HIGHLAND COUNCIL

Committee:	**Care, Learning and Housing**
Date:	**10 October 2019**
Report Title:	**Regional Improvement Collaborative Improvement Plan**
Report By:	**Chief Executive**

1. Purpose/Executive Summary

1.1 This report shares the progress achieved in the Northern Alliance Phase 2 Regional Improvement Plan and outlines the priorities which are to be taken forward in the Phase 3 Regional Improvement Plan

2. Recommendations

2.1 Members are asked to:

    i.   Note the progress made in the Phase 2 Plan

    ii.   Endorse the Northern Alliance Phase 3 Regional Improvement Plan

3. Implications

3.1 Resource: Aside from contributing to the salary of the Regional Improvement Collaborative Lead, the resource implications are covered in the grant that the RIC receives from the Scottish Government

3.2 Legal: There are no legal implications.

3.3 Community (Equality, Poverty and Rural) The work of the Northern Alliance takes specific cognisance of equality, poverty and rurality issues.

3.4 Climate Change / Carbon Clever. There are no implications.

3.5 Risk. There are no implications.

3.6 Gaelic. Engagement with the workstreams and with Education Scotland will assist the Council's ambition to support the development of the Gaelic language.

4.   Purpose and Decision Making Route

4.1   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. Engagement with Education Scotland - support and scrutiny- has now been aligned with the Regional Improvement Collaboratives. A 'Northern Team' has been formed at Education Scotland which works with the Northern Alliance authorities to support improved outcomes for young people.

4.2   Each RIC has 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]. The Phase 3 Regional Improvement Plan for the Northern Alliance was submitted to Education Scotland on 2 September 2019.

4.3   The Phase 3 Regional Improvement Plan was approved by the Northern Alliance Regional Improvement Forum and will be presented to the Northern Alliance Convention of Convenors at their meeting on Friday 11 October.

5.   Progress to Date and Next Steps

5.1   The Northern Alliance Phase 3 Regional Improvement Plan can be accessed at Appendix 1 and the Phase 3 Plan also includes a summary of progress made throughout the Phase 2 Plan. Formal ratification of the plan by Education Scotland and the Scottish Government is imminent.

5.2   The Phase 2 Plan was significant in scale and ambition and the challenges of recruiting people to lead on specific work streams was significant given that we did not receive our funding allocations from Scottish Government until December 2018. Given time for adverts to be placed and interviews to be held, leads were not identified for all areas of work until March 2019 and the progress report on the use and impact of the funding had to be submitted to Scottish Government by 31 July 2019. This had an impact on the Northern Alliance's ability to truly add value as a collaborative, although there have been some significant successes in areas such as Emerging Literacy and Learning Estates where really positive collaborative working has been demonstrated and where real value is being added to the work of individual local authorities.

5.3   The geography of the Northern Alliance and the lack of ability to release staff from schools to work together due to staffing constraints have also had an impact on the pace of improvement and whilst technology has been used to great effect across the Alliance, it has not always proved reliable. Furthermore, some of the local authorities within the Alliance have different permissions with regards the IT systems which can be used. For example, not all local authorities allow the use of Office 365, which offers key tools for collaboration.

5.4   At a meeting of the Northern Alliance Regional Improvement Forum in June 2019, it was agreed that the Phase 3 Regional Improvement Plan needed to be more streamlined and more focused on what would make a clear and demonstrable difference to individual teachers and schools and be more closely aligned to the National Improvement Framework (NIF). A questionnaire was sent to all teachers across the Northern Alliance to ask what areas of support they would be looking for from the collaborative in order to add value to their work. Furthermore, an analysis of

each of the eight NIF plans from the constituent local authorities was undertaken to look for the areas of greatest commonality where the Northern Alliance could add the greatest value. The 4 workstreams around which the Phase 3 plan is designed emerged directly from this feedback.

5.5 The Northern Alliance Phase 3 Regional Improvement Plan work streams are:

- Curriculum
- Raising Attainment and Closing the Gap
- Sustaining Education
- Leadership

5.6 The Education Scotland team will work with the Northern Alliance local authorities to deliver the Phase 3 Plan. The Education Scotland Northern team will also be available to provide bespoke support for individual local authorities as required. This will result in greater access to national expertise than has previously been the case.

