



EDUCATION FOR LIFE SCRUTINY COMMITTEE 22ND MAY 2018

SUBJECT: SELF EVALUATION PROCESS

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of the process for self-evaluation that informs the Local Authority (LA) Service Improvement Plan (SIP) and for the Education Directorate.

2. SUMMARY

- 2.1 The self-evaluation process is an integral part the overall cycle of service improvement. It is fundamental in ensuing the Directorate secures ongoing improvements that positively contribute to the objectives in our Caerphilly Local Authority Corporate Plan and Council Well-being objectives.

3. LINKS TO STRATEGY

- 3.1 The content of this report contributes to the Wellbeing of Future Generations Act (Wales) 2015, specifically to maximise the contribution of education towards national goals.
- *A prosperous Wales* – developing a skilled and well educated workforce.
 - *A healthier Wales* – An education system that promotes health and wellbeing as central to its core purpose.
 - *A more equal Wales* – An education system that meets the needs of all learners including those from disadvantaged or vulnerable groups.
 - *A Wales of cohesive communities* – An education system that builds on strengthening communities at a local and national with significant focus on enrichment experiences based on the heritage and language of Wales.

4. THE REPORT

- 4.1 The purpose of self-evaluation is to identify Directorate strengths and priorities for improvement and to use this information effectively to secure the required improvements across services by:
- providing an evidence base upon which to arrive at judgements about pupil outcomes and progress, quality of provision and the effectiveness of leadership and management of Education Services and its future improvement journey;
 - reflecting on what has been done to consistently deepen understanding ;

- recognising and celebrating good practice and where appropriate use this to support others in line with Caerphilly LA's vision for education;
- ensuring that stakeholders understand the context of the organisation and the contribution that they can make to further aid improvement;
- raising the performance, impact and effectiveness of the directorate services and its constituent parts, including commissioned services, so that Members and Regulators can hold officers, the school improvement service, education and youth settings to greater account;
- evaluating value for money across services; and
- quality assuring our contribution to overall corporate objectives and those within the Education Achievement Service (EAS) Business Plan.

4.2 An effective self-evaluation policy and process will lead to the following:

- strategic and operational plans which are monitored against clear targets and success criteria;
- purposeful activities linked to continuing professional development;
- improved provision for education and youth support services; and
- accelerated outcomes on the standards and quality of education and wellbeing for all learners across the Caerphilly region.

4.3 Effective self-evaluation:

- is open and honest;
- has learners' achievements and experiences as the principal focus;
- is a continuous process;
- is embedded in strategic planning and draws on regular quality assurance procedures;
- involves staff at all levels in assessing outcomes and their performance;
- evaluates the quality of educational services offered to schools and their impact on learners;
- seeks to make judgements in the light of measurable performance data and to identify trends over time. This includes the use of comparative data to inform judgements about progress for specific groups of learners identified as vulnerable;
- using other information such as corporate service plan, family benchmarking data, wellbeing objectives relevant to the particular context;
- uses evidence from a range of sources to inform and support self-evaluation, both qualitative and quantitative. This includes a range of reports from the school improvement service, school surveys and outcomes from Estyn inspections;
- makes reference to research from other local authorities providers of education and training services to children and young people, and the EAS.
- seeks the views of learners systematically and consults other stakeholders, such as Headteachers, partners and agencies where appropriate;
- includes support and challenge evaluations by peer staff from other local authorities
- reflects of how well the authority is implementing national policies and priorities for example Welsh medium education, childcare offer;
- audits practice against policies and procedures.

4.4 The judgements made during self-evaluation should be:

- **secure** – based on sufficiently robust, reliable and accessible evidence;
- **first-hand** – based on direct observation;
- **reliable** – based on common, well-understood criteria;
- **valid** – accurately reflecting what is achieved and provided;
- **free of bias** – valuing equality of opportunity and diversity; and
- **corporate** – reflect the collective vision of Caerphilly LA.

