



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH SEPTEMBER 2019

**SUBJECT: SELF-EVALUATION PROCESS AND ITS IMPACT ON THE EDUCATION
DIRECTORATE’S SERVICE IMPROVEMENT PLAN**

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION & CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To inform Members of the process of self-evaluation and its impact on the Education Directorate’s Service Improvement Plan, and to provide a summary of key strengths and priorities for improvement that are identified as a result of the self-evaluation process.

2. SUMMARY

- 2.1 The self-evaluation process is an integral part of the overall cycle of service improvement. It is fundamental in ensuring the directorate secures ongoing improvements that positively contribute to the objectives in our Caerphilly Local Authority Service Improvement Plan and corporate plan. Over the last twelve months, strategies have been embedded to ensure that the process is increasingly robust, leading to an increasingly accurate list of strengths and priorities for improvement.

3. RECOMMENDATIONS

- 3.1 Members are requested to note the contents of this report.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 Self-evaluation provides key evidence for improvement across the Education Directorate.

5. THE REPORT

- 5.1 A range of data and other information is collected through the self-evaluation process and has the following purposes:

- 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 towards further aid improvement;
- improving 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.

5.2 An effective self-evaluation policy 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.

5.3 The Caerphilly Education directorate self-evaluation links directly to the Estyn Local Government Education Services Inspection Framework (LGES) 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.

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

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

5.5 The table below identifies the range of scrutiny reports for the academic year 2018-19 and identifies their relationship to the different inspection areas.

Indicator	Inspection Area	Scrutiny reports 2018-19
1.1	Standards and progress overall	Key Stage 4/Key Stage 5 Performance 2018 (8 th January 2019) Pupil Attainment at Foundation Phase, Key Stage 2, Key Stage 3 (Tuesday 25 th September 2018) Summary of Estyn Inspection Outcomes Under the Common Inspection Framework (CIF – September 2018 – March 2019) (2 nd April 2019)

1.2	Standards and progress of specific groups	
1.3	Wellbeing and attitudes to learning	Improving School Attendance and Reducing Exclusions (2 nd July 2019) 2018-19 Annual report on Wellbeing Objective 1 of the Corporate Plan (21 st May 2019) How Schools Engage with the Public Health Wales 'Healthy Schools' Scheme (2 nd July 2019)
2.1	Support for school improvement	Education Achievement Services (EAS) Business Plan 2018-2021 – 17th March 2019 – 2021 (2 nd April 2019) National School Categorisation 2018-19 (2 nd April 2019)
2.2	Support for vulnerable learners	Anti Poverty Programme (6 th November 2018) Education Other Than At School (EOTAS) – 6 th November 2018 Childcare Offer for Wales (8 th January 2019)
2.3	Other education support services	Library Services Annual Welsh Government Standards Assessment 2017-18 (19 th February 2019) Impact of Caerphilly Music Service (21 st May 2019)
3.1	Quality and effectiveness of leaders and managers	Welsh in Education Strategic Plan 2018 Update (19 th February 2019). Draft Education Attainment Strategy (8 th January 2019) Education Attainment Strategy and Action Plan (2 nd April 2019)
3.2	Self-evaluation and improvement planning	Self-evaluation process and its impact on the Education Directorate's Service Improvement Plan (6 th November 2018) Junior and Youth Forum Priorities (21 st May 2019)
3.3	Professional learning	

Indicator	Inspection Area	Scrutiny reports 2017-18
3.4	Resources	<p>Medium term financial plan (Education & Lifelong Learning (including Schools) – saving proposals for 2019/20 (17th December 2018)</p> <p>All Authority Draft Budget Proposals for 2019/20 (17th December 2018)</p> <p>Education Capital 2019/20 (19th February 2019)</p> <p>Proposal - Federation of Schools (6th November 2018)</p> <p>Budget Monitoring 2018/19 (25th September 2018)</p> <p>Budget Monitoring 2018/19 (8th January 2019)</p> <p>Individual Pupil Funding (6th November 2018)</p> <p>Cwmcarn High Schools Closure Update (8th January 2019)</p> <p>Terms of Reference for Review of Post 16/Single Sex and Surplus Places (7th March 2019)</p> <p>Welsh Government Community Hub Grant 2019/20 (21st May 2019)</p> <p>Welsh Government 21st Century Schools and Education Programme – 3G Multi Use All Weather Pitch at Blackwood Comprehensive School. (21st May 2019)</p> <p>Education and Lifelong Learning Grants 2019-20 (25th June 2019)</p> <p>Formula Funding Arrangements for Ysgol Cwm Rhymni (2nd July 2019)</p> <p>Federation of Schools – Consultation Response Report (2nd July 2019)</p> <p>21st Century Schools and Education Band B Programme (2nd July 2019)</p> <p>Specialist Resource Base (SRB) Funding Review (2nd July 2019)</p>

5.6 Main Themes emerging from self evaluation

5.6.1 Good features across the education directorate include:

- i. Standards and provision at end of Foundation Phase and Key Stage 2 are good. This is evidenced by individual pupil level data, Estyn outcomes and school categorisation.
- ii. Performance at Key Stage 3 continues to improve. This is evidenced by a range of indicators measuring performance at the end of Key Stage 3 over the three years.

