

# Post Inspection Action Plan

Performance Management  
Scrutiny Committee  
27<sup>th</sup> June, 2013

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## Recommendations

- **R1.** Implement improvement strategies and specific actions to improve outcomes for learners especially at key stages 3 and 4.
- **R2.** Strengthen the level of challenge to its secondary schools.
- **R3.** Improve the robustness of self-evaluation and target setting.
- **R4.** Align corporate and partnership strategic planning processes in order to make best use of available resources to improve outcomes for children and young people.
- **R5.** Take urgent action to reduce surplus capacity in schools generally and secondary schools in particular.

## Recommendation1 – Implement improvement strategies and specific actions to improve outcomes for learners, especially at key stages 3 and 4.


- Implement a revised intervention Framework.
- Strengthen teacher assessment and pupil tracking.
- ‘School Secure’ to share all school performance information.
- Raising levels of boys’ achievement reduce the gap in performance with girls.
- EAS literacy and numeracy strategies.
- Target the EAS leadership development programme.
- Intervention programme for Welsh as a second language.
- Youth Service capture all qualification-related activity.


## Recommendation 2 - Strengthen the level of challenge to secondary schools


- Revised intervention framework.
- Concise intervention plans, based on the EAS Intervention Framework.
- Quality assurance process for Systems Leaders and LA officers' activity reporting.
- Under-performing departments in English and Maths.
- Sharing successful practice in raising standards.

## Recommendation 3 – Improve the robustness of self-evaluation and target setting


- In the Estyn inspection in July, 2012, KQ3.2 was judged to be adequate and the improvement of self evaluation and target setting was a recommendation.
- *Not 'evaluate the impact on outcomes robustly enough or support assertions with relevant evidence consistently.*
- *Did not always identify areas of strength or those needing further development.*


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- *Too many initiatives in place across service areas where the evaluation of impact was not built in from the start and consequently officers were not able to say whether the developing practice was effective or not.*
  - Whilst there was good practice in some areas, in regard to planning and the use of data, it was not consistent across all services and agencies.
  - It was felt that the response to recommendations made in the past has been insufficient, particularly in the area of removal of surplus capacity.


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- The Self Evaluation Report (SER) has been revised twice and the summative SER document, complete with judgements, will be presented to Scrutiny in September 2013. Prior to this, it will be submitted to Estyn for feedback.
  - Additional training in how to analyse data more effectively and guidance on how to use supporting evidence has been provided for staff within the Directorate.

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- All services have a self evaluation timetable.
  - Lead officers prepare a 200 word summary, together with a judgement on their service.
  - The lead officer presents the summary and other officers challenge both the information and judgement.
  - Improvement actions are identified and agreed.



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- Service Improvement Plans and Operational Plans include the actions for improvement and have often been amended during the year to reflect further actions identified.
  - For the Leadership and Management section, challenge takes place at Senior Management Team level and the same cycle of challenge is followed.
  - The progress in relation to services for School Improvement are also presented to SMT by the Senior Systems Leader, Education Achievement Service (EAS).

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- Targets set within all plans are agreed with managers and these are challenged at SMT. Once confirmed, they have been presented to CMT and this Committee
  - Targets set for the end of key stages are set to reflect those set by schools.
  - The Senior Systems Leader (EAS) met with the Manager of LEI to analyse school targets and agree follow up actions.

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- The additional target groups have been included on the LA provision maps so that the intervention can be evaluated.
  - The Directorate model for self-evaluation has been presented to CMT, with a view to informing a Council-wide approach to self-evaluation.

## Impact

- The quality of self evaluation throughout the Directorate has improved by strengthening existing processes. This has contributed to more rigorous monitoring of improvement and robust planning and target setting.
- The culture within the Directorate is one of increased accountability and ambition for achievement and success. Challenge is encouraged and embraced.
- Lead officers have a more in-depth understanding of how other service areas function and how they can collaborate more effectively.

## Impact

- Managers use data systematically to support judgements and build on evaluation to projects identified.
- The Post Inspection Action Plan (PIAP) has been monitored robustly on a monthly basis and reported to CMT, Scrutiny and Cabinet.
- The SER is now a document based on analytical evidence which clearly identifies strengths and areas for development.

## Way forward

- Whilst much progress has been made, a sharp focus will be maintained on this area to secure further improvement.
- The culture of accountability and challenge are key to driving forward improvements.
- Peer challenge will be introduced to include other Directorates, EAS and Directors from other local authorities.
- In conclusion, the LA is of the view that there has been a significant improvement in the robustness of self evaluation and target setting and that this recommendation has been met.

