



## **SCRUTINY COMMITTEE REPORT**

Date Written	27 <sup>th</sup> September 2019
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Service Area	Learning Department
Committee Date	7 <sup>th</sup> October 2019

To: Chair, Ladies and Gentlemen

### **Business Improvement Planning 2018-19**

#### **1.0 SUMMARY OF THE REPORT**

- 1.1 This report sets out the Learning department's process for improvement planning in support of self-evaluation through the development and use of Business Improvement Plans (BIPs)
- 1.2 The BIPs enable the department to address the identified improvement priorities, monitor progress, and evaluate the impact of actions taken.

#### **2.0 RECOMMENDATION(S)**

- 2.1 To note and discuss the contents of the report.

#### **3.0 INTRODUCTION AND BACKGROUND**

- 3.1 Effective self-evaluation leads to an accurate identification of strengths, areas for development and priorities for improvement.
- 3.2 However, self-evaluation is not just about a service knowing itself well for its own sake, it is also about what a service then does with this information and how it goes about bringing about the changes required that lead to improvements in the priority areas identified.
- 3.3 This process for addressing improvement priorities, monitoring progress, and evaluating the impact of actions taken is referred to as *improvement planning*.

Effective self-evaluation needs to go hand in hand with effective improvement planning if actions taken to bring about improvement are to have a positive impact on outcomes.

- 3.4 This report sets out the Learning Department's processes for improvement planning which is managed through its Business Improvement Plans (BIPs)

## **4.0 WHERE WE WERE**

- 4.1 Prior to 2018-19 academic year the Learning Department's improvement planning processes were not managed systematically via a formal monitoring, challenge and evaluation process.
- 4.2 Improvement planning was undertaken to address some but not all identified priorities for improvement and the monitoring, challenge and evaluation process was ad-hoc and inconsistent.
- 4.3 Where service plans were in place there was not an alignment between strategic or operational priorities in plans and those identified as priorities through the self-evaluation process for improvement.
- 4.4 As a result of the above disconnect between self-evaluation and improvement planning processes the learning department has not targeted resources sufficiently well to address the priorities for improvement identified via self-evaluation.
- 4.5 Also, this disconnect led to too many improvement priorities being captured in summative self-evaluation reports without a recognition of the resources required to bring about meaningful change.

## **5.0 WHERE WE ARE NOW**

- 5.1 In 2018-19 Business Improvement Plans (BIPs) were introduced across the Learning Department in order to improve the quality of improvement planning so that resources can be used more effectively to address agreed priorities for improvement.
- 5.2 Each service area within the department developed a BIP during the Autumn and Spring Terms 2018/19 and progress was monitored on a termly basis throughout the academic year via Service Review Group (SERG) meetings.
- 5.3 The BIP templates and process was iterative going through various stages of development and was subject to ongoing challenge and support by Performance & Scrutiny officers as well as being subject to review and constructive feedback from ESTYN during two LALI visits in March and June 2019.
- 5.4 Priorities for Improvement included in the BIPs have been aligned to the self-evaluation priorities identified across the three Inspection Areas and are reported using the same framework i.e. IA1 Outcomes and IA2/3 Provision & Leadership and SMART targets and judgements have been included for measuring progress and evaluating outcomes.

- 5.5 Each service BIP is reflected at the sub-level as part of each team's business improvement planning and reflected in individual staff's annual performance objectives where appropriate.
- 5.6 Self-evaluation, improvement planning and performance management arrangements are therefore aligned. This alignment between priorities, action plans and performance objectives is in place to help deliver improvements against targeted outcomes and priorities.
- 5.7 Appendix 1 details the priorities for improvement and a provisional judgement for the progress made addressing each of the priorities during the academic year 18/19.
- 5.8 The impact of business improvement planning on improved outcomes and quality of service is not yet clear. In many cases it is too early to assess fully the positive impact of planned actions and a time delay between action to bring about improvements and the improvement themselves is to be expected.
- 5.9 Satisfactory progress has been made across many areas but not many areas have made strong progress. Limited progress has been made against two of the main priorities reported annually as KPIs; improving outcomes for all learners, particularly at KS4 and primary attendance data.
- 5.10 Although there is now clear alignment between the self-evaluation and improvement planning, and they have helped allocate resources to focus on delivery of priorities there remained too many priorities reflected in the Business Improvement Plans during 2018/19.
- 5.11 However, dialogue between improvement planning and self-evaluation is ongoing and the number of improvement priorities reflected in the departments self-evaluation in June/July 2019 has reduced accordingly. The BIPs 2019/20 will reflect this further streamlined position.

## **6.0 WHERE WE WANT TO BE**

- 6.1 We want business improvement planning to be embedded within the self-evaluation cycle, helping the department to target resources more effectively and to focus on the most important priorities and actions that will bring about a positive impact in improving service quality and outcomes.
- 6.2 We want judgements about progress against delivering plans, achieving objectives and on evaluating impact to be well evidenced, subject to robust challenge and to help inform the ongoing self-evaluation cycle and the ongoing identification of priorities.

## **7.0 WHAT WE NEED TO DO NEXT**

- 7.1 Business Improvement Plans 2019/20 for each service area need to be agreed and reflective of the current improvement priorities identified through the departments current self-evaluation position.

7.2 All performance management objectives need to be agreed and aligned to service and team BIPs where appropriate so that staff resources are allocated to deliver against the agreed priorities.

## 8.0 CONTRIBUTION TO WELLBEING OBJECTIVES

8.1 The BIPs contribute positively to the Best Start Wellbeing objective.

**SUE WALKER**  
**CHIEF OFFICER LEARNING**

**Cllr LISA MYTTON**  
**LIFELONG LEARNING PORTFOLIO**

<b>BACKGROUND PAPERS</b>		
<b>Title of Document(s)</b>	<b>Document(s) Date</b>	<b>Document Location</b>
List the Background documents which have been relied on in preparing the report. E.g. previous minutes of relevant committees		
<b>Does the report contain any issue that may impact the Council's Constitution?</b>		<b>No</b>