4.5 THE CYCLE OF SELF EVALUATION

- 4.5.1 At the centre of good self-evaluation is a cyclical process of monitoring and evaluation that leads to further and sustained improvement.

At the heart of self- evaluation are three questions:

- How well are we doing?
- How do we know?
- How can we improve things further?
- How are we going to do it?

The process of self-evaluation is:

- continuous and embedded as part of the local authority's working life;
- about strengths and areas for development;
- based on a wide range of information collected throughout the year.

Monitoring (gathering the evidence), Evaluation (arriving at judgments) and Review (making changes as a result) are fundamental components to the improvement process. The outcomes from self-evaluation inform the LA Service Improvement Plan, the key document for education improvement work across the authority. Regular and robust monitoring and evaluation ensures that the directorate remains on track to address priorities and/or to identify at an early point where this is not the case, so that the directorate can take timely action to address any issues arising.

- 4.5.2 Self- evaluation cannot be effective or influential unless it involves all staff, partners such as the EAS, schools, governing bodies, parents and learners etc.. This means that everyone contributes to the process, know what the findings are and accept the collective responsibility for taking action to address priorities and secure continuous improvement and effectiveness.

A range of approaches are used to achieve this and ensure that any barriers to participation and engagement are minimised and where possible removed. Monitoring will take place throughout the year with a quality assurance of the process undertaken in order to improve the engagement of the following stakeholders in this a key improvement process.

- children and young people;
- parents/carers and the wider community;
- headteachers;
- governing bodies;
- elected Members;
- corporate leadership team;
- partners and commissioned services;
- admissions and school budget forums;
- directorate officers;
- external challenges via peer director/education leads;
- regional SI group challenge;
- trade unions.

- 4.5.3 To support this process the authority will produce and distribute three summary self evaluation reports (SERs) at the end of the self-evaluation cycle to the groups below to ensure that stakeholders understand the organisational context and are able to recognise the important contribution that they can make to aid further improvement. These are :-

- summary SER for elected members;
- summary SER for children, parents and wider consultees (known as the annual improvement report); and,
- summary SER for headteachers.

The EAS will make a significant contribution, particularly in regard to section 2.1 of the Estyn framework.

Stakeholder involvement will be supplemented by further engagement opportunities, e.g. Headteacher meetings, Member briefing sessions, other corporate events.

4.6 **SELF EVALUATION AND THE LOCAL GOVERNMENT EDUCATION SERVICES (LGES) INSPECTION FRAMEWORK**

4.6.1 The three inspection areas of the LGES inspection framework are set out below.

Each inspection area contains reporting requirements. These aspects are covered and considered when Estyn inspect a local authority:

1. **Outcomes**

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

2. **Quality of Education Services**

- 2.1 Support for school improvement
- 2.2 Support for vulnerable learners
- 2.3 Other education support services

3. **Leadership and management**

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional learning
- 3.4 Use of resources

Estyn will use the following four-point scale when inspecting the local authority:

- **Excellent** - Very strong, sustained performance and practice
- **Good** - Strong features, although minor aspects may require improvements
- **Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement
- **Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths

Our self-evaluation links directly to the Estyn Local Government Education Services Inspection Framework and our wider local authority priorities. This enables us to have an accurate and up to date picture of our strengths and areas for development across all areas of our work.

4.7 COLLECTION OF EVIDENCE FOR SELF EVALUATION

4.7.1 In order to make the most efficient use of our time, our overall self-evaluation cycle is organised to focus on specific key areas and aspects at appropriate times throughout the year. The timing for each key area/aspect aligns with the availability of verified and comparative data (where available), case studies and wider evidence collection points. As far as possible, this information contributes to the updates for Service Improvement Plans and corporate priorities. (Appendix 1)

Monitoring and evaluation reports and case studies support the self-evaluation process with the purpose of improving performance and outcomes and progress towards achieving the objectives identified in Service Improvement Plans, the Corporate Plan and the Public Service Board Wellbeing Plan.