Recommendation 4: Align corporate and partnership strategic planning processes in order to make best use of available resources to improve outcomes for children and young people

- In the Estyn inspection in July, 2012, KQ 3.3 was judged to be adequate and the improvement aligning the corporate and partnership strategic planning processes was a recommendation.
- *The council's planning process is too complex and that links between the wider partnerships and the various tiers of the council are not clear.*

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- *The authority's corporate planning structures and the partnership planning structures operate on parallel tracks and there is little cross-over between the two planning structures.*
- It did recognise however that the Director of Education makes sure that appropriate links are made between projects and strategies at service level and those at strategic partnership level in order to add value to the directorate's work

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- The council were required to produce a Single Plan by April, 2013.
- The Directorate monitor developments and ensure strong links are established between the Single Integrated Plan and the council's priorities for Education.

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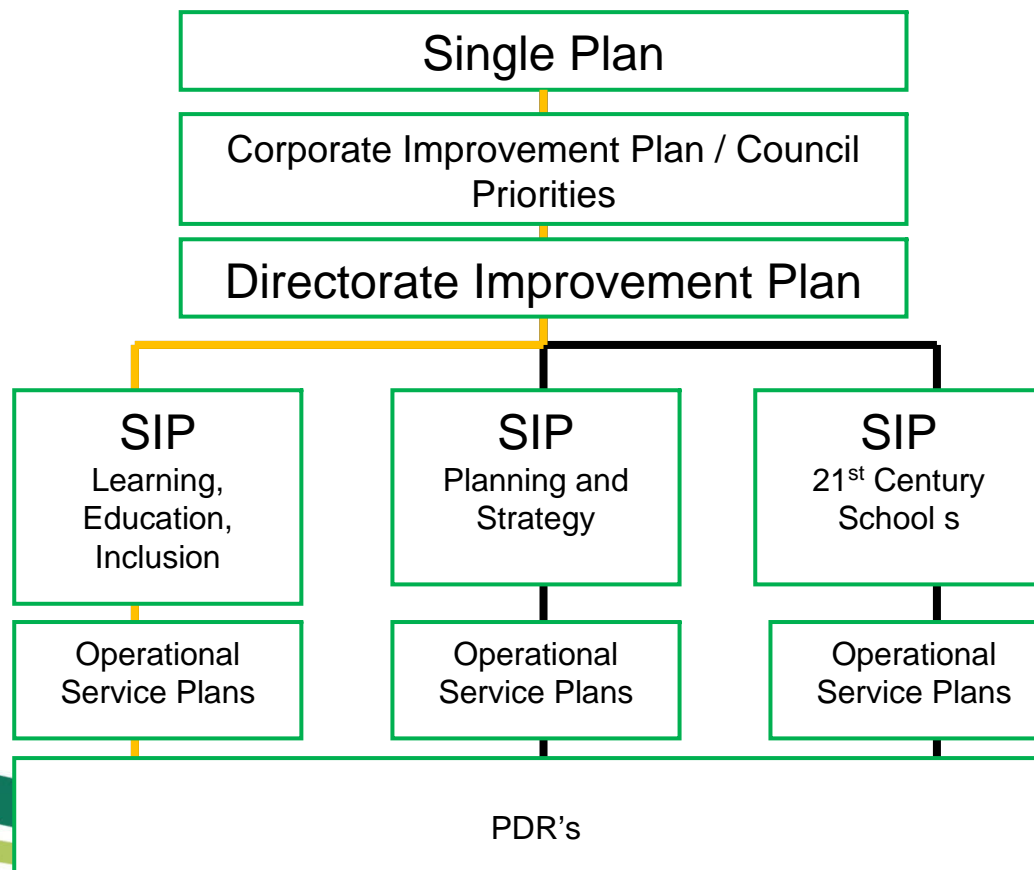


# Planning Process *In Theory*

## Planning Process

•Priorities within the Directorate Improvement Plan are in response to the Single Plan and Council Priorities