Designation: Chief Executive

Date: 18 September 2019

Author: James Vance, Interim Head of Education

Background Papers: Regional Improvement Collaboration Phase 3 Improvement Plan

Northern
Alliance

THE NORTHERN ALLIANCE

REGIONAL IMPROVEMENT PLAN 2019-20

PHASE 3

Aberdeenshire COUNCIL

The Highland Council
Comhairle na Gàidhealtachd

Shetland Islands Council

ABERDEEN CITY COUNCIL

Argyll Bute COUNCIL

ORKNEY ISLANDS COUNCIL

moray council

COMHAIRLE NAN EILEAN SIAR

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The Northern Alliance is a Regional Improvement Collaborative 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, with a shared vision to improve the educational and life chances of our children and young people.

Unique to the Northern Alliance is its rurality, covering 58.4% of the landmass of Scotland yet representing a small percentage of the Scottish population. The geography and common challenges experienced across the region moved the collaborative to identify new ways of working and adopt a shared approach to the communities it represents in the North and West of Scotland and the islands.

The Northern Alliance continues to develop its culture of collaboration, sharing expertise and creating local and regional networks. Equity in educational outcomes with focus on the poverty related attainment continues to feature centrally in the work of the collaborative, and the four key priorities align with those of the National Improvement Framework.

- 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 structure 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, the Northern Alliance remains committed to improving outcomes and closing the gap which exists across our wide and varied communities and crucially, championing a child and family-centred approach to address achievement and to drive improvement.

Over the last year the Northern Alliance has continued to progress the plan of collaborative improvement activities. Progress has been made across the workstreams as detailed below.

Workstream	Progress to Date
Early Years	• Development of **ELC Project Assurance Toolkit** to frame discussions with local authority teams regarding progress towards the delivery of the ELC expansion. This toolkit will also support local authorities in their ongoing evaluation of progress towards August 2020. • **Visits to six Northern Alliance authorities** to discuss progress, risk, issues and next steps using the toolkit with individual reports prepared for each local authority **highlighting progress** against each of the eight criteria within the toolkit and agreed next steps. • Focus will now move towards the **quality of ELC provision** across the Northern Alliance ELC settings. • Subscription to Vscene has enabled monthly meetings of the Early Years workstream to be held virtually to facilitate more **effective collaboration and use of time.**

Emerging Literacy	• Launch of **Emerging Literacy in Early Learning and Childcare Online Professional Learning Toolkit**. A toolkit designed to support Early Learning and Childcare (ELC) settings through self-facilitated professional learning in taking a developmental approach to Emerging Literacy.
	• **Whole-School Literacy, Language and Communication Toolkit** currently under development due to be launched in new school session.
	• **Emerging Literacy Senior Management Team and Allied Health Professionals Sessions** in a whole-school approach have been delivered across six of the local authorities, updating school SMT with the whole-school resource hub being created and to support strategic and operational improvement planning using HGIOS4 Emerging Literacy audit tool and the ADKAR model of change.
	Workstream Engagement:
	   - Aberdeen City – 31/47 (66%) (Early Level) and 32/47 (Whole-School)
	   - Aberdeenshire – 55/100 (55%)
	   - Argyll & Bute – 9/22 (41%)
	   - Moray – 24/37 (65%)
	   - Shetland – 9/25 (36%)
	   - Western Isles – 15/22 (68%)
	• **Emerging Literacy Buddy Network Sessions** delivered in 81 different locations across the Northern Alliance in small groups, facilitated by an online professional learning module developed by the workstream lead.
	• Online platform through Glow developed with Education Scotland to support the collation of **Foundational Literacy Skills Data**. **The pilot platform will be investigated further with the aim of extending its applications across other workstream innovations.**
	• Facilitated by the Scottish Government's Allied Health Professional Lead (Children and Young People), Pauling Beirnie, **Planning for Sustainability Sessions** delivered across all eight authorities and health board level to support planning next steps for the Emerging Literacy workstream and sustaining a whole-school approach.

