



**The Northern Alliance**  
**Regional Improvement 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 Alliance 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

Website development

Communications

School to School Networking

Emerging Literacy Programme	Maths Attainment & Numeracy Programme	Systems Improvement and Leadership Development	Early Years and Child Care Programme	Performance/ Data Sharing Programme	Children's Services Planning Group	Children's Services	MFL Development Group	Poverty / Closing the Gap Development	Future Delivery Models / Estates	IT transformation [E-Learning]	Equalities	Community Learning & Development
<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Laurence Findlay	<i>Programme Sponsor:</i> Anne Paterson	<i>Programme Sponsor:</i> Dave Gregory	<i>Programme Sponsor:</i> TBC	<i>Programme Sponsor:</i> TBC	<i>Programme Sponsor:</i> Laurence Findlay	<i>Programme Sponsor:</i> Helen Budge	<i>Programme Sponsor:</i> Wilf Weir	<i>Programme Sponsor:</i> Bernard Chisholm	<i>Programme Sponsor:</i> Regional Improvement Lead	<i>Programme Sponsor:</i> Anne Paterson
<i>Programme Lead:</i> James Cook	<i>Programme Lead:</i> David Clark & Margaret Rule	<i>Programme Lead:</i> Vincent Docherty	<i>Programme Lead:</i> Craig Clement	<i>Programme Lead:</i> Reyna Stewart	<i>Programme Lead:</i> Ian Kyle	<i>Programme Lead:</i> TBC	<i>Programme Lead:</i> Sylvia Georgin	<i>Programme Lead:</i> Shetland QIO	<i>Programme Lead:</i> Peter Diamond	<i>Programme Lead:</i> Angus MacLennan	<i>Programme Lead:</i> Bernadette Cairns	<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 ICS 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 Esgoil model across the region	Focus: To 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: 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 data to help drive performance of NA programmes	Outcome: Work towards shared improvement t 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
Improvement in attainment, particularly literacy and numeracy	Closing the poverty related attainment gap between most and least disadvantaged children	Improving the structures which help children and young people's health and wellbeing	Improvement in employability skills and sustained, positive school leaver destinations for all young people
<ul style="list-style-type: none"> <li>❖ Improve the leadership of the raising attainment agenda at school, ASG, authority level 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>	<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>	<ul style="list-style-type: none"> <li>❖ Reduce the impact of adverse childhood experiences and chronic neglect</li> </ul>	<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?
<u>Literacy</u> Equipping education practitioners with the knowledge, understanding and skills to support children's early literacy, language and communication development.	<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> ACP SL TP PI</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> SL PI TP</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> <li>Utilise digital platforms (glow and website) to enhance and develop networking</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>

	<ul style="list-style-type: none"> <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>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 leadership and learning at its core.</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>• Effective leadership of change and of learning within maths faculties.</li> <li>• Effective planning of learning, teaching and assessment.</li> </ul>	<p>From August 2018- onwards</p>	<p>Leads: Dave Clark; Margaret Rule</p>	<p>Insight data set</p> <p>BGE benchmarks</p>	<p>Increasing 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>Increase in % of young people entering preschool with appropriate numeracy milestones.</p> <p>Increase uptake of Higher Maths.</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</p>	<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>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>Ensure all teachers across the Northern Alliance see themselves as teachers of language</p> <p><b>Key Drivers:</b>  </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>From August 2018 onwards</p>	<p>Leads: Sylvia Georin</p>	<p>Insight data set</p> <p>Annual 1+2 survey of primary languages</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>Develop strong connections and synergy between emerging literacy and language learning ensuring a connected curriculum and a more integrated</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 Georin; 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>approach to raising attainment in literacy</p> <p><b>Key Drivers:</b>  SL PI PE TP ACP</p>					
<p>Increase and improve parental engagement on literacy and numeracy.</p> <p><b>Key Drivers:</b> PE</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>	June 2019	<p>Leads: Dave Clark, HT, DHT, PT (Maths)</p> <p>Reyna Stewart, Performance workstream</p>	Insight	<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>	<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>	By 2020 in line with the Government 1+2 strategy	Lead: Sylvia Georgin	<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>

<b>Key Drivers:</b> SL					
<p>Improve attainment of Care Experienced Young People</p> <p><b>Key Drivers:</b> ACP SL TP PI</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> PI</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; Saltire; 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 PI</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?
Northern Alliance to reduce the impact of adverse childhood experiences and chronic neglect  <b>Key Drivers:</b> 	<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> <li>Training in resilience-building for staff</li> </ul>	From August 2018	Lead: TBC	Health and Social Work data on adverse childhood experiences and chronic neglect  Qualitative data from focus groups to discuss adverse childhood experienced	Staff being upskilled.  Improvement children's health and wellbeing.  % decrease in children in adverse childhood experiences.  % decrease in children experiencing chronic neglect.  Children and young people explain approaches to be resilient.

