NHS Education for Scotland

Improving collaboration between schools working in partnership to raise attainment in literacy using digital technology

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Research evidence indicates that *Collaboration* between schools can lead to improvement in attainment levels. The School Improvement Partnership Programme (SIPP) is an improvement strategy that promotes collaboration and innovation between schools to improve literacy, numeracy and health & wellbeing with the ultimate goal of closing the poverty related attainment gap.

Aim

By June 2018, the average level of *Collaboration* between schools is at least 4 because high levels of collaboration will improve attainment.

Method

- Scales – created specifically to measure collaboration, Implementation of intervention and pupil engagement. Teachers (QI Team) recorded scores every fortnight and during implementation of intervention.
- Control Charts – tracking levels of collaboration between schools, pupil engagement and implementation.
- Cause & Effect Analysis – explore factors influencing implementation of digital technology with the QI Team.
- Force Field Analysis – identify driving and restraining forces underlying the SIPP with the Advisory Group.

Process Change

My Driver Diagram generated a variety of change ideas
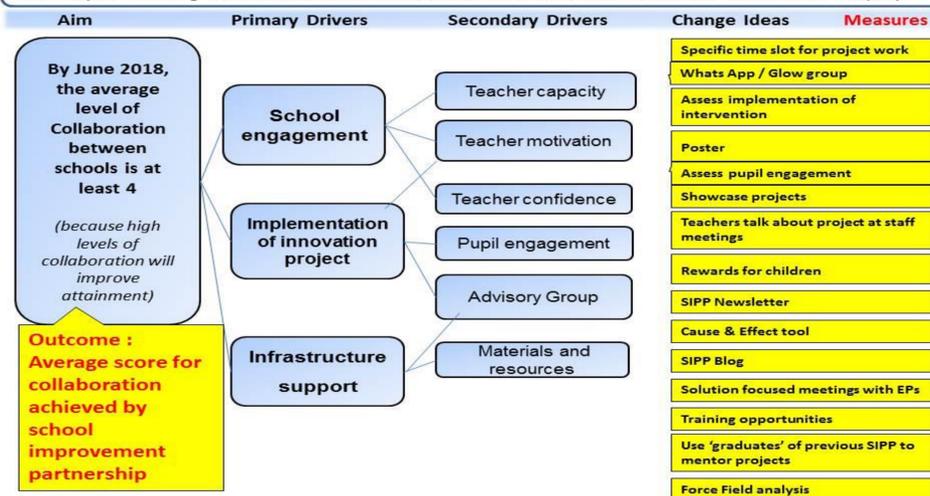
Discussions with teachers and the Advisory Group generated change ideas and PDSAs.

Achievements

- My comprehension of all aspects of improvement science has significantly improved, making me much more appreciative of the power of data and its capacity to inspire teams to achieve goals.
- Learning from data collected has influenced the future format of the School Improvement Partnership programme
- Improvement science methodology and tools have been shared with the Educational Psychology Service and Family First team.

Key Reference Materials

- Frey et al.. Measuring Collaboration Among Grant Partners American Journal of Evaluation 66045(27):383-392 2006.
- Seber, G.A.F. and Wild, C.J. Chance Encounters: A First Course in Data Analysis and Inference. John Wiley & Sons: NY. 2000
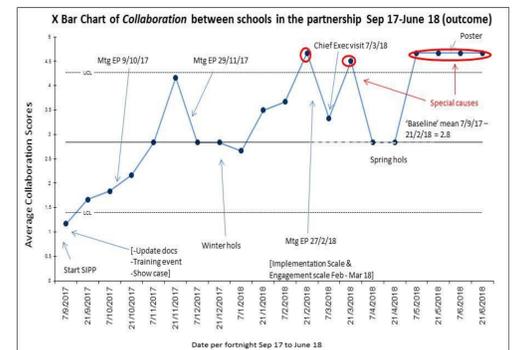
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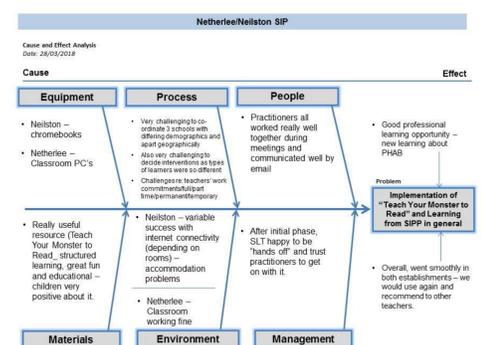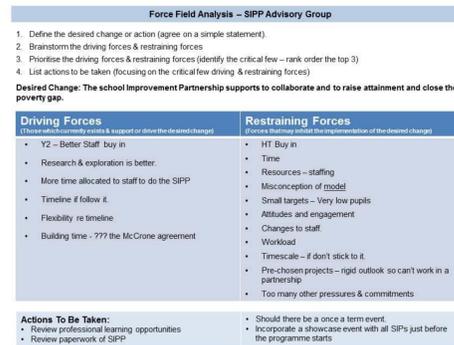
Force Field and Cause & Effect Analyses highlighted the importance of school engagement and time for SIPP, which was incorporated into the Driver Diagram and Balance Measure

The control chart indicates that collaboration has improved throughout the project. Creation of a poster impacted most on the level of collaboration, and meant the aim of an average score of at least 4 was met in the last 4 weeks

Next Steps

- Continue to apply Model for Improvement with the same *Aim,* to the new SIPP 2018 – 2019 by adopting poster pdsa and conduct new tests focusing on an out of authority school improvement partnership
- Identify other opportunities and contexts to utilise Improvement Science.

Conclusions

- Average score of 3.3 was achieved for *Collaboration* (Moderate) - below the aim of 4.0 (High) but Control Chart showed several periods when the aim was achieved and also surpassed.
- Collaboration levels start low but improve over time and can be improved via pdsas such as the poster, visit and EP meetings.

Key Learning Points

- Invest significant time planning QI project to ensure coherent and consistent Measurement Plan is in place from the start.
- Develop a strong relationship with QI team and continue to encourage and motivate them throughout the project.
- Adopt an 'improvement mindset' not a 'research mindset'.

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