Equalities	• **Data has been collected from a variety of settings across the Northern Alliance.** This information will be collated to demonstrate the proportion of settings with specific equality & diversity policies, as well as key working groups within those settings who can be engaged collaboratively. **From the data collection exercise, analysis revealed ~ 50% of settings identifying that they had a setting specific equality and diversity policy. In addition, at least 14 individual equalities working groups exists across schools within the Northern Alliance, with the likelihood of more.**

	- The Equalities Group within Nairn Academy (Highland) has agreed to contribute to a **revised Equalities Charter and Policy**, which will maximise pupil voice. - **An agreement has been reached between *Stonewall***, who can offer a reduced rate for Local Authorities within the Northern Alliance to complete their benchmarking exercise. This will recognise their contributions to being an inclusive employer.
Community, Learning and Development	- **Leadership Pack** completed and circulated. Designed in collaboration with Professor McArdle of Aberdeen University for use across the Northern Alliance. - **Family Learning pack** distributed across all 8 authorities. - **Digital skills in CLD** strengthened through 6 sessions run by the CLD Standards Council on their refreshed online learning platform for CLD practitioners – over 60 participants. - Successful **event in Sweden** involving young people from across the North Sea boundaries region. - **Briefing sessions** under way bringing multi-agency groupings together to create common understandings of **Family Learning** and to plan for next steps delivery as relevant to setting. - Dialogue continuing around **development of common outcome language**. Meeting hosted by High Life Highland and Education Scotland to explore performance information gathering and sharing. Attendance from other NA authority CLD staff. An invitation to attend a similar event in Dundee is being taken up. - **Collaboration between Aberdeen City, Aberdeenshire and the Aberdeen Science Centre** resulting in a funding award from Education Scotland (**one of only 3 CLD focussed projects in Scotland**) to Unlock STEM in CLD Practice. To date over 60 staff have taken part in a co-designed programme and impact is being seen in practice on the ground.
IT-Transformation (e-Learning)	- **e-Learning initiatives across the Northern Alliance** are attracting attention from throughout Scotland and educationalists from places such as Japan, Australia, America, Wales, Ireland and the Channel Isles. - **Suite of 'e-Sgoil in a Nutshell' guides** are now available for pupils, parents, teachers and classroom facilitators. - Current contract for **Subject Delivery of 28 certificated subjects** across seven local authorities with increased demand anticipated. - **Facilitation of music lessons** on a range of instruments. - Development of an **Interrupted Learner Pilot Project** of English and Maths Nat 4/5 involving engagement with key professionals who are involved in supporting children and young people with additional support needs, with the aim of gathering a qualitative data set which will inform next steps to promote accessibility and maximise efficiency of the development. - **Increased staff interest in online delivery** in both the Primary and Secondary sectors with full sessions or short to medium term emergency cover provided in a number of subjects across local authorities. - **Pilot projects with partner agencies** providing opportunities to bring non-teacher expertise into classrooms equitably and affordably, irrespective of geographical location. - Successful **pilot projects encouraging school involvement** in pupil led learning with very positive feedback from both Primary and Secondary schools.
1+2 Modern Languages	- Online training/CLPL being developed in local authorities responding to identified need. - Improved engagement with languages shown in 1+2 Government Survey responses authority wide with increased Primary engagement with both L2 and L3. - **The number of entries in National 2 and 3 increased from 16 in 2017 to 39 in 2018. A slight increase was observed in National 5, from 1900 to**

	1953. • Tailored local authority strategies under development. • Language and Gaelic online resources under development.
Leadership	• Three meetings held with representation from all eight local authorities. • **Focus on developing a strategic approach to leadership development**, i.e. not focussing on styles of or approaches to leadership. • Leadership frameworks from different local authorities shared and discussed. **Agreed that all local authorities should have such a framework** suitable for their context. • Development strategy paper produced which is informing Phase 3 of the Regional Improvement Plan. • **Agreed aspiration emerged:** *"all schools or groups of schools are able to articulate their approach to leadership development at all levels."*
Numeracy	• A **data driven approach** is currently being taken to identify needs. The data will be sourced from a practitioner survey and the P1, P4 and P7 Scottish National Standardised Assessments. **40 responses to the practitioner survey and data on approx.3000 children and young people and their performance on the numeracy SNSAs.** • Ongoing development of **Online Diagnostic Assessment Training.**
Poverty/Closing the Gap	• A **suite of workshops** is under development as an offer of support to local authorities to remove barriers to learning created by poverty. • **Project Worker** appointed as part of Moray Foodbank Plus to develop existing project work. • A detailed analysis of the Scottish Household Survey is due to take place. This will aim to replicate the work done in Shetland and examine the prevalence of poverty in light of the minimum income standard for rural areas. •
Secondary Maths	• **Communication** with maths teachers across the NA. • **Positive engagement** of and with Education Scotland. • Emergent engagement of practitioners with Professional Learning Resource. • **National 5 Improvement Conference** organised to share best practice, the national standard, learner pathways, digital technologies and research-based pedagogies.
Sustaining Education	• **Learning Estates Strategy** and **Toolkit** development. • **Learning Estates Audit** across the Northern Alliance and report of recommendations complete. • **Local authority visits** to evaluate capacity of schools. • **Suitability Assessments and Training** and a **Learning Estate Strategy Workshop** facilitated, raising awareness of the importance of a strategy, key drivers and consistency.
Systems and Quality Improvement	• Existing collaborative **self-evaluation practice and processes and school improvement partnership programmes** identified and discussed with Aberdeen City and Aberdeenshire. • Partnership created with Aberdeenshire Council to support the development of a collaborative approach to **Validated Self-Evaluation** with a view to sharing this practice with other LAs. • Future development of a **Shetland approach to collaborative approaches to self-evaluation** based on existing practice elsewhere within the