<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> PI ACP</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>SALSUS data on health behaviours</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> TP SI SL</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> PE</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>    </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>	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Quantitative data on the number of schools/ELCCs with policies / statements in handbooks.	By 2019 there will be 100% increase from the baseline.
<p>Equality, Diversity and Children’s Rights – Training and Curriculum Resources</p> <p><b>Key Drivers:</b>    </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>	By June 2019	Leads: Bernadette Cairns in partnership with LA leads	Qualitative feedback received during the testing of materials across the Northern Alliance to inform ongoing development.	By 2019 a core training programme, with links to curriculum resources, will be created for use across LAs in the Northern Alliance.
<p>Championing Equality and Diversity through the Rights Respecting Schools (RRS) programme (Unicef)</p> <p><b>Key Drivers:</b>     </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 RRSA</li> <li>Training provided for the ‘champions’ by Unicef</li> </ul>	By June 2019	Leads: Bernadette Cairns with support from Unicef	Quantitative data on the number of schools registered and progressing towards RRSA at the various levels.	In the LAs with the SLA across the Northern Alliance at least 30% of schools will be registered and progressing towards the RRSA by 2019.
<p>Increase the number of LGBT+ children and young people in school who feel safe</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>	By June 2019	Leads: Bernadette Cairns in	Quantitative GREC data and SEEMIS data.  Qualitative local / regional data gathered through a	10% increase in the number of LGBT+/Alliance groups by May 2019 – ambitious. Long term aim view of 100%.

<p><b>Key Drivers:</b></p> <p>SL PI PE TP</p>	<p>people who identify as LGBT+ and their allies.</p> <ul style="list-style-type: none"> <li>• Awareness training in schools for staff and pupils</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>random survey of schools across the Alliance, repeated annually</p>	<p>10% increase in the number of LGBT+ Children and Young People in school who feel safe, supported and included by May 2019.</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: #ff0000; color: white; padding: 2px;">SL</span>  <span style="background-color: #800000; color: white; padding: 2px;">PI</span> <span style="background-color: #000080; 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 SQA 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>Wider achievement:</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>Employability – senior phase, essential skills:</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>Internship opportunities and skills for work development:</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 are known, embed in each targeted school with consistent approach managing a gap</li> </ul>	<p>Phase one data gathering by end of Sept 2018</p> <p>Phase two reporting end June 2019</p>	<p>Lead: Avril Nicol</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 Survey roll 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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	<ul style="list-style-type: none"> <li>Focus on self-evaluation for improvement</li> </ul>				
<p>Work towards reducing impact of child poverty [including rural poverty] in line with the provisions set out in the Child Poverty Act 2017</p> <p><b>Key Drivers:</b> SI PI</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> </ul>	June 2020	Leads: Helen Budge	<p>Develop rural poverty measures</p> <p>Use said measure to evidence impact</p> <p>PEF</p> <p>Work with ADES</p> <p>Work with SG</p>	<p>Run small tests of change to demonstrate impact and change over time.</p> <p>Longer term aim implementation of measure and reduction in the impact of child poverty on attainment.</p>
<p>Develop shared approaches to children’s services planning, building on best practice across the Northern Alliance.</p> <p><b>Key Drivers:</b> ACP TP PI</p>	<ul style="list-style-type: none"> <li>Agree common approaches to children’s services planning</li> <li>Agree common formats to children’s services plans</li> </ul>	June 2019	Leads: Ian Kyle	Children’s Services Planning Evaluation Reports from individual LAs	Common approaches leading to more consistent support for children and young people.
<p>Sharing best practice in quality assurance in Children’s Services</p> <p><b>Key Drivers:</b> ACP TP PI</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>	Ongoing	Leads: Susan MacLaren and subgroup; Ian Kyle [tbc]	<p>Children’s Services Reports from individual LAs</p> <p>Qualitative data: feedback from staff</p>	Staff reporting improved confidence in self-evaluation across the NA.

<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: 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. 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>

	<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>Develop approaches in management of Estates for using education assets and resources for future delivery</p> <p><b>Key Drivers:</b> TP SI</p>	<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 the curriculum one.</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>

<b>Key Drivers:</b> 	<ul style="list-style-type: none"> <li>• Explore further the Orkney Model</li> </ul>				
Identify opportunities for shared approaches to the delivery of early learning and childcare expansion <b>Key Drivers:</b> 	<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> </ul>	Dec 2018  Dec 2018  Sept 2018    Dec 2018  April 2019  June 2019  August 2020	Leads: NA Early Years Lead	ELC expansion programme management reporting	Successful delivery of 1140 hours by August 2020 across all 8 local authorities.
Workforce development – developing staffing and curriculum to provide an agile qualified and responsive workforce <b>Key Drivers:</b> 	<ul style="list-style-type: none"> <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>	Ongoing	Leads: Regional Improvement Lead and 8 LAs / ITE and other partners		