



SCRUTINY COMMITTEE REPORT

Date Written	16 th November 2017
Report Author	Sue Walker
Service Area	Learning
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To: Chair, Ladies and Gentlemen

Self-Evaluation of Key Question 3.2 Self-evaluation and improvement planning

1.0 SUMMARY OF THE REPORT

- 1.1 The Local Authority (LA) has a planned work programme for the Self-Evaluation Report (SER) 2017 to 2018 in order to build up a profile of judgements, which will be used to highlight any areas for improvement as well as come to an overall view on standards and performance.
- 1.2 The purpose of the report is to provide the current judgement for Key Question 3.2 in the SER i.e. 'Self-evaluation and improvement planning' that was known previously as 'Improving Quality.'
- 1.3 The judgement is that Self-evaluation and improvement planning is good.

2.0 RECOMMENDATION(S)

- 2.1 The content of this report be discussed and noted.

3.0 INTRODUCTION AND BACKGROUND

- 3.1 Self-evaluation is the essential step in a cyclical process of bringing about change and improvement. The steps in the process are:
 - Monitoring and evaluating improvement
 - Planning for improvement
 - Undertaking improvement work

- 3.2 The LA's SER for Local Authority Education Services for Children and Young People (LAESCYP) is being reviewed and updated to ensure that the judgements and actions will lead to improved outcomes for all learners. At the heart of self-evaluation are three questions:
- How well are we doing?
 - How do we know?
 - How can we improve things further?
- 3.3 ESTYN are currently reviewing the framework for the inspection of Local Authorities which will be piloted in 2017/18 and implemented in 2018/19. The LA has a planned work programme in order to build up a profile of judgements, which will be used to highlight any areas for improvement as well as come to an overall view on standards and performance. The information collected will lead into the LA's service delivery plans for improving the quality of provision. Reports on all the areas of the SER will be presented to Learning and LAESCYP Scrutiny over the coming months. The new framework is called the inspection of Local Government Education Services (LGES). There continue to be three inspections areas – Outcomes, Quality of Education Services and Leadership and Management - see *Appendix 1*
- 3.4 Whilst there will continue to be four judgements, the wording of the judgements has changed to reflect higher expectations and that adequate is not good enough.
- **Excellent** Very Strong, sustained performance and practice
 - **Good** Strong Features, although minor aspects may require improvement
 - **Adequate and needs improvement** Strengths outweigh weaknesses, but important areas require improvement
 - **Unsatisfactory and needs urgent improvement** Important weaknesses outweigh strengths

Members will be informed of LA progress against these areas throughout the year.

- 3.5 The review of the SER will build upon the judgements made in the previous SER for 2016-17. In the previous Estyn framework Key Question 3.2 was called 'Improving quality' and addressed aspects of education services that are evaluated in the current key question 3.2. The aim of 'Self-evaluation and improvement planning' is to ensure that a broad range of education services for children and young people improves outcomes for learners.

4.0 WHERE WE WERE

- 4.1 In 2016/17 'Improving quality' was judged good.

5.0 WHERE WE ARE NOW

- 5.1 Self-evaluation and improvement planning is **good**, as systems and processes are embedded and have led to sustained improvements in standards and quality in both schools and in the local authority. Leaders, managers and elected members have an accurate picture and understanding of the authority's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities. Performance data is consistently used to monitor progress and plan for improvement. There is a sustained focus on achieving progress against the authority's priorities and on ensuring an effective and efficient service delivery.

Self-evaluation and improvement planning is not yet excellent. There are not consistently good outcomes for all learners and the local authority needs to bring about a greater involvement of all stakeholders, including school staff, governors, pupils and their families so they are aware of, and fully committed to, achieving the targets for the services and the learner outcomes in all areas.

6.0 WHERE WE WANT TO BE

6.1 The LA's ambition is to be good or excellent in all areas by 2020 and also ranked in the top 10 performing local authorities. The LA is making good progress towards achieving this target. Effective support for school improvement can provide a clear, demonstrable and beneficial effect on learners.

7.0 WHAT WE NEED TO DO NEXT

7.1 The key priorities for improvement are:-

- Involvement of children and young people, and their families to inform self-evaluation and improvement planning
- Recommendations from Estyn thematic reviews inform planning

8.0 CONTRIBUTION TO WELLBEING OBJECTIVES

8.1 Self-evaluation and improvement planning contributes substantially to the capacity to achieve the Best Start to Life Wellbeing Objectives, 'Children get the best start to life' and 'Children and young people are equipped with the skills they need to be successful learners and confident individuals'.

SUE WALKER
(CHIEF OFFICER (LEARNING))

COUNCILLOR LISA MYTTON
CABINET MEMBER FOR LEARNING

BACKGROUND PAPERS		
Title of Document(s)	Document(s) Date	Document Location
Does the report contain any issue that may impact the Council's Constitution?		No

Question 3: LEADERSHIP AND MANAGEMENT

3.2 SELF-EVALUATION AND IMPROVEMENT PLANNING

How do we evaluate self-evaluation and improvement planning?