4.7.2 Documentation to support the collection of this information includes:

- a Local Authority Monitoring and Evaluation Report;
- Focus Analysis Development Evaluation Report
- Case Study.

Senior Management Team (SMT) regularly evaluate this information in relation to progress, impact and value for money. Discussion in SMT will often lead to further refinement of the SER and additional actions for improvement.

4.7.3 Monitoring and Evaluation Reports are based on primarily quantitative data that considers the effectiveness of a service/initiative/strategic priority.

The report could include:

- data produced by the Local Authority;
- data produced by external partners; e.g. Welsh Government (WG), Estyn, EAS;
- annual trends;
- trends over time;
- comparative performance against other Local Authorities;
- stakeholder feedback;
- other relevant data.

Monitoring and Evaluation reports will:

- consider whether financial investment provides value for money;
- create a formative evaluation based on the impact of the LA input against the objectives stated in the report. Judgement of current performance based on Estyn definitions and numbered from 1 = Excellent to 4 = Unsatisfactory.

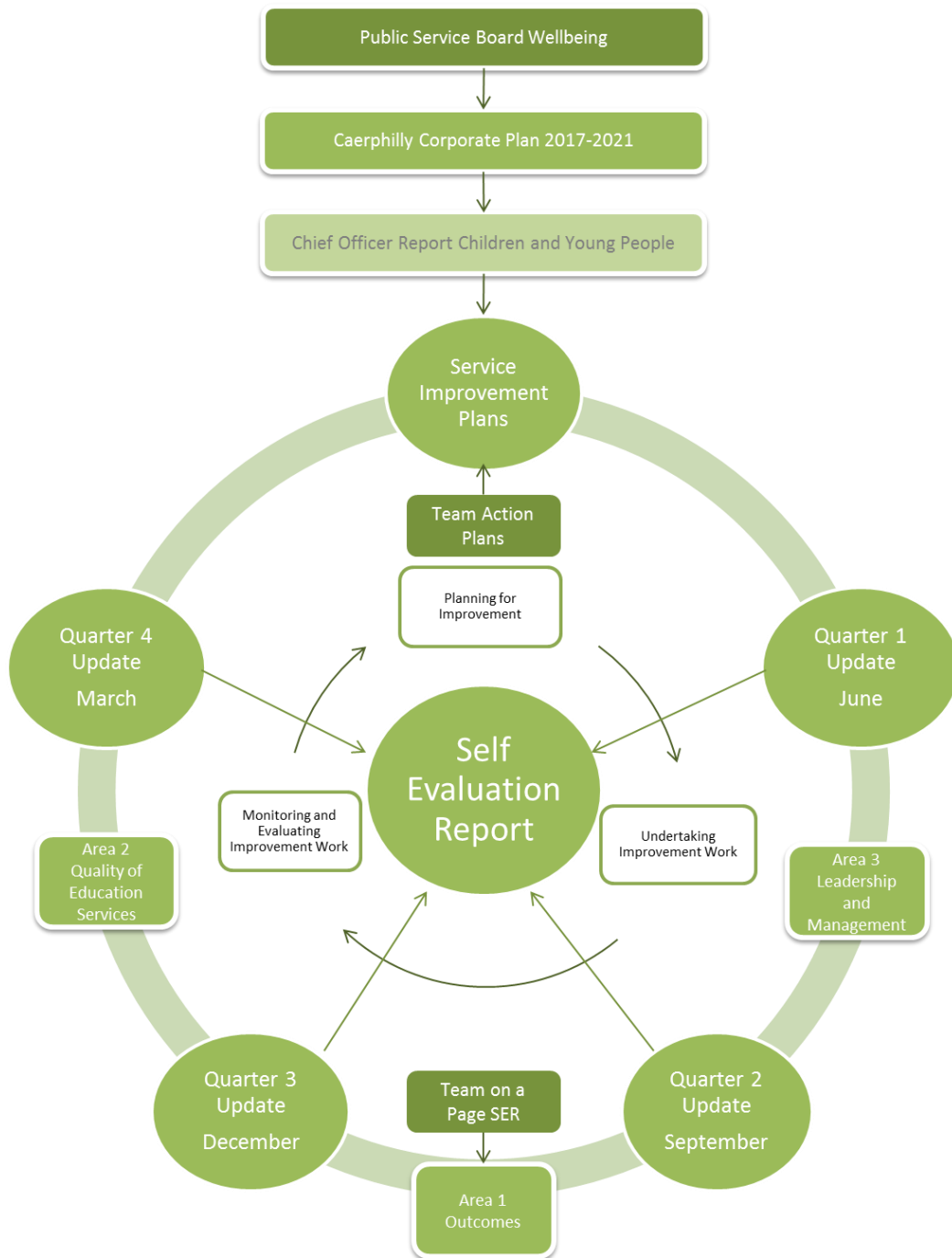
One primary author will write each report. However, other managers should also contribute to reports where there are common themes across services. These reports will be monitored at SMT.

