

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	15th September 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT	Education, Culture and Sports Quality Improvement: our Journey to Excellence
REPORT NUMBER	ECS/11/052

1. PURPOSE OF REPORT

This report describes the context and balance of external and internal scrutiny approaches applied to Education, Culture and Sports (ECS) Services. It outlines the reasons for our inclusive quality improvement framework, a focus on a calendar of quality improvement activity that make a difference and on robust performance measures that are linked to improving outcomes and quality.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- (i) Discuss and agree the ECS Quality Improvement Framework
- (ii) Note the links to the new Service Plan 2011-2016;
- (iii) Approve the embedding of an integrated approach to self evaluation activity throughout the ECS Service with the intention that ensuring quality is the responsibility of every employee
- (iv) Approve the quality improvement calendar 2011-12
- (v) Instruct that reports on Quality Improvement activity are presented to Committee as part of the quarterly Education, Culture and Sports Service Plan performance reporting and as part of the annual reporting of ECS Standards and Quality

3. FINANCIAL IMPLICATIONS

There are no direct financial implications arising from this report, however, adherence to revenue and capital budgets is a performance measure for each service area. There may be, however, new or extra costs associated with performance improvements where additional resource or support is required across the Service. It would be anticipated that these additional costs would be met within existing resources.

4. SERVICE & COMMUNITY IMPACT

There are no direct implications arising from this report but the purpose of performance measurement and reporting is to manage improvement to services to the community. The work also links directly to the Single Outcome Agreement (SOA), the Concordat with the Scottish Government and the National Performance Framework. Improvements in Education, Culture and Sports services have a positive impact on the communities they serve and in the lives of children, young people and their families.

5. OTHER IMPLICATIONS

This will be of interest to key stakeholders across the Education, Culture and Sports Service, our parents, pupils and staff and may be of media interest.

6. REPORT

6.1 Background

The Education, Culture and Sport Service is currently subject to external inspection by HMIE and the Care Commission, together with accreditation bodies such as Museums, Libraries and Archives (MLA) and the Scottish Library and Information Council (SLIC). As part of the Public Services Reform Act (Scotland) 2010, a number of agencies combined to form the Social Care and Social Work Improvement Service (SCSWIS) and a new national development and improvement agency for education called Education Scotland.

It is anticipated that these combined bodies will contribute to the reduction of the number of external scrutiny bodies and processes in Scotland.

The Public Services Reform (Scotland) Act 2010, informed by the Crerar Review, places a duty on scrutiny bodies to include service user experience as part of their inspection processes and a duty to make external scrutiny proportionate and according to need.

The responsibility of the Council to develop and implement effective performance management and self evaluation processes to achieve improvement objectives is described in the Concordat with councils in 2007. Where services can demonstrate effective self evaluation that is evidence-based, robust and results in improvement, external inspection will decrease in depth and frequency.

Frameworks for effective self evaluation such as How Good is our School, have been in use for some time in the Education service and in some aspects of our libraries and sports services and are currently being introduced for arts, culture and heritage services.

6.2 The Education Culture and Sports Quality Improvement Framework

6.2.1 The ECS Quality Improvement Framework sets out our commitment to continuous improvement. The recent Christie Commission report found that *'the quality of life in Scotland depends in no small measure on the quality of its public services'*. We are committed to the pursuit of

excellence in all aspects of our work and want '*quality to be everyone's responsibility*'.

- 6.2.2 Our framework is based on self evaluation and a reflective process that asks three key questions across a range of quality indicators:
- How are we doing? - to find out where we have got to through our shared vision
 - How do we know? – to ensure our stakeholders' commitment through clear priorities and outcomes
 - What are we going to do now? – the actions that we will take and how we will monitor and determine progress and demonstrate our impact
- 6.2.3 The quality indicators are broadly based around six key themes:
1. What key outcomes have we achieved?
 2. How well do we meet the needs of our stakeholders
 3. How good is our delivery of key processes?
 4. How good is our management?
 5. How good is our leadership?
 6. What is our capacity for improvement?
- 6.2.4 The framework sets out six aspects of quality improvement activity that will place learners and participants at the centre of our agenda:
- Self evaluation that involves staff and at all levels
 - Peer evaluation and working in partnership to achieve outcomes
 - Improvement/ Validation visits that support improvement and reduce variation in performance across the whole of the education, culture and sports service.
 - Service reviews that support, challenge and celebrate achievements
 - Improvement plans clearly focussed on outcomes in every one of our establishments, partners and in all our commissioned services
 - Robust performance monitoring that allows for increased scrutiny and public accountability and annual reports on the standards and quality of our services.
- 6.2.5 Our quality improvement framework outlines the eleven quality indicator models that are being used throughout the ECS Service:
1. The Child at the Centre, for our pre-school and partner providers
 2. How Good is our School, for our schools and educational establishments
 3. How good is our Community Learning and Development, for our communities teams
 4. How Good is our Culture and Sport, for our arts, culture, heritage and sports services
 5. How well do we protect children and meet their needs, for our child protection services
 6. Evaluating services for children and young people, for our provision of integrated services
 7. The Quality Improvement System for our museums and galleries

8. The Public Library Quality Improvement matrix for our Libraries and Information Services
9. Quality Management in Education for our local authority education services
10. Quality Management in Local Authority Educational Psychology Services
11. All of the findings from the previous ten models link to How Good is our Council, the overarching Council quality framework

6.2.6 The Quality Improvement Framework describes self evaluation activity and our current external scrutiny performance within each of the 10 frameworks. The aim of our framework is to introduce a rolling programme of self evaluation activity that links clearly to impact and positive outcomes. The calendar of quality improvement activity in Section 3 of the framework, shows, for the first time, clear linkages to our Service Improvement Planning process so that our quality improvement activities throughout the year have a direct impact on our service priorities and developments.

6.3 Implementation and Review

6.3.1 The implementation of our Quality Improvement Framework will begin immediately. Aspects of the framework are already in place as we currently collect and report on a range of quality models, data and performance. Our framework will draw the various strands together into a cohesive programme of self evaluation activity designed to improve the impact of our services.

6.3.2 Involving all employees and developing leadership at all levels are central to our quality improvement framework where *'every member of staff is accountable for the quality of their day-to-day work'*. By providing clear direction for improvement and a culture of achievement we want to empower staff, children and young people, parents/carers, learners and participants of all ages to take part in their own improvement journeys.

7. IMPACT

Legal

The Council is required to act within the legislative frameworks as laid down by the Scottish and UK Governments. Our Quality Improvement framework ensures compliance with new legislation.

Resources

No additional resources are required to undertake quality improvement which is a core responsibility of managers.

Other

There are no property, equipment or Health and Safety implications arising directly from this report.

8. BACKGROUND PAPERS

The Christine Commission findings

The Crerar Review

The Public Service Reform Bill

Education Scotland Quality frameworks and inspection outcomes


Museums and Galleries Scotland Quality Improvement System


Scottish Library and Information Council Quality Improvement Matrix

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1. Our Quality Improvement approach

'The quality of life in Scotland depends in no small measure on the quality of its public services'¹

'Quality is everyone's responsibility'²

The Education, Culture and Sports Service is committed to **continuous improvement** and the pursuit of excellence in all aspects of our work. Supported by legislation such as the Scotland's Schools, etc Act 2000 and the Local Government in Scotland Act 2003, our Quality Improvement approach enables us to demonstrate the impact that our services have on individuals and communities and how well our services meet users' needs.

