse through effective professional learning</li> <li>• Capture current picture of relevant available CPD – across Northern Alliance members</li> <li>• Work collaboratively to agree measures – e.g. linked back to Bounce Back programmes</li> </ul>		<p>partnership with LA Leads</p>	<p>Qualitative local / regional data gathered through a random survey of schools across the Alliance, repeated annually</p>	<p>2019 – ambitious. Long term aim view of 100%</p> <p>10% increase in the number of LGBT+ Children and Young People in school who feel safe, supported and included by May 2019. (think about language)</p>
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Priority 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people					
Improvement Activity	This Is How We Will Do It	When	Leads	Improvement Outcomes	
				What We Will Measure (Evidence of Impact)	What Is Success?
<p>Add value to DYW agenda by ensuring languages are within DYW agenda across the Northern Alliance</p> <p><b>Key Drivers:</b> <span style="background-color: #e91e63; color: white; padding: 2px;">SL</span> <span style="background-color: #9c27b0; color: white; padding: 2px;">PI</span> <span style="background-color: #00bcd4; color: white; padding: 2px;">TP</span></p>	<p>Link languages experiences in schools to the wider DYW agenda and skills agenda/provide an employment context for learners:</p> <ul style="list-style-type: none"> <li>• Agree common expectations and principles for a languages approach to DYW in the Northern Alliance</li> <li>• Provide CLPL for teachers linked to languages and DYW and further ensure DYW CLPL has an integrated languages component as required</li> <li>• Ensure all our schools, primary and secondary have access to business champions who can bring relevance to languages learning</li> <li>• Greater connectivity and synergy across languages and DYW policy areas</li> </ul> <p>Embed languages across the curriculum (5-15) with a clear focus on skills development:</p> <ul style="list-style-type: none"> <li>• Develop contexts for learning linked to DYW/languages</li> <li>• Further develop partnerships with SCILT with regards Business Champions and Business Branches</li> </ul>	June 2020	Lead: Sylvia Georgin	Insight data	<p>Every secondary school Modern Languages department to have at least one business / employer link by 2021</p> <p>XX% increase in update of SOA Language in Work units from 33 onwards by 2021</p>





<p>Review all Northern Alliance employability strategies/ plans and consider areas of common interest where we could add greatest value</p> <p><b>Key Drivers:</b> </p>	<p><b>Wider achievement:</b></p> <ul style="list-style-type: none"> <li>Review plans</li> <li>Arrange for DYW leads to meet to identify share skills pathways</li> <li>Share best practices</li> <li>Engage key stakeholders e.g. better linking with colleges and Adult Learning staff</li> <li>Increase engagement of primary schools with DYW, and develop improvement plans to raise aspirations in CYP from primary stage</li> <li>Youth Aspiration Survey: Roll out across a small cohort (primary and secondary)</li> </ul> <p><b>Employability – senior phase, essential skills:</b></p> <ul style="list-style-type: none"> <li>Support pupils into the ‘Career Ready’ programme</li> <li>Linking curriculum areas of CfE to employment opportunities and skills</li> <li>16-18 named person role implementation/improvement pre-16 activity agreements</li> </ul> <p><b>Internship opportunities and skills for work development:</b></p> <ul style="list-style-type: none"> <li>Have flexible arrangements for Activity Agreements to take place across the LAS</li> <li>16+key worker role</li> <li>Retaining contact with those who were known no not known, embed in each targeted school with consistent approach managing a gap</li> </ul>	<p>Lead: Avril Nicol</p> <p>Phase one data gathering by end of Sept 2018</p> <p>Phase two reporting end June 2019</p>	<p>Participation measures in place across the Northern Alliance.</p> <p>SDS extract</p> <p>Improved data available e.g. Northern Alliance data sets</p>	<p>Clearer picture from Youth Aspiration Surveyroll out across a small cohort (primary and secondary)</p> <p>Increased numbers of senior phase pupils mentored to develop skills for work</p>
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## Cross Cutting Themes

The cross-cutting themes support the delivery of the priorities yet some of these activities do not necessarily have tangible measures. This reflects the Northern Alliance's wider outlook and activities as a collaborative, some of which pre-dates the Northern Alliance's collaborative working with Education Scotland.