4.7.4 Focus Analysis Development Evaluation (FADE) reports are evaluative and based on a specific focus, for example; progress towards targets, Looked After Children (LAC) performance and including:

- an analysis of the current position, comparative data, first hand evidence e.g. Challenge Adviser (CA)ⁱ visits, discussions with relevant professionals;
- actions/recommendations for the service area to take based on the analysis;
- a detailed evaluation of the impact of the actions taken;
- an evaluation of the sustainability of the actions;
- judgement about whether financial investment provides value for money;
- date of review;

4.7.5 A Case Study is a detailed and reflective analysis of one particular activity undertaken by the LA. The purpose of the case study is to illustrate an example of wider professional practice across an LA service. Evidence is based primarily on qualitative data; e.g. observation, stakeholder feedback etc.

4.8 Annual Self-Evaluation Cycle and Link to Local Authority Plans and Priorities



5.0 WELL-BEING OF FUTURE GENERATIONS

5.1 The Self Evaluation process contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act:

- Long Term: The importance of balancing short-term issues of attainment alongside longer-term needs around the impact of attainment on economic wellbeing and health and wellbeing.
- Prevention: A long term strategic plan makes a contribution to public bodies meeting their wider objectives.
- Integration: A purposeful, strategic plan fully integrates into the Local Authority wellbeing objectives and other corporate objectives.
- Collaboration: Improvement in standards of attainment and achievement is reliant upon effective partnership with a range of stakeholders including schools, Education Other Than at School (EOTAS) settings, inclusion and medical specialists and safeguarding teams.
- Involvement: An effective self-evaluation relies on the involvement of pupils and other young people in achieving the identified objectives.

6.0 EQUALITIES IMPLICATIONS

6.1 There is no specific equalities impact in relation to the content of this report. The Local Authority self-evaluation process considers all equalities issues through the identification of vulnerable groups related to their achievement and attainment. This identification of groups contributes to priorities identified in the Service Improvement Plan.

7.0 FINANCIAL IMPLICATIONS

7.1 There are no financial implications.

8.0 PERSONNEL IMPLICATIONS

8.1 There are no personnel implications.

9. CONSULTATIONS

9.1 All responses are reflected in the report.

10.0 RECOMMENDATIONS

10.1 Members are requested to scrutinise the content of the report.

11.0 REASONS FOR THE RECOMMENDATIONS

11.1 Self-evaluation provides key evidence for improvement across the education directorate.

12. STATUTORY POWER

12.1 Education Act 1996

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Appendix 1: Cycle of Submitting Reports to SMT