	Northern Alliance.
	• Use of **National Inspection data** to identify areas of strengths and for improvement across NA – ongoing.
	• In collaboration with Aberdeen University, the Northern Alliance has created a **Learning Hub** to provide and promote opportunities for collaboration on the four workstreams. Learning informally and formally, digitally or face-to-face, the Hub will provide opportunities to shape, enhance and transform learning.

For more data examining the progress & performance of the Northern Alliance, please click on this icon:

Progress-and-Perfor
mance-Report-2.html

DIFFERENCES WE HOPE TO SEE

INDICATORS	2017-2018 BASELINE			2018-2019 VALUE	2019-2020 VALUE	2020-2021 VALUE	2021-2022 TARGET
% of P1 Pupils achieving early level literacy (based on reading, writing, talking & listening)	R 77.7	W 74.6	T&L 84.2				
% of P1 Pupils achieving early level numeracy		80.4					
% of P4 Pupils achieving first level literacy (based on reading, writing, talking & listening)	R 75.7	W 69.9	T&L 82.3				
% of P4 Pupils achieving first level numeracy		74.4					
% of P7 Pupils achieving second level literacy (based on reading, writing, talking & listening)	R 77.10	W 74.6	T&L 82.0				
% of P7 Pupils achieving second level numeracy		73.6					
% of S3 Pupils achieving Level 3 or better literacy (based on reading, writing, talking & listening)	R 88.4	W 87.1	T&L 89.5				
% of S3 Pupils achieving Level 3 or better numeracy		88.7					
% of S4 Pupils achieving Level 4 literacy (based on reading, writing, talking & listening)	R 52.7	W 49.6	T&L 53.3				
% of S3 Pupils achieving Level 4 numeracy		55.5					
% of School Leavers entering an initial positive destination		95.8					
% of Leavers 1+ SCQF at Level 5		87.1					
% of Leavers 1+ SCQF Level 6		60.8					
% of Leavers Attaining Literacy by SCQF Level	4 93.6	5 81.7	6 53.7				

% of Leavers Attaining Numeracy by SCQF Level	4 91.2	5 68.4	6 30.0				
% of establishments evaluated as good or better for leadership of change	G 30.3	VG 6..06	E 0				
% of establishments evaluated as good or better for learning, teaching and assessment	G 25.8	VG 4.5	E 0				
% of establishments evaluated as good or better for raising attainment & achievement	G 25.6	VG 7.0	E 0				
% of establishments evaluated as good or better for ensuring wellbeing, equality & inclusion	G 39.4	VG 12.1	E 0				
% of establishments evaluated as good or better for securing children's progress	G 31.3	VG 3.1	E 0				
% of establishments evaluated as good or better for self-evaluation for self-improvement	G 25.0	VG 50.0	E 0				

KEY THEMES, NIF PRIORITIES AND WORKSTREAMS

The Northern Alliance Regional Improvement Plan was previously developed with 13 workstreams aiming to work collaboratively across the region. On reflection of the past year, and following feedback from Officers, Head Teachers and Teachers, a streamlined approach will help focus activity. There are a number of key themes throughout the existing workstreams which aligned through the National Improvement Framework (NIF) priorities, have formed four new Workstreams.