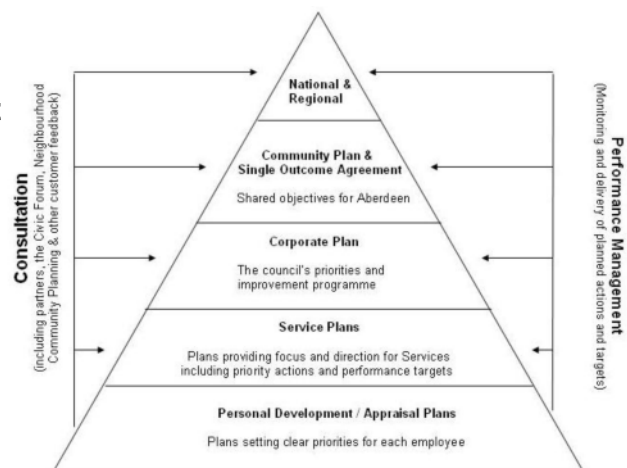
For the purposes of this framework, we have defined quality improvement as:

'a process of continuous improvement in the course of which a commitment to personal, professional and institutional reflection and self-evaluation is encouraged: where progress is supported and monitored and quality achieved by means of a planned, steady improvement. Quality is about taking key steps to deliver attainable standards of performance based on agreed goals and targets'³.

The following principles together with the performance model outlined in Figure 1, underpin our quality improvement approach:

- Aberdeen City Council's vision to be a vibrant, dynamic and forward looking city, 'an even better place to live and work, where people can expect high quality services that meet their needs'
- Our ECS vision to work in an innovative and creative way to provide flexible and high-quality education in schools, to support community development and adult learning where it is most needed and to enhance the cultural and heritage provision in the City of Aberdeen.

Figure 1: Performance Management and Planning⁴



¹ Christie Commission 2011

² Deming (American Consultant, Statistician and Educator)

³ ACC Quality Improvement Framework – Schools 2007

⁴ ACC Performance Management and Planning approach

'You should not ask questions without knowledge'⁵

Self-evaluation is central to our quality improvement process and is the basis for planning for improvement, for action to improve and for reporting on our standards and quality. A reflective process, we aim to get to know ourselves well and to identify the best ways to improve our services for individuals and communities by asking the following three key questions across a range of quality indicators and through planning for excellence as outlined in Figure 2 below:

- How are we doing? - to find out where we have got to through our shared vision
- How do we know? – to ensure our stakeholders' commitment through clear priorities and outcomes
- What are we going to do now? – the actions that we will take and how we will monitor and determine progress and demonstrate our impact

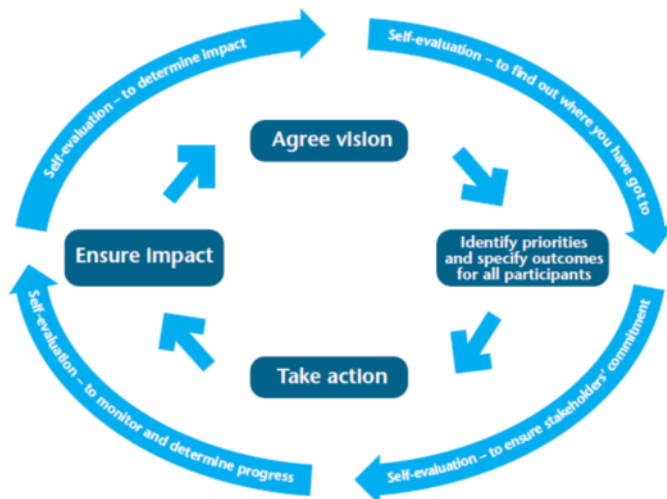


Figure 2: the Planning for Excellence model⁶

To be effective, our self-evaluation will:

- be embedded in the culture of our organisation and in our partnership working and commissioned arrangements;
- be rigorous, systematic and transparent;
- be focused on identifying strengths and areas for improvement;
- be based on a wide range of evidence including performance data, relevant documentation, stakeholders views and feedback and direct observations;
- involve a wide range of stakeholders as outlined in Figure 3 below;
- lead to targeted action and improvement;
- be recorded and reported; and
- be a continuous, systematic process as opposed to an event.

Figure 3: Sources of evidence⁷



⁵ Deming (American Consultant, Statistician and Educator)

⁶ How Good is our Culture and Sport – HMIE 2009

'we must improve transparency, challenge and accountability..to bring a stronger focus on ..achieving positive outcomes for individuals and communities'⁸

'If you do not know how to ask the right question...you discover nothing'⁹

Our Quality Improvement Frameworks are based broadly around **6 key, high level questions:**

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders
3. How good is our delivery of key processes?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?

These high level questions are consistent with other well-established quality improvement models currently in use in the public, private and voluntary sectors including: Charter Mark, Investors in People, the Excellence Model of the European Foundation for Quality Management (EFQM) and aspects of ISO9000.

Our approach embeds the models of self evaluation used within a number of external scrutiny regimes such as Education Scotland (formerly HMIE), the Social Care and Social Work Improvement Service (formerly SWIA and the Care Commission), the Scottish Library and Information Council (SLIC) and Museums Galleries Scotland (MGS). Existing quality improvement processes such as Public Library Quality Improvement Matrix (PLIQM and Quality Improvement System for Museums and Galleries (QIS) will be used in conjunction with our overarching framework and evidence will contribute to overall evaluations. Our targets for quality improvement are for the majority of our services to be evaluated as good, very good or excellent.

'Quality indicators are a guide and not a set of recipes for success'¹⁰

The indicators in the majority of quality improvement models are designed to be used along with a six-point scale which indicates the level of effectiveness in particular aspects of performance or practice. Evaluating using the 6-point scale¹¹ to assess the level of performance in each indicator is designed to assist our self evaluation process, bringing an element of sharpness and rigour to it and, importantly, a focus for professional dialogue. The levels are:

Level 6 <i>excellent</i>	- outstanding, sector leading
Level 5 <i>very good</i>	- major strengths
Level 4 <i>good</i>	- important strengths with areas for improvement
Level 3 <i>satisfactory</i>	- strengths just outweigh weaknesses
Level 2 <i>weak</i>	- important weaknesses
Level 1 <i>unsatisfactory</i>	- major weaknesses

⁷ How Good is our School: Journey to Excellence part 3 2007

⁸ Christie Commission 2011

⁹ Deming (American Consultant, Statistician and Educator)

¹⁰ Graham Donaldson HM Senior Chief Inspector 2007

¹¹ Refer to Appendix 2 - 6 point scale

'The aim of leadership is to improve performance ..., to improve quality, to increase productivity, and simultaneously to bring pride of workmanship...the aim of leadership is to help people to do a better job¹²'.

At the heart of our quality improvement framework is the **involvement of our employees** and a collegiate culture. Promoting and planning for improvement throughout the Education, Culture and Sports Service requires high quality leadership at all levels together with consistency across our planning processes.