- leaders and managers know the strengths and weakness of the local authority's education services as a result of well-established processes for self-evaluation, monitoring and quality assurance
- planning, priorities and actions bring about improvement on outcomes
- actions have led to improvements in standards and quality
- pace of progress and the sustainability of any improvements

SUMMARY POSITION

Self-evaluation and improvement planning is **good**, as systems and processes are embedded and have led to sustained improvements in standards and quality in both schools and in the local authority. Leaders, managers and elected members have an accurate picture and understanding of the authority's strengths and weaknesses. They routinely make good use of a range of rigorous monitoring activities. Performance data is consistently used to monitor progress and plan for improvement. There is a sustained focus on achieving progress against the authority's priorities and on ensuring an effective and efficient service delivery.

Self-evaluation and improvement planning is not yet excellent. There are not consistently good outcomes for all learners and the local authority needs to bring about a greater involvement of all stakeholders, including school staff, governors, pupils and their families so they are aware of, and fully committed to, achieving the targets for the services and the learner outcomes in all areas.

STRENGTHS

- Self-evaluation is a part of the council's normal annual business improvement cycle, supported by relevant performance information and evidence. Judgments of outcomes, provision and leadership are reviewed and challenged through a well-established cycle of meetings that includes local authority officers from across the council.
- Self-evaluation across LAESCYP services is linked to the Corporate Service Improvement Framework. It is transparent and based on reliable and comparative performance data. Information is used well to challenge performance, set ambitious targets and continue to secure improvement.
- There is a comprehensive evaluation and monitoring of data on standards and the quality of education, including consideration of trends and progress over time, reported to Cabinet, Council and Scrutiny. Scrutiny committee continues to play a key role in supporting and challenging the self-evaluation process and the judgements in the SER. Scrutiny members continue to hold to account the Central South Consortium (CSC), LA Education Services and schools on a regular basis.
- The Chief Education Officer continues to meet regularly with relevant heads of service and supports them effectively in the self-evaluation process. Schools contribute appropriately to the education service's self-evaluation through a valuable range of working groups and forums. They also continue to contribute effectively to reviews of relevant service level agreements
- Headteacher representation will be part of the monthly LAESCYP monitoring group where performance against the Estyn framework and against the Corporate plan is monitored and extensively challenged each month. This meeting is attended by the Chief Executive (CX) and Corporate Directors.

- Evidence based, purposeful self-evaluation has continued to be embedded in partnership working with schools through the processes of national categorisation, Case Conferences, and School to school support.
- Termly Service Reviews completed in partnership with the Central South Consortium has maintained the extensive targeting of support that has led to continued improvements and a reallocation of resources in inverse proportion to success.
- Views of schools are taken account of in evaluation and improvement planning processes, and a representative of the Youth forum now sit all scrutiny committees and play an active role on challenging local authority officers. Views of the community expressed through the wellbeing and population needs assessments have informed projects and delivery plans for the wellbeing objectives.
- Self-evaluation activity leads to the formulation of our improvement plans and have resulted in improvement in standards and quality. Improvement plans are based on analysis of needs and set out clearly the actions for improvement, with specified and realistic timescales and have resulted in improvements over recent years
- The local authority is proactive in responding to complaints about its services and complainants are supported well by both local authority officers though the governor support services and by external agencies e.g. SNAP Cymru. Good practice and guidance on the management of complaints is shared with governors regularly and training provided for schools where necessary.
- Performance management processes linked to self-evaluation continue to improve the usefulness of strategic documents, work programmes, targets and the scheduling of evaluative reports. These processes are effective in holding officers to account against the agreed targets.
- All staff in the learning department are involved in performance appraisal and one to one meetings and are able to appropriately assess outcomes and their own performance
- Regular evaluation of progress is undertaken against the recommendations from the Estyn monitoring inspection report of 2015 and other reports from inspectorates and regulators in relation to the CSC, and actions planned to ensure improvements are sustained

ASPECTS REQUIRING IMPROVEMENT

- Views of children and young people, and their families
- Response to recommendations from thematic reviews

PRIORITIES FOR IMPROVEMENT

- Involvement of children and young people, and their families to inform self-evaluation and improvement planning
- Recommendations from Estyn thematic reviews inform planning

FUTURE ACTIONS TO IMPROVE SELF-EVALUATION AND IMPROVEMENT PLANNING

- Plan and deliver activities that capture the views of children and young people, and their families
- Identify where improvement planning can be amended to take account of their views
- Provide feedback to children and young people, and their families on how their views have informed planning and the impact
- Ensure local authority officers undertake a systematic review of recommendations from thematic reviews inform planning
- Ensure local authority officers plan actions to address those that apply to MTCBC and evaluate the impact of those actions