KEY THEMES FOR COLLABORATION			
Attainment Gap	Empowerment	Excellence & Equity	Improvement
Digital	Leadership	Parental Engagement	Place
NIF PRIORITIES			
1. Improvement in attainment, literacy and numeracy	2. Closing the poverty related attainment gap between the most and least disadvantaged children	3. Improving the structures which help children and young people's health and wellbeing	4. Improvement in employability skills and sustained, positive school leaver destinations for all young people
WORKSTREAMS			
CURRICULUM	**RAISING ATTAINMENT AND CLOSING THE POVERTY GAP**	**SUSTAINING EDUCATION IN OUR COMMUNITIES**	**LEADERSHIP**
- Develop curriculum-specific supports and CLPL for key curricular areas; - Develop specific supports for Head Teachers in developing their curriculum rationales for the BGE and Senior Phase; - Develop and share practice in relation to the development of skills for learning, life and work, linked to DYW; - Develop digital approaches to curriculum delivery.	- Agree a metric for measuring rural poverty and put supports in place; - Develop greater understanding of rural poverty; - Support schools in tackling the cost of the school day; - Share practice and learning in relation to use of Pupil Equity Funding and Scottish Attainment Challenge Fund; - Improve attainment in literacy and numeracy across all schools, including the stretch aims.	- Develop a Learning Estates Strategy for the whole RIC area; - Develop a toolkit for use by individual authorities; - Exploring framework to facilitate change in our communities; - Develop the e-learning model across the Northern Alliance, widening access to curriculum; - Improve the digital CLPL offer for staff; - Improve environments for learning across the Northern Alliance.	- Develop leadership at all levels; - Develop RIC wide leadership development programmes for classroom, middle, senior and system leaders; - Develop and share succession planning approaches across the RIC; - Champion school empowerment and self-improving schools approaches across the RIC.

WORKSTREAM 1 – CURRICULUM

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 1	Improve access to professional learning by establishing a digital approach which utilises strength from across the system;	- Development of refresher training package for Glow leads with accompanying easy to use guide - Develop/agree a simple and clear digital portal which is accessible to all staff across the Northern Alliance. Portal must: - Be easily accessible - Allow the posting of short films - Encourage digital collaboration - Allow clear links with already published information - Show links with GTCS Standards. - Use of the portal to be closely monitored to support improvement and should enable a 'sign up for alerts' and 'feedback' feature to increase reach and impact.	- Number of colleagues accessing the portal. - Increase in the number of colleagues accessing professional learning through the Northern Alliance.	All
	Improve the development of a bespoke curriculum rationale based on local need by sharing best practice;	- Each Local Authority to identify best practice to enable the development of several short films exploring how a rationale was developed, what that looks like in practice and what the impact on children has been. - Publish films on digital portal alongside national and local guidance - Provide a Q&A those featured in films with opportunities for on-going dialogue and support. - Evaluate effectiveness of approach with a sample of Q&A participants and plan next steps.	- Number of colleagues accessing resources. - Number of colleagues engaging with Q&A. - Improvement in self-evaluation of QI 2.1. - Inspection findings. - Improvement in 5 key measures.	All

WORKSTREAM 1	Improve learning, teaching and assessment practice across all curricular areas (with key curriculum areas to be determined following Insight release);	• Collate tools from across the Northern Alliance which support self-improvement and self-evaluation of excellent learning and teaching and make available digitally.
		• Audit current vulnerabilities in Learning, Teaching and Assessment to help develop a series of multi-media workshops which explore pedagogy. Workshops to be utilised at setting/local authority level.
		• Collate Local Authority examples of effective differentiation and develop multi-media programme of three professional learning sessions to be used at school/Local Authority level.
		• Establish digital subject/stage collaboration with a focus on sharing best practice and addressing areas of vulnerability including planning and moderation of a level. Approach to provide opportunities to link with other school across the Alliance and further digital or face to face collaboration. Groups likely to comprise:
		   - Early years
		   - Early stages (primary)
		   - Middle stages (primary)
		   - Upper stages (primary)
		   - Secondary subjects
		• Identify best moderation practice and use of triangulated evidence and exemplify digitally.
			• Improvement in core QIs.
			• Improvement in moderation across the BGE (value added and professional judgement more aligned).
			• Level of engagement with professional learning.
				All