Figure 4: Leadership Quality indicators



We are committed to developing and empowering leaders at all levels across our service and to creating and sustaining our shared vision. In order to promote improvement, we will:

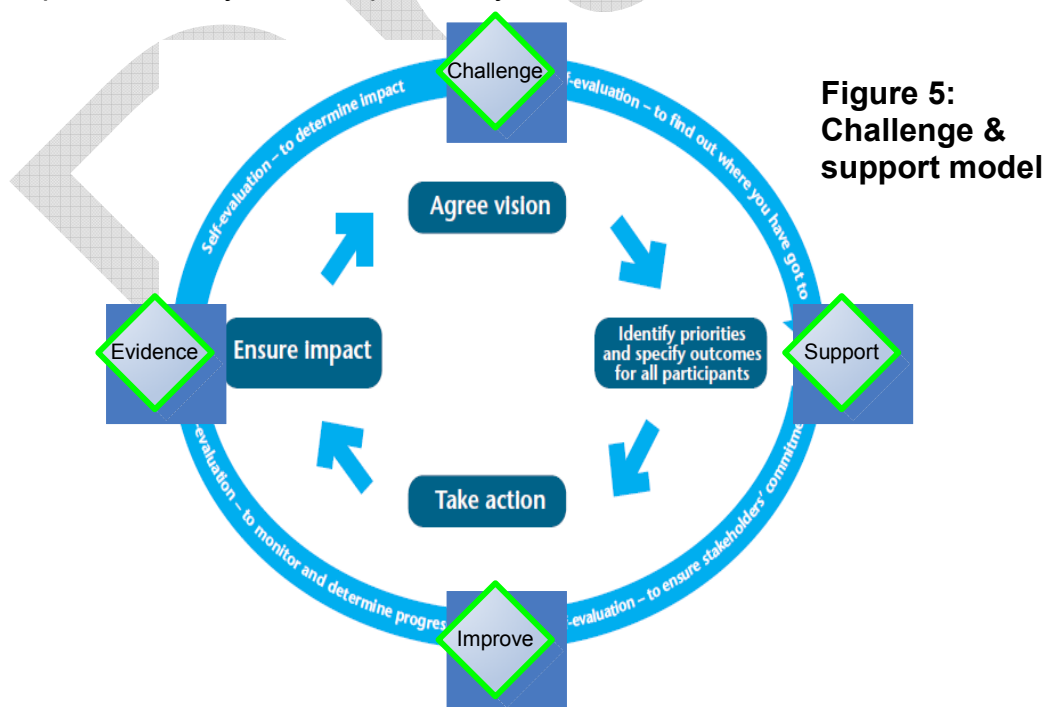
- Embed our shared vision for quality improvement throughout the ECS Service and in our partnership working and commissioned arrangements
- Provide clear direction for improvement for each part of the Service and set key priorities each year so that our attention is focussed on outcomes and impact
- Create a culture of achievement in education, culture and sports across Aberdeen where success is prioritised, valued and celebrated

¹² Deming (American Consultant, Statistician and Educator)

- Foster a workplace where every employee is valued and given the opportunity to play a full part, where there are clear effective channels of communication and where information is disseminated widely
- Inspire & motivate all staff to perform consistently to the highest standards where *'staff have the self-confidence to know that they can make a difference'* and where we support staff to innovate, experiment and take measured risks
- Develop leaders at all levels across the organisation. *'Leaders are not just at the top of the organisation- we want to develop strong leaders at every level'*¹⁴;
- Develop strong teamwork and effective partnerships based on mutual trust and respect; and
- Empower staff, children, young people and their families to take part in their own improvement journeys.

*'Every member of staff is accountable for the quality of their day-to-day work'*¹⁵

Monitoring, evaluating and ensuring positive outcomes for learners and participants is everyone's responsibility.



¹³ <http://www.hmie.gov.uk/documents/publication/flcltc.pdf>

¹⁴ <http://www.hmie.gov.uk/documents/publication/flcltc.pdf>

¹⁵ HMIE: Leadership for Learning 2007

Our quality improvement activities will place learners and participants at the centre of our agenda by supporting and encouraging the following:

- Self evaluation that involves staff and at all levels
- Peer evaluation and working in partnership to achieve outcomes
- Improvement/ Validation visits that support improvement and reduce variation in performance across the whole of the education, culture and sports service. *'Challenge and support need to be finely balanced in promoting change'*¹⁶
- Service reviews that support, challenge and celebrate achievements
- Improvement plans clearly focussed on outcomes in every one of our establishments, partners and in all our commissioned services
- Robust performance monitoring that allows for increased scrutiny and public accountability and annual reporting of Standards and Quality for the Education, Culture and Sports Service. *'All public service providers should be required to demonstrate clearly how they drive the achievement of better outcomes..to undertake regular benchmarking and to report publicly'*¹⁷



Figure 6:
Principles of
inspection &
review ¹⁸

¹⁶ HMIE: Leadership for Learning 2007

¹⁷ Christie Commission 2011

¹⁸ HMIE: Principles of inspection and review 2010

2. Quality Improvement across Education, Culture and Sports

*'You cannot inspect quality into a product, it is already there'*¹⁹

This section of our Quality Improvement framework sets out the models of self evaluation used throughout the Education, Culture and Sports Service.

2.1 The Child at the Centre²⁰

The Child at the Centre indicators reissued in 2007 reflect the developing context for early education and are the core tool for self evaluation for all early education centres and schools. Focussing specifically on the impact early education has on improving educational experiences and the lives of our youngest children in Scotland, our pre-school and partner providers are able to highlight the importance of their children's successes and achievements, the broad outcomes for learners within A Curriculum for Excellence²¹ and how they meet the vision statement for Scotland's children²². Supported by an external inspection regime lead by Education Scotland, the quality framework is attached at Appendix 4. Child at the Centre indicators are used in conjunction with the National Care Standards for Early Education and Childcare up to the age of 16 which forms the basis for integrated inspections between Education Scotland and the Social Care and Social Work Improvement Service.

In 2010/11 education services for children aged 0-5 years comprised of 146 part time pre-school nurseries in 46 of our 48 primary schools and in Raeden Centre Nursery School for pre-school children with additional support needs arising from complex health and disability factors. A range of informal services for children 0-5 and their families were also delivered in church halls, community learning and development centres and leased community centres. For 3-5 year olds, partnership with the independent and voluntary sector covered a further 55 partner nurseries.

Our pre-school centres and partner providers have well established programmes of quality improvement activities throughout the year linked to their planning for improvement²³. Good support, mentoring and quality assurance is provided by our pre-school and Quality Improvement Officer teams²⁴. In the financial year 2010-11, 100% of our local authority pre-school centres were evaluated positively by both HMIE and the Care Commission in their joint and separate reports, 88% of our partner providers were evaluated positively in the reference sub-set of quality indicators²⁵ in joint HMIE and Care Commission inspections and 97% of our partners providers were evaluated positively in Care Commission inspections.

19 Deming (American Consultant, Statistician and Educator)

20 <http://www.hmie.gov.uk/documents/publication/catcseey.pdf>

21 Curriculum for Excellence, Scottish Executive 2004

22 Improving outcomes for children and young people, Scottish Executive 2006

23 Refer to Section 3 – Quality Improvement Calendar of Activities

24 HMIE ACC INEA and VSE report 2010

25 Reference Quality Indicators are: Improvements in performance, children's experiences and meeting learning needs

2.2 How Good is our School?²⁶

The How Good is our School? (HGIOC&S) Indicators reissued in 2007 reflect the developing context within which schools now operate and are the core tool for self evaluation for all schools. Focussing specifically on the impact of schools in improving the educational experience and lives of Scottish pupils through learning, HGIOC&S? builds on the good practice that already exists in schools and classrooms and supports our staff to evaluate their current performance together with identifying priorities for action. Supported by an external inspection regime lead by Education Scotland, the latest edition of HGIOC&S? recognised that our schools are now part of wider partnership of professionals, all of whom deliver a range of services to children and the framework, attached at Appendix 5, evolved to include the 6 key questions common to all public services.