- iii. Unverified Key Stage 4 data for 2019 identifies an improvement across some of legacy indicators and newly implemented interim measures.
- iv. Standards of achievement (additional awards, national and local accreditations) through the Youth Service (16-25) is good. This is evidenced through the development of skills in 5 key areas essential for personal, social and educational development.
- v. The number of schools categorised as red and amber in primary, infant and junior schools has decreased over time. An increasing number of schools are being categorised as 'green', therefore requiring less support.
- vi. The LA currently has a relatively low number of schools in a statutory category. At present, there is one secondary school in a statutory category. Where schools have been placed in an Estyn follow-up category, nearly all primary, infant and junior schools make good progress within the agreed timeframe and are removed. Recent analysis of data and feedback from the School Improvement Service indicates that secondary schools in 'Estyn Review' are making progress.
- vii. The number of primary schools receiving 'excellent' judgements by Estyn increased in 2018-19.
- viii. School engagement with the Healthy Schools scheme has ensured that Caerphilly has achieved the target of 95% of schools to have reached Phase 3 or above. Caerphilly has achieved above the 10% target figure of schools to achieve NQA status.
- ix. The Local Authority's strategy for supporting LGBTQ+ students has been recognised by Stonewall Cymru as best practice.
- x. Flying Start Programmes provide effective intensive bespoke interventions in conjunction with health visitors and family support workers.
- xi. The implementation of the WG Childcare Offer has been effective. Caerphilly LA was an early implementer and was able to roll out the offer to the full Caerphilly borough within seven months. Feedback from Welsh Government has been very positive.
- xii. Caerphilly has been proactive in stimulating demand for Welsh medium education across the borough including development of substantial Welsh medium childcare provision, primary schools and secondary school across 2 sites.
- xiii. Students entered for Associated Board and Trinity Guildhall examinations via Caerphilly Music Service have resulted in a 100% pass rate. Caerphilly Music Service is the only remaining Local Authority in Wales that provides a subsidy for schools to support students from an economic disadvantaged background.
- xiv. The Junior Forum, one of a few in Wales, is recognised by WG as an effective and accessible mechanism for participation. Nearly all students demonstrate an increased understanding of children's rights as well as demonstrating a progression in soft skills attainment. All young people actively involved in the Youth Forum feel that they influence decision making through the youth forum, and demonstrate progression in personal and social skills.
- xv. The Cabinet Member for Education plays a pivotal role in the strategic planning of education across Caerphilly. The scrutiny committee play an important role in self-evaluation processes and holding the education directorate to account.

- xvi. The Local Authority leadership team act as role models to others across early years settings, schools, youth services, libraries and specialist provisions by putting learner achievement, attainment and provision at the heart of decision making.
- xvii. Processes for the recruitment of Headteachers have proved successful leading to greater consistency in the delivery of the 'Shared Ambitions' strategy across the Local Authority. Induction programmes provided by peers has been identified as good practice.
- xviii. Trinity Fields Special School provides effective support to other schools across the Local Authority via the hub and spoke model.
- xix. Peer working alongside other Local Authorities has verified self-evaluation judgements and helped further improve internal systems and processes.
- xx. Analysis of the most recent Children's Public Library User Surveys highlights the encouraging levels of customer satisfaction that persist among users under 16 years of age. The Library Service achieved 18 out of 18 core entitlements against the Welsh Public Library Standards in 2017/18.
- xxi. CCBC's adult education service is an active member of the Gwent Five County Partnership for Adult Community Learning. Our ACL department has achieved the highest successful completion & attainment rates [learners who start and complete courses] for the last five years.
- xxii. The finance team have successfully worked with Managers and Schools to secure "new" funding through a bid process with Welsh Government [e.g. School Business Managers Pilot; Community Focus School Business Managers Pilot; Reducing Infant Class Size Grant; School Based Supply Cluster Pilot].