	Improve the development of skills for learning, life and work by sharing best practice and supporting areas of common weakness	• Work with SDS to audit current practice in planning for skills development and share best practice digitally and through a series of 'Talking Heads'. • Consideration of the development of an exemplar skills framework for the Northern Alliance. • Establish a focus group to work with SDS to identify skills gaps and agree appropriate means of addressing them. • Exploration of how best to support the provision of appropriate Learning pathways and skills development for vulnerable learners.	• Improvement in positive and sustained destinations.	Priority 4

WORKSTREAM 2 – RAISING ATTAINMENT AND CLOSING THE GAP

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 2	Create a Northern Alliance workshop on understanding poverty within context and place. Northern Alliance workshop to be delivered in all educational establishments. Empower managers and Head Teachers to use this Career Long Professional Learning with all staff. Creating activity to support schools gather the pupil voice relating to poverty. Highlight how poverty can be taught within the curriculum to increase pupil awareness.	• Lead Officers to create workshop based on information from NHS, Local Child Poverty Action Reports and Education Scotland. • Lead Officers to liaise with Local Authorities as to how this will be delivered. E.g. HT Conference, Area Days etc. Present Workshop. • Creation of Support Pack for schools. • Adapt and Share Argyll & Bute's model for gathering pupil voice to support improvement in schools. • Identify and share events relating to poverty to all schools within local authorities. e.g. EIS PACT programme, Challenge Poverty Week	• Workshop created and shared with all 8 Local Authorities within the Northern Alliance. • Agreed set of dates. • Workshop delivered to almost all HTs across Northern Alliance by June 2020. • Measurement on the uptake of schools. • Percentage of Schools will have used materials to gather information on poverty from children.	Priority 2

WORKSTREAM 2	Liaise with others to explore characteristics which have specific impact on rural poverty. Collaborating with the third sector and partnership agencies to inform the measurement tool.	• Work with research assistant to gather relevant data from local authorities. Liaise with Borders Council to discuss the process of how Borders Child Poverty Index was created. • Work with researchers to ensure current research impacts on our work including the work from Shetland and across the Northern Alliance. • Meet with Higher Education Establishments to discuss viability of creating measurement tool.	• Measurement Tool is created.	Priority 2
	Educational establishments will apply the cost of the school day toolkit to their setting.	• The cost of the school day toolkit will be disseminated to all educational establishments. • Northern Alliance Lead Officers will support schools in tackling the cost of the school day with Child Poverty Action Group Project Officers based in Moray.	• Almost all schools will be aware of the Cost of the School Day Toolkit. • Most of our schools will have used toolkit and made changes within to school to barriers that poverty creates.	Priority 2
	Each educational establishment will know their gap and plan interventions to close it. Gather case studies of how Pupil Equity Funding has been implemented effectively across the Northern Alliance.	• Lead Officers to support Local Authorities to identify their gap by building a network of QIOs to look at data and tracking and monitoring processes. • School Visits & Interpretation of school level data. • Create directory of opportunities to work with partners and third sectors.	• Increase in HT confidence in using PEF effectively to remove barriers to learning.	Priority 2

WORKSTREAM 3 – SUSTAINING EDUCATION IN OUR COMMUNITIES

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 3	Develop a Learning Estates Strategy alongside teachers, young people and partners to secure delivery of sustainable education across the Northern Alliance.	• Work with Elected Members – engagement across the Northern Alliance. • Collate and share case studies of successful approaches to increasing sustainability of education. • Build on Young People's Voice 'Imagine If' approach – Parental Engagement. • Develop a framework to facilitate change within local authorities. • Provide support to identify changing pedagogy to support sustaining learning environments. • Analysis of rural school inspection evidence to identify common challenges or issues in relation to sustaining education.	• Learning Estates Strategy in place by September 2020. • CLPL offer on pedagogy for new environments.	ALL

| WORKSTREAM 3 | Increase the delivery of e-learning across the Northern Alliance to maximise opportunities for greater choice and equity for all young people. | • Emphasising choice and equity across the Northern Alliance using modern medium.

• Promotion of e-learning data gathering to promote positives of e-learning.

• Review staff deployment across the Northern Alliance and identify any surplus staff who could work and deliver via e-learning.

• Develop 'flip' learning across subjects.