Our school provision in Aberdeen comprises 48 primary schools, 12 secondary schools, 4 special schools and services. Our schools, supported by their own associate assessors, have a well established programme of quality improvement activities throughout the year linked to their planning for improvement²⁷. Support and challenge is provided by our Quality Improvement teams and was evaluated in 2010 by HMIE as satisfactory and, in some cases, good²⁸. In the financial year 2010-11, 67% of our primary schools, 100% of our secondary schools and 50% of our special schools were evaluated positively by HMIE in the reference sub-set of quality indicators²⁹. In addition, the majority of our parents were consistently positive about their schools and expressed high levels of satisfaction.³⁰

2.3 How Good is our Community Learning and Development³¹

The How Good is Our Community Learning and Development indicators launched in 2006 reflect the experience of young people, adults and the community and the impact that Community Learning and Development provision has on peoples' lives. Focussing on the planning and delivery of community learning through partnership working, HGIOCL&D recognises the contribution that community learning and development can made to social inclusion, active citizenship and lifelong learning. Supported by an external inspection regime led by Education Scotland, the quality indicators, attached at Appendix 6, are designed to help practitioners and managers from a wide range of interests in their self evaluation activities.

Our Communities, Culture and Sports service work throughout the City providing community-based adult learning, adult literacy and family learning in over 20 community venues. Our communities team, supported by associated assessors, have well established programmes of quality improvement

²⁶ <http://www.hmie.gov.uk/Generic/HGIOS>

²⁷ Refer to Section 3 – Quality Improvement Calendar of Activities

²⁸ HMIE ACC INEA and VSE report 2010

²⁹ Reference Quality Indicators are: Improvements in performance, children's experiences and meeting learning needs

³⁰ HMIE School Inspections 2009-10

³¹ <http://www.hmie.gov.uk/documents/publication/hgio2cld.pdf>

activities throughout the year linked to their planning for improvement. In the financial year 2010-11, there was one inspection of Harlaw learning community with 3 out of the 5 indicators evaluated as satisfactory or good³². Inspectors commented that *'although local people are motivated and active in improving their community, there is limited joint planning by those delivering learning'*³³. Our redesigned Communities teams are now working their way through a range of improvements during 2011 and will be embarking on a rolling programme of self-evaluation activities³⁴.

2.4 How Good is our Culture and Sport?³⁵

The How Good is our Culture and Sport indicators launched in 2009, for trialling purposes, were aimed at supporting continuous improvement in culture and sports provision in local areas. Focussing on a range of organisations that provide services and activities for culture and sports, HGIOC&S recognises the positive impact that culture and sports can have on communities. The quality indicators, attached at Appendix 6, are not supported by an external inspection regime as such although organisations are encouraged to participate in collegiate and peer self evaluation.

Our Communities, Culture and Sport Service successfully deliver a diverse range of quality provision to people of all ages throughout the City:

- 3 theatre venues operated by the 'Aberdeen Performing Arts' trust which were used by 401,225 people³⁶
- 17 libraries and 1 mobile library, ranked 5th in Scotland for our high borrowing figures³⁷ and 6th for our high usage of Learning centres
- 5 museum and gallery sites ranked 2nd for number of visits to/usages of council funded museums and ranked 4th for number of visits in person ³⁸.
- 33 sports facilities which have recently been successfully awarded Trust status as 'Sport Aberdeen' and were used by 1,397,681 people in 2009/10³⁹

We are implementing HGIOC&S in partnership with Education Scotland and Aberdeenshire Council and are trialling self-evaluation activities for indicators 2.1 Impact on service users, 4.1 Impact on the local community and 8.5 Commissioning arrangements. Partners involved include Aberdeen Sports Village, Sport Aberdeen and Active Schools, Peacock Visual Arts and Station House Media Unit and our self evaluation will be issued in a joint report with Aberdeenshire Council in December 2011.

2.5 How well do we protect children and meet their needs?⁴⁰

32 Community Learning inspection indicators: Improvements in performance, impact on young people, impact on adults, impact of capacity building in communities and improving services

33 <http://www.hmie.gov.uk/documents/inspection/HarlawAcademyLC210911.pdf>

34 Refer to Section 3 – Quality Improvement Calendar of Activities

35 <http://www.hmie.gov.uk/documents/publication/hgiocas.pdf>

36 2009 total attendances

37 SPI 2009/10

38 Visit Scotland 2010

39 SPI 2009/10

Services to protect children and young people use self-evaluation on a single agency and a collective basis to improve the quality of work undertaken on behalf of vulnerable children and their families. 'How well do we protect children and meet their needs?' was re-issued in 2009 and, together with previous documents such as '*How good are we at assessing risks and needs to help children and families? How good can we be?*' (2008) and '*How good are we at sharing and recording information to help children and families? How good can we be?*' (2008) inform our process of self evaluation and service improvement in an integrated and co-ordinated way.

Supported by an external inspection regime led by Social Care and Social Work Improvement Scotland, the quality indicators, attached at Appendix 7, are designed to help staff identify what they are doing well and how they can further improve outcomes for children and families using services. . Our child protection services have a well established programme of quality improvement activities linked to their planning for improvement. Child protection services in Aberdeen City were inspected in March 2011, with 2 out of the 6 indicators evaluated as good, 3 indicators evaluated as satisfactory and self evaluation ranked as weak⁴¹. Inspectors commented that '*Services have focused on improving their immediate actions to protect children from abuse and this has improved significantly. Positive improvements have been made in important processes to protect children including the sharing of information and planning to meet children's needs*'⁴². Our child protection services are now working their way through a range of improvements during 2011 and will be embarking on a rolling programme of self-evaluation activities from 2012 onwards⁴³.

2.6 Evaluating Services for Children and Young People Using Quality Indicators⁴⁴

Self-evaluation and improvement for children's services was outlined in the publication '*A Guide to Evaluating Services for Children and Young People Using Quality Indicators*' (October 2006). We also use documents such as '*How good is our corporate parenting?*' (June 2009), '*These Are Our Bairns – a guide for community planning partnerships on being a good corporate parent*' (September 2008) alongside '*How good are our services for young carers and their families? How good can we be?*' (June 2008) and '*Improving services for children - Excellence for all*' (2007) to assist with our evaluation and improvement. These documents have helped guide and support our

Integrated Children's Services partnership in exercising its legal duties and in supporting our partnership to achieve the best possible outcomes for children

40 <http://www.hmie.gov.uk/documents/publication/hwdwpcamtn.pdf>

41 The 2 indicators ranked good were: children are listened to and respected and improvements in performance.

The 3 indicators ranked satisfactory were children are helped to keep safe, response to immediate concerns and meeting needs and reducing long term harm

42 http://www.scswis.com/index.php?option=com_docman&task=cat_view&gid=288&Itemid=716

43 Refer to Section 3 – Quality Improvement Calendar of Activities

44 <http://www.hmie.gov.uk/documents/publication/Evaluating%20Services.pdf>

and young people. In particular, our self evaluation activities recognise the joint responsibility for integrated service delivery across social work, education, culture and leisure, and housing and the critical contribution of partners from health, police and voluntary sector services in meeting the needs of all looked after children, including: children looked after at home, subject to a requirement from a children's hearing; children looked after away from home in foster care, residential placements and in kinship care arrangements; and young people receiving throughcare and aftercare services.

