



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 4TH JUNE 2014

SUBJECT: SELF EVALUATION REPORT FOR EDUCATION AND LIFELONG LEARNING SPRING 2014

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

1.1 To inform Members of the contents of the current Self-evaluation document for the Directorate of Education and Lifelong Learning.

2. SUMMARY

2.1 In July 2012, the local authority was inspected by Estyn. A self-evaluation report was produced. However, since this time, this summative document has been updated and is attached to this report for information. (Appendix 1)

3. LINKS TO STRATEGY

3.1 Improving self-evaluation has been a priority within the Directorate Improvement Plan.

4. THE REPORT

4.1 In July 2012, the local authority was inspected by Estyn and was placed in the category of Estyn monitoring.

4.2 When the report was published in November, the following recommendations were made:

- implement improvement strategies and specific actions to improve outcomes for learners, especially at key stages 3 and 4;
- strengthen the level of challenge to its secondary schools;
- improve the robustness of self-evaluation and target setting;
- align corporate and partnership strategic planning processes in order to make best use of available resources to improve outcomes for children and young people; and
- take urgent action to reduce surplus capacity in schools generally and secondary schools in particular.

4.3 A self-evaluation report was first written in April, 2012, and was part of the documentation submitted to Estyn for the inspection.

4.4 As the improvement of self evaluation processes was part of Recommendation 3, much work took place to design and implement a rigorous and robust programme of activities which led to a thorough, consistent approach across the directorate.

- 4.5 Corporate governance has high priority within the Council and, as a result, self evaluation practice across all Directorates has also been reviewed and improved. The Directorate of Education and Lifelong Learning has contributed to this process as it is recognised as an example of good practice.
- 4.6 Since 2012, the self-evaluation document has been updated and refined several times in response to internal challenge meetings and reports on outcomes. It will now be circulated to schools and other partners for comment.

5. FINANCIAL IMPLICATIONS

- 5.1 There are no financial implications.

6. PERSONNEL IMPLICATIONS

- 6.1 There are no personnel implications.

7. EQUALITIES

- 7.1 No Equality Impact Assessment (EIA) has been undertaken on the self-evaluation report itself; however, EIAs and relevant consultation will be undertaken where for example specific actions impact on issues of literacy and numeracy, school exclusions, discriminatory bullying etc. where an Equalities or Welsh Language perspective may be part of the context.

8. CONSULTATIONS

- 8.1 All comments have been reflected in the report.

9. RECOMMENDATIONS

- 9.1 Members are asked to note the contents of the report.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To apprise Members of the latest self-evaluation report for the Directorate of Education & Lifelong Learning.

11. STATUTORY POWER

- 11.1 Education Act 2005.

Author: Keri Cole, Manager, Learning Education and Inclusion
Consultees: Directorate Senior Management Team
Cabinet Member for Education and Lifelong Learning
Chair of Scrutiny Committee
Principal Systems Leader, Education Achievement Service

Appendices:
Appendix 1 Self Evaluation Report – May 2014