• Fund secondary head to come together to build e-learning strategy.

• Support timetabling guidance to maximise choice.

• Build a pack to support Headteachers to engage with parents on e-learning.

• Promote small Group Digital Learning – spaces for teacher to teach a number of small groups. | • Closer timetabling

• Continuing increase in e-learning

• More efficient delivery and more effective use of staff

• In in numbers of young people achieving their learner pathways

• Aligned IT approaches for teachers across the Northern Alliance

• Long-term Impact:

- Headteachers have the expectation that e-learning can deliver the needs of young people

- Increased confidence of staff re digital skills. | Priorities 1, 2, 4 |

WORKSTREAM 4 – LEADERSHIP

	IMPROVEMENT ACTIVITY	HOW WILL THIS BE ACHIEVED	EVIDENCE OF PROGRESS	LINK TO NIF PRIORITY
WORKSTREAM 4	Create a leadership database illustrating leadership pathways and signpost teachers to professional learning activities at all stages of the leadership journey	• Identify leadership development opportunities locally and nationally. • Liaise with schools to identify teachers participating in leadership development activities, courses an programmes and provide updates enabling the Northern Alliance to track progress and destinations.	• Establish baseline for leadership development. • Bi-annual professional learning/leadership bulletin prepared and distributed across Northern Alliance Authorities.	ALL
	Northern Alliance Leadership Accreditation/Award	• Group will explore how this is delivered.	• Completion rates of high-level leadership activities; such as Into Headship, Middle Leadership programmes.	ALL
	Revisit /confirm commitment to "Leadership Development at All Levels"	• Update report. • Education Scotland evaluations.	• Increase in establishments evaluated as good or better for leadership of change.	ALL
	Development of coaching programmes	• Workstream will involve Education Scotland in delivery of coaching programmes.	• Numbers of staff involved in coaching programmes, both delivering and receiving.	ALL
	Northern Alliance Learning Hub at Aberdeen University becoming Centre of Excellence for Leadership	• Colleagues in Ed Scot will work with group and Aberdeen University to establish principles	• Numbers of interactions with resource.	ALL

GOVERNANCE

The governance of the Northern Alliance is designed to ensure a focus on collaborative professionalism at all levels with improving outcomes within an empowered system at the heart of our work.

REGIONAL IMPROVEMENT FORUM

The REGIONAL IMPROVEMENT FORUM is comprised of senior education officers from the eight local authorities, the Regional Improvement Lead and Project Officer as well as the Senior Regional Advisor from Education Scotland.

The REGIONAL IMPROVEMENT FORUM develops the Improvement Plan, agrees priorities and workstreams, scrutinises performance and allocates appropriate resources in order to drive improvement across the Regional Improvement Collaborative.

WORKSTREAM LEADS

The WORKSTREAM LEADS report monthly to the REGIONAL IMPROVEMENT FORUM with progress updates. The process of monthly reporting ensures activity remains focused and continues to contribute to the successful delivery of the vision of the REGIONAL IMPROVEMENT COLLABORATIVE.

Each workstream has a steering group, made up of participants from each local authority, and Education Scotland, to focus on delivery of the work stream. The Regional Improvement Lead has oversight of each of the four steering groups and workstream leads to ensure consistency of approach across the work streams.

REGIONAL IMPROVEMENT ADVISORY FORUM

The REGIONAL IMPROVEMENT ADVISORY FORUM is comprised of representation from senior education officers, local authority Education Conveners/Chairs, Head Teachers, Educational Psychology, Children's Services, Higher Education, LNCT and Public Health, and includes links from Education Scotland, Care Inspectorate and the Scottish Government.

The role of the REGIONAL IMPROVEMENT ADVISORY FORUM is to scrutinise, support and challenge the work, progress and priorities of the Northern Alliance, the Improvement Plan and strategy. Acting as a 'critical friend' the Advisory Forum will review the reporting performance and associated activities of the Regional Improvement Plan.

CONVENTION OF CONVENERS

The CONVENTION OF CONVENORS is comprised of Education Convenors/Vice Convenors, Chairs/Vice Chairs and senior officers from the eight local authorities.

The role and purpose of the group is to discuss, scrutinise and advise on the strategy of the Northern Alliance to ensure key objectives are met and to ensure each local authority has a strong voice in the work of the Regional Collaborative at a political and senior officer level.