Supported by an external inspection regime led by Education Scotland and Social Care and Social Work Improvement Scotland, the quality indicators, attached at Appendix 8, are designed to help practitioners and managers from a wide range of interests in their self evaluation activities. Our Integrated Children's Services partnership embarked on a rolling programme of self evaluation in 2010.

2.7 Quality Improvement System: Museums Galleries Scotland⁴⁵

The Museums and Galleries Scotland Quality Improvement System is a simple self assessment tool for Accredited museums and galleries that help them to continuously monitor the quality of their services. Launched in 2009 for trialling purposes, the six quality indicators are designed to provide a framework for continuous improvement once museums have achieved Museums Libraries and Archives (MLA) Accreditation. Designed to feed into the overarching quality model of How Good is our Culture and Sport?, the 6 indicators, attached at Appendix 9, are enabling museums throughout the country to capture the outcomes of their services in order to demonstrate their impact. Those museums taking part have already identified that QIS has helping them to see how they are making a positive difference to people's lives and community wellbeing, has improved user satisfaction and learning outcomes, has improved staff satisfaction and overall efficiency and effectiveness of their services.

Supported by a verification regime by Museums Galleries Scotland, our Museums and Galleries Service are trialling self evaluation activities for Quality Indicator 2: *Access Inclusion and User's Experience* which includes: encouraging participation, widening access and tackling barriers to participation, social inclusion and promoting fairness, equality and access, supporting access to community heritage and culture, partnership working and service delivery with other relevant agencies, customer service and recognising and responding to diverse needs during 2011⁴⁶.

⁴⁵ <http://www.museumsgalleriesscotland.org.uk/publications/publication/222/qis-presentation-on-qis-and-hgiocs>

⁴⁶ Refer to Section 3 – Quality Improvement Calendar of Activities

2.8 Public Library Quality Improvement Matrix (PLIQM)⁴⁷

This self evaluation framework, which is based on EFQM, was launched in March 2007 offering a new way to assess the performance of services across seven Quality Indicators. The Public Library Quality Improvement Matrix, attached at Appendix 10, has proved popular with all 32 library service across Scotland and is in active use in 28 local authorities. The framework, developed by the Scottish Library and Information Council, can be used to inform other quality standards including How Good is our Culture and Sports, Quality Management in Education, How Good is our Council and Chartermark.

The establishment of the Public Library Improvement Fund sets PLIQM apart from other quality frameworks. The fund is linked to local authorities providing “adequate” library services to their communities, evidenced through the PLQIM process and verification. To date, the Scottish Government has provided £1.35M through the PLQIM Fund for 27 local authority projects and 2 national projects which have directly improved services to the public. Designed to feed into the other Education Scotland overarching quality models, the 7 indicators, attached at Appendix 9, together with the PLIQM fund are enabling library services to demonstrate the range and depth of their service delivery across key policy objectives and to stimulate service improvement.

Supported by an external verification regime by the Scottish Library and Information Council (SLIC) and our own accredited assessors, our Library and Information Services have embarked on a rolling programme of self-evaluation and were visited in March and August 2010 where SLIC evaluated Quality Indicator 1 Access to Information and found 2 out of the 3 indicators to be very good, with staff interaction and support evaluated as good. SLIC commented that *'good progress had been made and welcomed the energy and enthusiasm of staff'*. Our Library and Information Service are now working their way through a range of improvements during 2011, supported by a successful application to the PLIQM fund and are embarking on self-evaluation activities for Indicator 2 Personal and Community Participation during 2011⁴⁸.

2.9 Quality Management in Education⁴⁹

The Quality Management in Education (QMIE2) quality indicators were re-issued in 2006 and provide a quality framework and advice on self-evaluation on the performance of local authority education functions. The QMIE1 indicators provided the basis for the 1st cycle of external scrutiny, referred to as Inspection of the Education functions of Local Authorities or INEA, of all 32 Scottish education authorities by HMIE. This 1st round of INEA inspections (2000-2005) were summarised in Improving Scottish Education – effectiveness of Education Authorities (November 2006). The document

⁴⁷ <http://www.slainte.org.uk/PDFformat.htm>

⁴⁸ Refer to Section 3 – Quality Improvement Calendar of Activities

⁴⁹ <http://www.hmie.gov.uk/documents/publication/j7354.pdf>

identified that *'education authorities can and often do make a significant contribution to providing high quality education in Scotland'*⁵⁰.

From 2006 onwards, the self-evaluation framework, attached at Appendix 10, focused on impact and outcomes, proportionality and more joined-up approaches to inspection, with an additional focus on the impact of the work of Educational Psychological Services and the strategic elements of the Community Learning and Development Service. QMIE2 was further developed from 2009, following recommendations from the Crerar Report, with the introduction of Validated Self-Evaluation (VSE). VSE is focussed on outcomes, proportionate, owned by those carrying out the self-evaluation, flexible, with the scope to recognise differences in service levels and types, builds on existing good practice, is rigorous and designed to secure continuous improvement.

Our Education Service has been subject to inspection in 2003, 2007 and in 2010, where the inspection was supported by our associate assessor and based on our own self evaluation activities around 6 key themes. HMIE agreed with our evaluations and stated that *'through its participation in this inspection process, the Directorate of Education, Culture and Sport has demonstrated that it knows itself well, and has set itself an appropriately challenging improvement agenda. HMIE has confidence that the directorate now has a strong capacity for continued improvement'*⁵¹.

Our Education Service are now working their way through a range of improvements during 2011 before embarking on a rolling programme of self-evaluation directly linked to the service planning cycle of audit, review and improvement planning⁵².

2.10 Quality Management in Local Authority Educational Psychology Services⁵³

The Quality Management in Local Authority Educational Psychology Services (QMILAEPS) were re-issued in 2007 with a renewed focus on impact and outcomes for children and young people in the pursuit of excellence. The self-evaluation framework complemented the *Quality Management in Education 2* (QMIE2) model and recognised the statutory basis for an educational psychology service, and the integral relationship which exists between the educational psychology service and local authority.

From 2009 onwards, the self-evaluation framework, attached at Appendix 11, focused on impact and outcomes, proportionality and more joined-up approaches to inspection. Our Educational Psychology Services (EPS) have been subject to inspection in 2007 and in 2010, where inspectors assessed the extent to which the EPS was continuing to improve the quality of its work, and to evaluate progress made in responding to the main points for action.

⁵⁰ <http://www.hmie.gov.uk/documents/publication/hmieise.pdf>

⁵¹ <http://www.hmie.gov.uk/documents/followup/AberdeenINEAFT.pdf>

⁵² Refer to Section 3 – Quality Improvement Calendar of Activities

⁵³ <http://www.hmie.gov.uk/documents/publication/epsset.pdf>

Inspectors noted that *'Since the original inspection the EPS had made significant improvements in its delivery of training and research. They had also significantly improved their service delivery to schools and to other agencies'*⁵⁴. Our EP Service are now working their way through a range of improvements during 2011 before embarking on a rolling programme of self-evaluation directly linked to the service planning cycle of audit, review and improvement planning⁵⁵.