Cycle of Submitting Reports to SMT

Month	Title	Type of evidence	Responsibility
April	What is the level of participation by young people with the Youth Service across Caerphilly?	Monitoring and Evaluation Report	Youth/Community
April	Evaluate the scope and effectiveness of the current Public Library Service offer in relation to supporting the development of literacy, numeracy and digital skills.	Monitoring and Evaluation Report	Libraries
April	How effective are strategies to reduce the number of NEETs? Do the percentage of NEETs in Caerphilly compare favourably with the SEWC region and the rest of Wales?	Monitoring and Evaluation Report	Youth/Community
April	What is the impact of Fixed Penalty Notices (FPNs) on rates of attendance	Case study	Educational Welfare Service (LP)
April	What is the impact of the LAs use of statutory powers?	Monitoring and Evaluation Report	School Improvement (KC)
April	What is the quality of provision for EOTAS settings (LA provision)	Case study	EOTAS (SE)
May	How does the library service support the LAs commitment to improving quality of experience of pupils identified as vulnerable?	Case study	Libraries
May	How effective is the school improvement service?	Monitoring and Evaluation Report	School Improvement (PW)
May	How effectively does the LA promote Welsh medium education?	Monitoring and Evaluation Report	Early Years/Non maintained settings
May	What is the impact of the Youth forum and Junior forum?	Monitoring and Evaluation Report	Youth/Community (CE)
May	How effective are stakeholder consultations?	Monitoring and Evaluation Report	Youth/Community Additional contributions – all services
May	How effective is the LAs strategy to tackle issues related to substance misuse?	Case study	Healthy Schools (AT) Additional contribution - Inclusion
May	How effectively does the LA monitor child licenses	Case study	Educational Welfare Service (LP)
June	What is the quality of provision for EOTAS settings (external provision)	Case study	EOTAS (SE)
June	How effective is partnerships with additional Key Stage 5 provisions?	Case study	School Improvement (PW)

Month	Title	Type of evidence	Responsibility
June	How well does the LA safeguarding team work with regional partners?	Monitoring and Evaluation Report	Safeguarding (HW) Additional contribution - Inclusion
June	What is the impact of family support on parental learning outcomes?	Case Study	Early Years/Non maintained settings
June	What evidence is there to suggest that the music service contributes to the attainment and achievement of all pupils?	Monitoring and Evaluation Report	Music Service (HP)
July	How does the music service support the LAs commitment to improving quality of experience of pupils identified as vulnerable?	Case study	Music (HP)
July	Utilise direct public feedback Customer Satisfaction (CIPFA Plus Survey) Findings to review the impact of local library services on the community.	Monitoring and Evaluation Report	Libraries
July	What is the impact of the Lansbury Park project	Case study	Early Years/Non maintained settings Additional contribution – School Improvement
July	How well does the LA promote Health and Fitness?	Monitoring and Evaluation Report	Healthy Schools (CQ)
July	What is the impact of Healthy and Sustainable Preschool Scheme?	Monitoring and Evaluation Report	Early Years/Non maintained settings
September	How do young people contribute to strategic improvement?	Case study	Youth/Community/ Healthy Schools Additional contribution – all services
September	How effectively does the LA monitor and support elective home education?	Case study	Educational Welfare Service (LP)
September	What is the impact of Flying Start programme against children developmental norm outcomes?	Monitoring and Evaluation Report	Early Years/Non maintained settings
September	How effectively does the LA manage provision for pupils in EOTAS settings?	Monitoring and Evaluation Report	EOTAS (SE)
September	What is the impact of regional partnerships?	Monitoring and Evaluation Report	School Improvement/ Inclusion (PW)
September	How effective are procedures for school admissions?	Monitoring and Evaluation Report	21 st Century Schools (AW)
September	Review the library performance against the Welsh Government Standards Core and Quality Indicators.	Monitoring and Evaluation Report	Libraries