Cross Cutting Themes: activities which support the delivery of the Regional Improvement Plan					
Improvement Activity	This Is How We Will Do It	When	Leads	Process Measures that support the Regional Improvement Plan	
				What We Will Measure (Evidence of Impact)	What is The Impact Over Time?
<p>Improve the use of data and data sharing across the Northern Alliance.</p> <p><b>Key Driver:</b> <span style="background-color: #000080; color: white; padding: 2px;">P</span></p>	<ul style="list-style-type: none"> <li>• Data sharing agreement by 3<sup>rd</sup> September 2018</li> <li>• Data review</li> <li>• Establish a national protocol for data sharing within and outwith the collaborative</li> <li>• Support teacher data literacy</li> </ul>	<p>Sept 2018</p> <p>June 2019</p>	<p>Leads: Reyna Stewart, Education Scotland and Regional Improvement Lead</p>	<p>SEEMIS Insight</p> <p>Feedback from teachers</p> <p>Evaluation of improvement and impact for workstream leads and teachers.</p>	<p>Establishment of Data Sharing Agreement Across the Northern Alliance 2018</p> <p>Identification of baseline data for individual workstream</p> <p>Improved use of data by workstream leads, teachers etc for improvement</p>
<p>Ensure school improvement teams are working collaboratively and effectively across the Northern Alliance</p>	<ul style="list-style-type: none"> <li>• Review internal working arrangements in light of the Three Pillars (CfE, GIRFEC and Developing the Young Workforce)</li> <li>• Review reporting arrangements – once plan approved and enacted and report to quarterly to improvement advisory forum</li> <li>• Identify as an alliance schools with greater need of targeted support e.g. cluster work / buddying activities</li> </ul>	<p>Ongoing</p>	<p>Leads: Regional Improvement; Vincent Docherty</p>	<p>NIF return</p> <p>External inspections</p> <p>Qualitative data: feedback from staff</p>	<p>Increased confidence in self-evaluation over 18-21-month period.</p> <p>Greater alignment of self-evaluation processes across the NA</p> <p>%_increase in stay reporting they are confident in the use of self-evaluation</p>

<p><b>Key Drivers:</b> <span style="background-color: #e91e63; color: white; padding: 2px;">ACP</span> <span style="background-color: #9c27b0; color: white; padding: 2px;">TP</span> <span style="background-color: #00bcd4; color: white; padding: 2px;">PI</span></p>	<ul style="list-style-type: none"> <li>• Focus on self-evaluation for improvement</li> </ul>	<p>June 2020</p>	<p>Leads: Helen Budge</p>	<p>Develop rural poverty measures Use said measure to evidence impact PEF Work with ADES Work with SG</p>	<p>Run small tests of change to demonstrate impact and change over time  Longer term aim implementation of measure and reduction in the impact of child poverty on attainment.</p>
<p><b>Key Drivers:</b> <span style="background-color: #e91e63; color: white; padding: 2px;">SI</span> <span style="background-color: #9c27b0; color: white; padding: 2px;">PI</span></p>	<ul style="list-style-type: none"> <li>• Develop an overall deprivation measure describing rural settings and the unique challenges rural communities face</li> <li>• Work collaboratively to define and identify indicators to describe rural poverty</li> <li>• Enable staff to continue career long professional learning about child poverty regardless of area – utilise eLearning and online communities</li> <li>• Agree common approaches to children’s services planning</li> <li>• Agree common formats to children’s services plans</li> </ul>	<p>June 2019</p>	<p>Leads: Ian Kyle</p>	<p>Children’s Services Planning Evaluation Reports from individual LAs</p>	<p>Common approaches leading to more consistent support for children and young people</p>
<p><b>Key Drivers:</b> <span style="background-color: #e91e63; color: white; padding: 2px;">ACP</span> <span style="background-color: #9c27b0; color: white; padding: 2px;">TP</span> <span style="background-color: #00bcd4; color: white; padding: 2px;">PI</span></p>	<ul style="list-style-type: none"> <li>• Shared approaches to QA across the Northern Alliance</li> <li>• Peer review</li> <li>• Linking across self-evaluation activities</li> <li>• Preparing for Children’s Services Inspection 3</li> <li>• Supporting an outward looking and a coordinated approach across the 8 authorities</li> </ul>	<p>Ongoing</p>	<p>Leads: Susan MacLaren and subgroup; Ian Kyle [tbc]</p>	<p>Children’s Services Reports from individual LAs  Qualitative data: feedback from staff</p>	<p>Staff reporting improved confidence in self-evaluation across the NA</p>

<p>Supporting activity across social work and children's services</p> <p><b>Key Drivers:</b> </p>	<ul style="list-style-type: none"> <li>Consolidating and coordinating the Children's Services Network</li> <li>Supporting and developing Social Work leadership</li> <li>Ensuring peer support networks for practitioners across the Northern Alliance</li> <li>Identifying, sharing and responding to new challenges</li> </ul>	<p>Ongoing</p>	<p>Leads: I [tbc, Heads of Services across eight local authorities</p>	<p>ACORN</p>	
<p>Leadership Development in Schools across the Northern Alliance led by sector leading Head teachers / teachers</p> <p><b>Key Drivers:</b>   </p>	<ul style="list-style-type: none"> <li>Identifying sector HT and teachers to champion educational improvement across the Northern Alliance to a school led system</li> <li>Establishment of NA strategic group to lead this initiative</li> <li>Representation from all LA's expected and when appropriate teachers and middle leaders will be invited to engage in the group's work</li> <li>A draft template for a leadership development framework to be created</li> <li>A scoping exercise to be carried out to ascertain what existing effective practice and approaches to leadership development are currently in place</li> <li>Liaison with SCEL will support this</li> <li>A rationalisation of the current position and commissioning of work to address potential gaps will lead to the creation of a NA Leadership Development Framework for Schools. This framework to be endorsed and validated by SCEL</li> </ul>	<p>Jan 2018 – onwards</p> <p>June 2019</p>	<p>Leads: Vincent Docherty supported by focus group; headteachers leadership group – SCEL fellows</p> <p>NA group</p> <p>CPL leads to be consulted.</p> <p>Sub-group to pursue</p> <p>NA group assisted by Yvonne McCracken and SCEL</p> <p>NA group in liaison with PCL leads</p>	<p>Qualitative data: feedback from survey</p> <p>Participation measures</p>	<p>Increased self-identification as leaders by staff at all levels in schools</p> <p>Access by all staff in schools to a clear leadership development programme supported by high quality professional learning</p> <p>50% increase of staff in schools engaged in leadership training</p> <p>Leadership positions in schools filled with appropriately prepared leaders</p> <p>As a result of the leadership development programme and other influences all HMI inspections will see the QI 1.3. evaluated as Good or Better</p>