2.11 How Good is our Council?⁵⁶

The How Good is our Council quality framework, attached at Appendix 13, was developed by Perth and Kinross Council. Consisting of six key, high level questions, the model is entirely consistent with all the quality improvement models used elsewhere within the public sector. Aberdeen City adopted How Good is our Council as their overarching quality framework in 2010 and are embarking on a rolling programme of self evaluation activity in 2011-12 linked to the service planning cycle of audit, review and improvement planning.

⁵⁴ <http://www.hmie.gov.uk/documents/followup/AberdeenEPSFT..pdf>

⁵⁵ Refer to Section 3 – Quality Improvement Calendar of Activities

⁵⁶ <http://www.pkc.gov.uk/NR/rdonlyres/6C6DB512-07E7-46E4-B87D-94B8396AC08C/0/howgoodisourcouncil.pdf>

3. Quality Improvement calendar of activity 2011-12

Self evaluation lies at the heart of planning for improvement. We want all of our quality improvement activities to be directly linked to impact and outcomes and to have formal links to our Service Improvement Plan. The following calendar outlines our quality improvement activities throughout 2011-12, will be reviewed annually and will culminate in an Education, Culture and Sports Service Standards and Quality each year:

Activity/ Month	Service Planning activity	Pre-school & partners Schools	CLD	Culture & Sports	Child Protection	Integrated Services	Museums & Galleries	Libraries	Education Services	EPS	
August/ September	New Service Plan launched Dialogue events: staff and stakeholders	Attainment review (primary and sec) Standards and Quality reports (all) STACS review (sec)	Workplan discussions Observations briefings	Self evaluation activities HGIOC&S QIs: 2.1, 4.1, 8.5	Improvement activities from 2011 inspection	3 year programme of self evaluation: Year 1 How well do we meet the needs of our stakeholders	Self evaluation activities QIS QI 2	Self evaluation activities PLIQM QI 2	Improvement activities from 2010 inspection	Attainment review	Improvement activities from 2011 inspection
October	Service Planning 1: Audit : Performance Review of 10/11	STACS review (sec) School review pilot Staff views	Standards and Quality Report 10-11	STACS Reviews			Standards & Quality report				
November	Dialogue events: staff	School Improvement Visit (SIV) 1 (all)	CPD self evaluation	Peer evaluation activities			Peer evaluation activities	Peer validation	Audit & review	SIV 1 observations	School review and planning records

Activity/ Month	Service Planning activity	Pre-school & partners Schools	CLD	Culture & Sports	Child Protection	Integrated Services	Museums & Galleries	Libraries	Education Services	EPS		
December	Service Planning 2: Review: 2011 impact & 2012 budgets	Attainment review (all) Outcomes of school review pilot	CPD self evaluation	Stakeholder views on services via City voice Joint HGIOC&S report issued	Improvement activities from 2011 inspection	3 year programme of self evaluation: Year 1: self evaluation activities: How well do we meet the needs of our stakeholders	MLA validation	SLIC visit	Improvement activities from 2011 inspection	Review SIV1 visits	City voice	
January	Dialogue events: stakeholder s	Pupil & staff views (all)	Manager & Peer observations	Improvement activities			Improvement activities from MLA visit	Improvement activities from SLIC visit	Service Planning: budgets and priorities	Attainment reviews	Stakeholder engagement: parents	
February	Service Planning 3: Emerging priorities 2012	Audit of improvements against QIs (all)		Improvement activities			Improvement activities from 2011 inspection	Taking stock & user feedback	Taking stock & user feedback	Improvement activities	SIV 2 observations	Improvement activities from 2011 inspection
March	Dialogue events: consultation on priorities	SIV 2 (all) Attainment review (all) School reviews – phase 2		Improvement activities			Improvement activities from 2011 inspection					

Activity/ Month	Service Planning activity	Pre-school & partners Schools	CLD	Culture & Sports	Child Protection	Integrated Services	Museums & Galleries	Libraries	Education Services	EPS	
April	Service Planning 4: confirming our 2012 plans	Parent views (all)	Manager or Peer Observations	Taking stock & user feedback	Improvement activities from 2011 inspection	Taking stock	Self evaluation activities QIs: tbc	Self evaluation activities QIs: tbc	Local Improvement Objectives 2012	Review SIV 2 visits	Improvement activities from 2011 inspection
May		SIV3 (all)		Evaluation activities QIs: 3.1, 7	Taking stock & user feedback	Year 2: Self evaluation activities: How Good is our Management?			Service Planning 2012	SIV 3 observations	
June/July	Dialogue events: staff & stakeholders	Improvement Planning (all) Staff views (all) Lessons learned – School reviews		Taking stock	Taking stock & user feedback		Self evaluation activities QIs: tbc	Self evaluation activities QIs: tbc	Improvement activities from 2011 inspection	Attainment review	

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HOW GOOD IS OUR SCHOOL (HGIOS) SELF EVALUATION EXEMPLAR⁵⁷

Below is our suggested approach for school self-evaluation. The indicators highlighted in **RED** (core +9.4 Leadership), with reference to those in **GREY** (related QIs), will be evaluated on an annual basis. The remaining indicators highlighted in **BLACK** will be reviewed over a three year cycle. Such an approach will ensure coverage of all the QIs contained in the framework of quality Indicators over a three year cycle.

Journey to Excellence Broad Area	How Good Is Our School? Key Areas	Year 1	Year 2	Year 3	ALS Themes 2011 - 12
Learning and Teaching	Key performance outcomes	1.1 1.2	1.1 1.2	1.1 1.2	1,2,3,4
Learning and Teaching Partnership People	Impact on Learners	2.1 2.2	2.1 2.2	2.1 2.2	
Culture and Ethos	Impact on Staff	3.1	3.1	3.1	
Partnership Culture and Ethos	Impact on the community	4.1 4.2	4.1 4.2	4.1 4.2	
Learning and Teaching	Delivery of Education	5.1, 5.2 5.3 5.4 5.5 5.8 5.9	5.1 5.2 5.3 5.5 5.6 5.8 5.9	5.1 5.2 5.3 5.5, 5.7 5.8 5.9	
Vision and Leadership	Policy Development and Planning	6.1 6.2 6.3			
Partnership People Culture and Ethos	Management and support of Staff		7.1 7.2 7.3		
Partnership Culture and Ethos	Partnerships and resources			8.1 8.2 8.3 8.4	
Vision and Leadership Partnership People Culture and Ethos	Leadership	9.1 9.4	9.2 9.4	9.3 9.4	

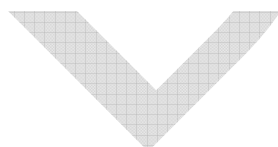
⁵⁷ ECS Local Improvement Objectives and Self Evaluation Calendar 2011

Calendar of self evaluation activities: educational establishments

All educational establishments are encouraged to carry out regular self evaluation and monitoring as part of their normal day to day activities. The calendar below is an example of one school's monitoring calendar that embeds quality improvement activities evenly throughout the year.