Month	Title	Type of evidence	Responsibility
September	What are standards of achievement (additional awards, national and local accreditations) for young people through the Youth Service?	Monitoring and Evaluation Report	Youth/Community
October	How effective is the work of the Standing Advisory Council for Religious Education (SACRE) ?	Monitoring and Evaluation Report	School Improvement (PW)
October	What is the effectiveness of elected members and other supervisory boards?	Monitoring and Evaluation Report	School Improvement (KC)
October	How effective is the ongoing management of existing buildings?	Monitoring and Evaluation Report	21 st Century Schools (SR)
October	How effective are safeguarding policies, procedures, training, recruitment	Monitoring and Evaluation Report	Safeguarding (HW) Additional contribution - Inclusion
October	Does Estyn Inspection outcomes suggest that performance in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
October	Does categorisation suggest that performance in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
October	What is the attainment and achievement of vulnerable groups at Foundation Phase (FP)?	Monitoring and Evaluation Report	Inclusion (SE)
November	How is professional learning linked to strategic improvement?	Case study	21 st Century Schools (PW)
November	How effective is the LA in managing statutory responsibilities linked to Additional Learning Needs (ALN)?	Case Study	Inclusion (SE)
November	How effective are strategies to prevent extremism and radicalisation?	Monitoring and Evaluation Report	Safeguarding (HW)
November	Does the use of Welsh Government (WG) grants impact on pupil attainment?	Case study	Finance (JS)
November	What is the attainment and achievement of vulnerable groups at KS2?	Monitoring and Evaluation Report	Inclusion (SE)
November	How effective is the Healthy Schools scheme?	Monitoring and Evaluation Report	Healthy Schools (CQ)
November	How good are accredited outcomes for volunteers/workers in the play sector?	Monitoring and Evaluation Report	Youth/Community
November	What is the impact of the Legacy Programme?	Case study	Youth/Community
November	Evaluate the success of the annual Summer Reading Scheme delivered to support literacy levels across the UK.	Monitoring and Evaluation Report	Libraries
November	How well do we provide an appropriate range and number of school places?	Monitoring and Evaluation Report	21 st Century Schools (AW)
December	How effective is 21 st Century Schools Programme?	Monitoring and Evaluation Report	21 st Century Schools (SR)
December	How effective is LA provision for Eco-Schools?	Monitoring and Evaluation Report	Healthy Schools (CQ)/Policy

Month	Title	Type of evidence	Responsibility
December	How effective is strategic leadership and overall vision?	Monitoring and Evaluation Report	School Improvement/21 st Century Schools (KC/SR)
December	How effective is the LA in supporting pupils with Specific Learning Difficulties (SPLD)?	Monitoring and Evaluation Report	Inclusion (BC)
December	What is the attainment and achievement of vulnerable groups at KS3?	Monitoring and Evaluation Report	Inclusion (SE)
January	Are examination results indicating that standards in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
January	What is the attainment and achievement of vulnerable groups at KS4?	Monitoring and Evaluation Report	Inclusion (SE)
January	Are pupil attendance rates improving?	Monitoring and Evaluation Report	Educational Welfare Service (PW)
February	What is the attainment and achievement of vulnerable groups at KS5?	Monitoring and Evaluation Report	Inclusion (SE)
February	Does target setting and progress against targets identify robust processes to raise standards?	Monitoring and Evaluation Report	School Improvement
February	Evaluate the scope and effectiveness of the current Public Library Service offer to secondary schools and pupils at Key Stage 3 and 4 within the County Borough Council.	Monitoring and Evaluation Report	Libraries
February	Does Estyn inspection outcomes suggest that performance in schools is improving over time?	Monitoring and Evaluation Report	School Improvement (PW)
February	21 st Century project - review	Case study	21 st Century Schools (SR)
March	How effectively does the Youth Service work with education partners?	Monitoring and Evaluation Report	Youth/Community
March	Does the use of WG grants impact on pupil attainment?	Case study	Finance (JS) Additional contribution – School Improvement
March	How well does the LA manage complaints	Monitoring and Evaluation Report	21 st Century Schools (AW)
March	How effective are we in the management of information governance?	Monitoring and Evaluation Report	21 st Century Schools (ES)
March	How effective are self-evaluation processes?	Monitoring and Evaluation Report	School Improvement/21 st Century Schools (PW/ES)