5.6.2 Main priorities/actions for improvement:

- i. Improve outcomes at Key Stage 4 with particular focus on standards in English language and the Capped 9 measure.
- ii. Continue to further improve the quality of leadership across all phases of education.
- iii. Increase the number of pupils achieving A-A* at Key Stage 5.
- iv. Improve the attainment and progress of all learners in receipt of free school meals across all phases of education.
- v. Undertake a review of foundation phase practice to confirm existing judgements relating to standards of learning and provision.
- vi. Evaluate the impact of implementation of the digital competency framework and consider additional actions to improve student's acquisition of digital skills.
- vii. Further improve standards of attainment and provision in Welsh medium schools.
- viii. Improve quality of self-evaluation processes by developing processes and analysis of student destination data.
- ix. Build on recent increases in attendance data with additional focus on persistent absenteeism and attendance of free school meal pupils.

- x. Reduce the number of exclusions across secondary schools in line with regional and national data.
- xi. Continue to reduce the percentage of pupils identified as not in education, employment or training.
- xii. Improve the quality and impact of school development plans, particularly in the secondary phase.
- xiii. Work with the school improvement service to ensure that schools in need of support accelerate at an appropriate pace.
- xiv. Continue to evaluate the effectiveness of the Youth Service and make refinements where appropriate.
- xv. Refine current procedures to monitor and track 'risk' pupils to ensure that all categories of vulnerability are taken into account. Work alongside school improvement partners to monitor, challenge and support schools in order to raise attainment for these students.
- xvi. Continue to develop methods for evaluating the impact education services have on wellbeing and attitudes to learning. Modify existing strategies based on findings.
- xvii. Work alongside regional and national partners to further improve the quality of education for pupils identified as EOTAS (Education other than at school).
- xviii. Improve identification and outcomes for less able students through the successful implementation of the Additional Learning Needs Reform Act.
- xix. Reduce the number of secondary schools requiring the highest levels of support (amber and red).
- xx. Reduce the number of secondary schools identified as 'Estyn Review' following statutory inspection.
- xxi. Effectively implement the 'Successful Futures' curriculum in order to improve the quality of teaching and learning and the quality of provision.
- xxii. Continue to sharpen and improve self-evaluation processes through an ethos of 'collective accountability'.
- xxiii. Monitor and evaluate the impact of the 21st Century Schools programme to ensure that the strategy raises pupil attainment and enhances current provision.
- xxiv. Continue to promote regional partnerships to ensure consistency and promote best practice.
- xxv. Continue to utilise stakeholder feedback as a tool for self-evaluation.
- xxvi. Improve financial analysis to enhance how the Directorate considers value for money, thus ensuring that managers are more fully informed when considering the allocation of reducing resources.

6. ASSUMPTIONS

- 6.1 No related assumptions have been felt to be necessary in relation to this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 The Caerphilly Council corporate plan includes the objective to improve the educational outcomes of all learners across Caerphilly.
- 7.2 The Shared Ambitions strategy identifies the Local Authority's commitment to improving attainment for all pupils, as well as outlining how this will be achieved in partnership with the Education Achievement Service and schools.
- 7.3 The Service Improvement Plan is an annual document that coordinates the strategic direction of all services across the education directorate through a series of action plans. The Service Improvement Plan contains a number of overarching targets:
1. **Standards** - Improve outcomes for all learners particularly those within Key Stage 3 and 4;
 2. **Attendance** - Increase the percentage of pupil attendance across primary and secondary schools in order to maximise pupils' learning;
 3. **Early Years/Youth/Adult Learning** - Reduce the impact of poverty upon communities;
 4. **21st Century Schools** - Transform educational opportunities for learners by delivery of fit for purpose;
 5. **Inclusion** - Improve provision and outcomes for vulnerable groups;
 6. **Inclusion** - Reduce the rates of exclusions, therefore impacting upon pupil attainment and outcomes;
 7. **Inclusion** - Secure excellence in learner well-being;
 8. **Inclusion** - Ensure that the LA is fully compliant with the ALN Act.

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The Well-being Goals within the Well-being of Future Generations Act (Wales) 2015 makes reference to the following:
- A healthier Wales, supporting vulnerable learners can improve their well-being and educational achievement;
 - A more equal Wales, a society that enables people to fulfil their potential no matter what their background is;
 - A Wales of cohesive communities, improving quality of life with attractive, viable, safe and well connected communities.

9. EQUALITIES IMPLICATIONS

- 9.1 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.

10. FINANCIAL IMPLICATIONS

- 10.1 There are no financial implications with respect to this report.

11. PERSONNEL IMPLICATIONS

11.1 There are no personal implications with respect to this report.

12. CONSULTATIONS

12.1 There are no consultation responses that have not been reflected in this report.

13. STATUTORY POWER

13.1 Local Government Act 1972.

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