Figure 4: calendar of activities⁵⁸

HOW WELL DO WE DO?	FREQUENCY	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
The curriculum	Annual programme			✓								✓
School attainment data		✓				✓			✓			
National qualifications and other forms of accreditation		✓				✓			✓			
Assessing, planning, monitoring and reporting progress and achievement	Six-weekly	✓		✓			✓		✓			✓
Homework diaries	Termly		✓			✓		✓			✓	
Pupil jotters and classwork	Monthly sample	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Working in classrooms	Planned programme of class visits		✓			✓			✓			
Reports to parents	By stages			✓				✓			✓	
Pupil progress/profiles	Termly			✓				✓		✓		
Monitoring individualised educational programmes	Termly			✓		✓			✓		✓	
Attendance	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Behaviour	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Staff views	Termly			✓			✓					✓
Sampling pupils' views	Planned programme		✓			✓			✓			
Sampling parents' views	Annually							✓				
Health & safety checks	Termly			✓				✓				✓
Progress towards targets in school improvement plan	Termly	✓				✓				✓		



APPENDIX 1

GLOSSARY OF TERMS

EFQM: European Foundation for Quality Management

HGIOC&S: How Good is our Culture and Sport?

HGIOS?1,2 and 3: How Good is our School? Versions 1, 2 and 3

HGIOCLAD: How Good is our Community Learning and Development?

HMIe: Her Majesty's Inspectorate of Education

INEA AND INEA2: Inspection of Education Authorities (version 1 and version 2)

QI: Quality Improvement (also referred to as QA: Quality Assurance)

QMIE and QMIE2 : Quality Management in Education ((version 1 and version 2)

QMILAEPS: Quality Management in Local Authority Educational Psychology Services

QUEST: (the UK Quality Scheme for Sport and Leisure

SLIC: Scottish Library and Information Councillor Young PLIQM: Public Library Quality Improvement Matrix

VSE: Validated Self evaluation

VOCAL: The voice of Chief Officers of Culture and Leisure Services in Scotland

Appendix 2 The 6 point scale

Level 6	excellent	Outstanding or sector leading
Level 5	Very good	Major strengths
Level 4	Good	Important strengths with areas for improvement
Level 3	Satisfactory	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	unsatisfactory	Major weaknesses

An evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of *excellent* applies to provision which is sector leading. Pupils' experiences and achievements are of a very high quality. An evaluation of *excellent* represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of *very good* applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish pupils' experiences. Whilst an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school will take opportunities to improve and strive to raise performance to excellent.

An evaluation of *good* applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of pupils' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of *satisfactory* applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of *adequate* indicates that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of pupils' experiences. It implies that the school should take action to address areas of weakness by building on its strengths.

An evaluation of *weak* applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish pupils' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.

An evaluation of *unsatisfactory* applies when there are major weaknesses in provision requiring immediate remedial action. Pupils' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as *unsatisfactory* will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.

Appendix 3: The Child at the Centre: Quality Framework

THE QUALITY FRAMEWORK



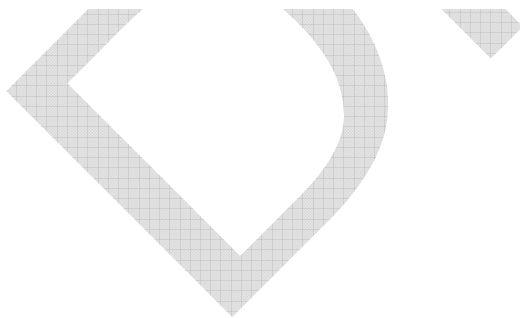
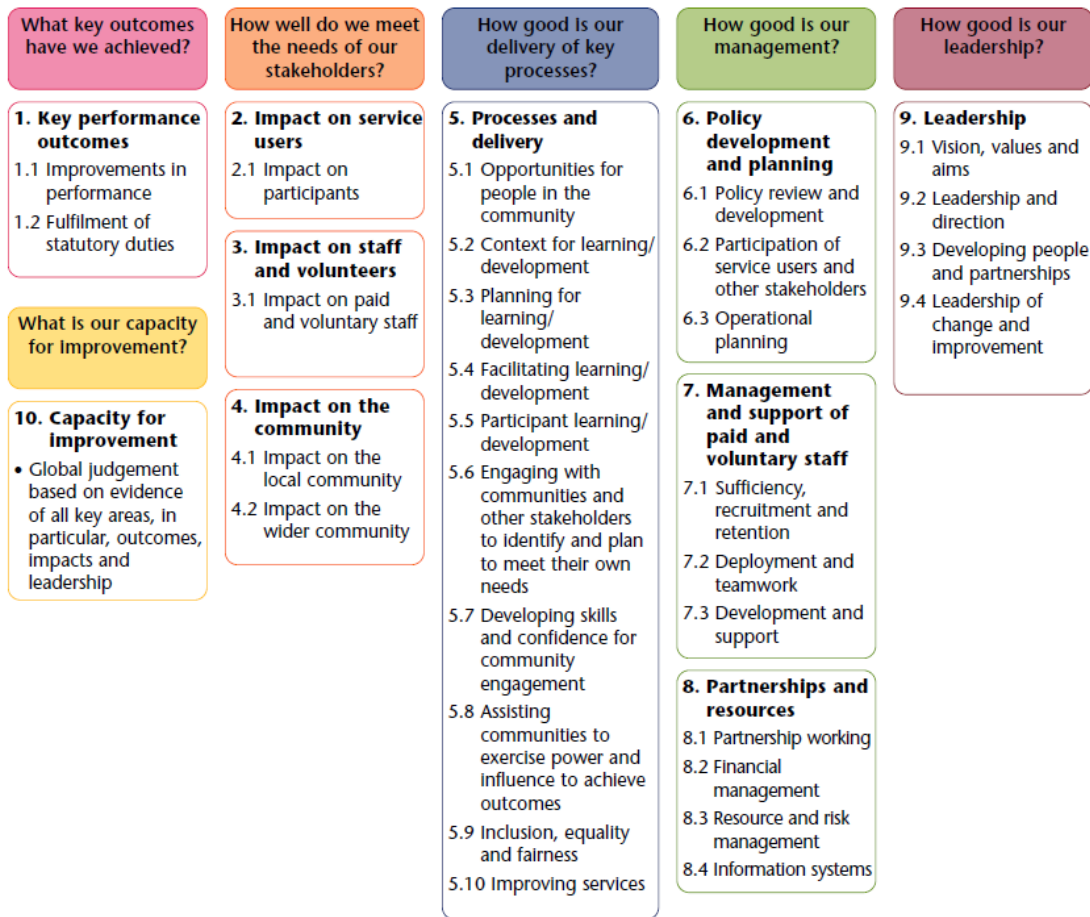
Appendix 4: How Good is our School? Quality Indicators – page 1