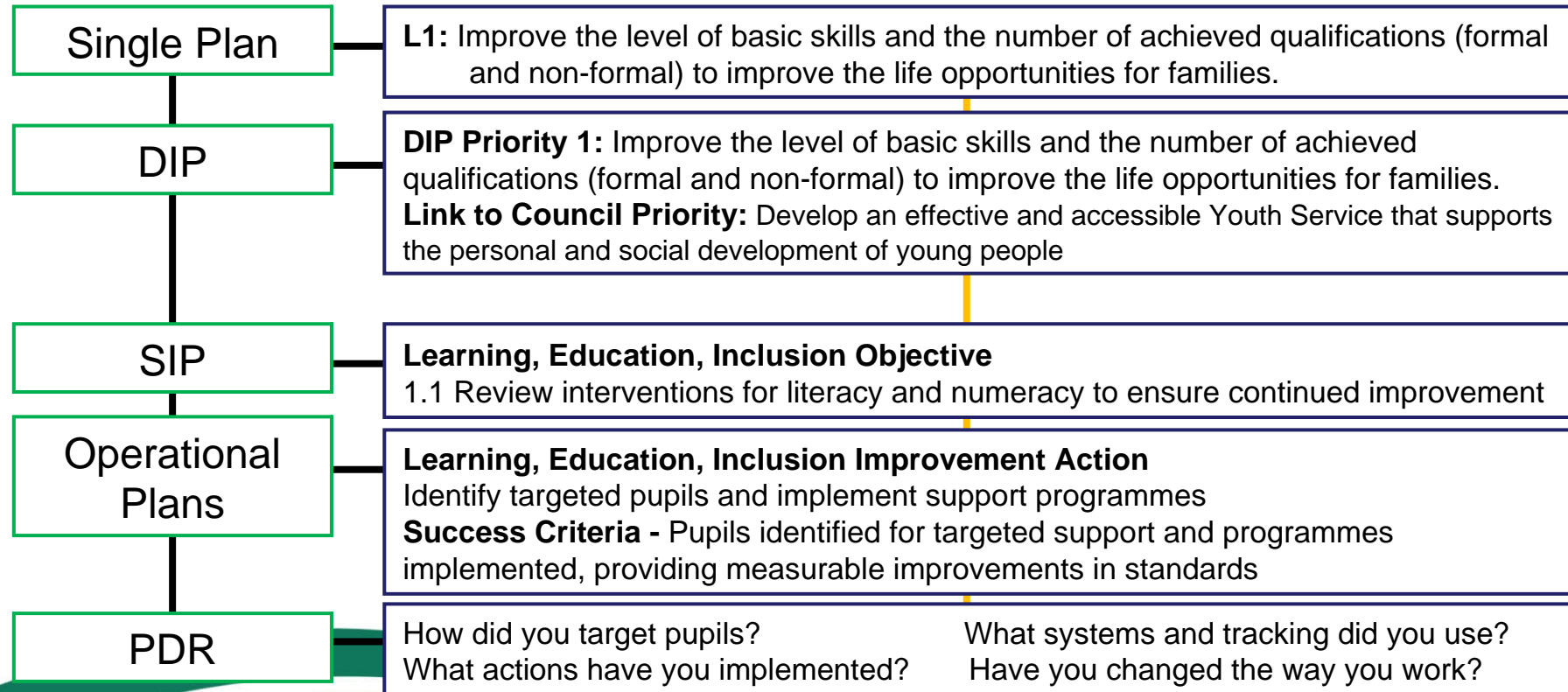
•Objectives then appear in the DIP and SIP's which highlight actions that contribute to the identified priorities



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# Planning Process

## *In practice*



# Impact

- Service Improvement Plans are linked to the key priorities within the Single Plan.
- The Director has made a presentation to Corporate Management Team within CCBC to explain how the Single Integrated Plan (SIP) has been embedded in the planning processes of the Directorate. Work is now under way to align the SIP with council planning processes.

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## Way Forward

- The Single Plan, and the monitoring and evaluation linked to the plan, must be embedded across the council by 2014.
- The Directorate Planning handbook has been revised to provide clear guidance to all staff.

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## Recommendation 5 - Take urgent action to reduce surplus capacity in schools generally and secondary schools in particular

- Strategic plans updated to reflect September 2012 data.
- A thorough review of primary school capacity completed.
- A thorough review of secondary school capacity completed.
- Capacity review and update of all schools completed for January 2013.
- A working group recommendation has been produced in relation to implementation of phase 1 of secondary rationalisation to reduce number of secondary school places and will be reported to Scrutiny on 9<sup>th</sup> July.
- Initial meeting taken place with Planning in relation to review of Local Development Plan (LDP).

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