<p>Develop approaches in management of Estates for using education assets and resources for future delivery</p> <p><b>Key Drivers:</b> TP SI</p>	<ul style="list-style-type: none"> <li>A co-ordinated professional learning plan will be confirmed to support leadership development at all levels</li> </ul> <p>Launch of Sustaining Education in our Communities Summit:</p> <ul style="list-style-type: none"> <li>Build a conversation with island/rural communities around sustainability and learning futures</li> <li>Map community assets and barriers to sustainable community participation</li> <li>Develop staff models and training</li> </ul>	<p>Sept 2018 - onwards</p> <p>Jan 2020</p>	<p>Leads: Wilf Weir / Bernard Chisholm</p>	<p>Use of the BB standard</p> <p>Survey use of community facilities</p>	<p>Improve school estates</p> <p>% children across the NA meet the BB standard</p> <p>Evidence community facilities are better used</p>
<p>Develop a digital culture to improve learning provision</p> <p><b>Key Drivers:</b> TP SI</p>	<ul style="list-style-type: none"> <li>Grow a digital culture in places of need</li> <li>Develop training and management models</li> <li>Explore how e-learning / virtual classroom approaches can be used to support the training and CPD of early years practitioners and support workers</li> </ul>	<p>Ongoing</p> <p>June 2019</p>	<p>Leads: Bernard Chisholm</p> <p>NA Early Years Lead</p>		
<p>Survival and sustainability of island and rural settings -</p> <p><b>Key Drivers:</b> SI TP</p>	<ul style="list-style-type: none"> <li>Identify existing infrastructure and identify future options</li> <li>Explore existing solutions used in rural/island areas and build on/adapt these to rural/island settings</li> </ul>	<p>Ongoing</p>	<p>Leads: Wilf Weir</p>		<p>Improved opportunities to 'learn at/from home'</p> <p>Better use of community spaces / building as learning centres</p> <p>Sharing the cost of the cost of provision with a wider range of interest groups</p>
<p>Staffing curriculum for STEM - move to</p>	<ul style="list-style-type: none"> <li>Review of staffing requirements</li> <li>Identify gaps in timetabling</li> <li>Identify improvements to teaching training and pedagogy</li> </ul>	<p>Ongoing</p>	<p>Leads: Regional Improvement Lead</p>	<p>Staffing formula</p>	<p>Increase staff compliment for STEM</p>

<p>the curriculum one. <b>Key Drivers:</b> SL PI TP SI</p>	<p>Identify opportunities for shared approaches to the delivery of early learning and childcare expansion <b>Key Drivers:</b> SL PI TP SI</p>	<ul style="list-style-type: none"> <li>• Explore further the Orkney Model</li> </ul>	<p>Dec 2018 Dec 2018 Sept 2018</p>	<p>Leads: NA Early Years Lead</p>	<p>ELC expansion programme management reporting</p>	<p>Successful delivery of 1140 hours by August 2020 across all 8 local authorities</p>
<p>Workforce development – developing staffing and curriculum to provide an agile qualified and responsive workforce <b>Key Drivers:</b> SL PI TP SI</p>	<ul style="list-style-type: none"> <li>• Establish a common approach to Programme Management and Assurance</li> <li>• Establish a NA dataset for the ELC expansion programme</li> <li>• Agree a NA brief for infrastructure projects (new builds and extensions)</li> <li>• Undertake scenario planning on a locality to ensure resources are being used effectively and priority given to 'high risk' areas</li> <li>• A shared understanding of ELC workforce requirements and staffing models (including development of ELC Academy)</li> <li>• A coordinated approach to outdoor learning development and staff training</li> <li>• Establish a shared approach to engaging with partners (including partners rates)</li> <li>• A shared approach to quality improvement across early learning and childcare</li> <li>• Continue to work with ITE providers, Scottish Government and other partners to ensure appropriate training and support provision is in place for ITE, early teacher education and career long professional learning across the Northern Alliance</li> </ul>	<p>Dec 2018 April 2019 June 2019 August 2020 Ongoing</p>	<p>Leads: Regional Improvement Lead and 8 LAs / ITE and other partners</p>			