No.	Quality Indicator	Themes							
Key performance outcomes									
1.1	Improvements in performance	<ul style="list-style-type: none"> ○ Standards of attainment over time ○ Overall quality of learners' achievement ○ Impact of the school improvement plan 							
1.2	Fulfilment of statutory duties	<ul style="list-style-type: none"> ○ Financial performance ○ Compliance with legislation, and responsiveness to guidance and codes of practice 							
Impact on learners									
2.1	Learners' experiences	<ul style="list-style-type: none"> ○ The extent to which learners are motivated and actively involved in their own learning and development 							
2.2	The school's success in involving parents, carers and families	<ul style="list-style-type: none"> ○ The extent to which parents, carers and families are committed to, and actively involved in, the life of the school. 							
Impact on staff									
3.1	The engagement of staff in the life and work of the school	<ul style="list-style-type: none"> ○ The extent to which staff are committed to, and actively involved in, the life of the school 							
Impact on the community									
4.1	The school's success in working with and engaging with the local community	<ul style="list-style-type: none"> ○ The extent to which the school engages with the local community. 							
4.2	The school's success in working with and engaging with the wider community	<ul style="list-style-type: none"> ○ The extent to which the school: encourages and supports creativity and innovation and learns from, and adopts, leading-edge practice; influences wider policy or practice; anticipates and responds rapidly and flexibly to change; and engages in global issues 							
Delivery of education									
5.1	The curriculum	<ul style="list-style-type: none"> ○ The rationale and design of the curriculum ○ The development of the curriculum ○ Programmes and courses ○ Transitions 							
5.2	Teaching for effective learning	<ul style="list-style-type: none"> ○ The learning climate and teaching approaches ○ Teacher-pupil interaction including learners' engagement ○ Clarity and purposefulness of dialogue ○ Judgements made in the course of teaching 							
5.3	Meeting learning needs	<ul style="list-style-type: none"> ○ Tasks, activities and resources ○ Identification of learning needs ○ The roles of teachers and specialist staff ○ Meeting and implementing the requirements of legislation 							
5.4	Assessment for learning	<ul style="list-style-type: none"> ○ Assessment approaches ○ Planning learning experiences and activities ○ Use of assessment information to identify and plan future learning ○ Arrangements for recording and reporting 							
5.5	Expectations and promoting achievement	<ul style="list-style-type: none"> ○ Staff expectations and use of praise ○ Learner expectations and sense of achievement ○ Promoting and sustaining an ethos of achievement ○ Staff-learner relationships 							
5.6	Equality and fairness	<ul style="list-style-type: none"> ○ Approaches to inclusion ○ Promoting equality and fairness ○ Ensuring equality and fairness 							
5.7	Partnerships with learners and parents	<ul style="list-style-type: none"> ○ Engaging parents in their children's learning and the life of the school ○ Consulting and communicating with learners and parents ○ Dialogue with learners and parents about the work of the school 							

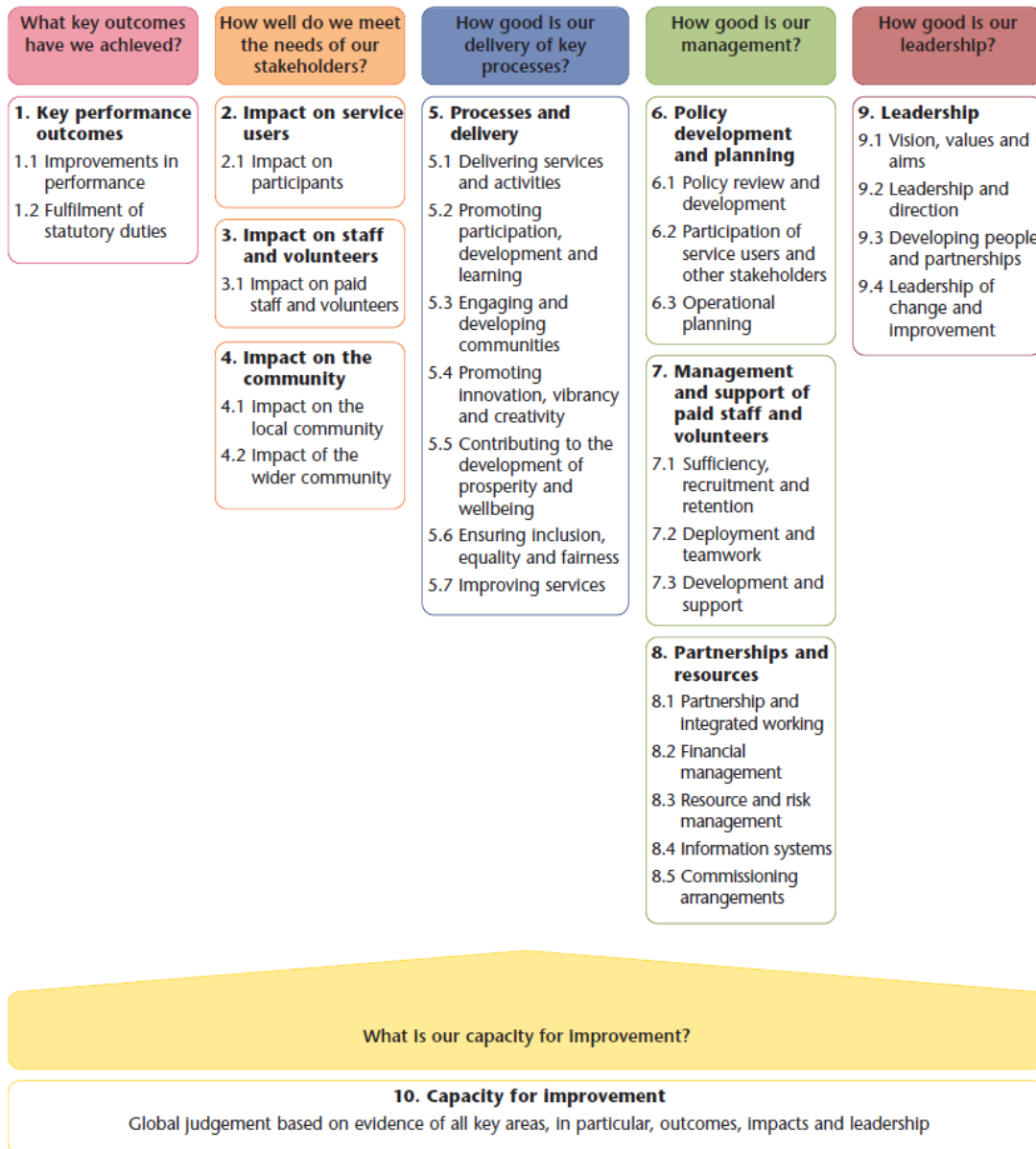
Appendix 4: How Good is our School? Quality Indicators page 2

No	Quality Indicator	Themes								
5.8	Care, welfare and development	<ul style="list-style-type: none"> Arrangements for ensuring care, welfare and child protection Approaches to and provision for meeting the emotional, physical and social needs of children and young people Curricular and vocational guidance 								
5.9	Improvement through self-evaluation	<ul style="list-style-type: none"> Commitment to self-evaluation Management of self-evaluation School improvement 								
Policy development and planning										
6.1	Policy review and development	<ul style="list-style-type: none"> Range, clarity and appropriateness of aims and policies Coherence of policies Managing, evaluating and updating policies 								
6.2	Participation in policy and planning	<ul style="list-style-type: none"> Active participation in policy and planning Communication and consultation 								
6.3	Planning for improvement	<ul style="list-style-type: none"> Developing, implementing and evaluating improvement plans Structure and content of improvement plans Use of management information Joint improvement planning with partner organisations and services Planning for sustainability 								
Management and support of staff										
7.1	Staff sufficiency, recruitment and retention	<ul style="list-style-type: none"> Provision of staff Recruitment, appointment and induction of staff Care and welfare of staff Recognition of achievement 								
7.2	Staff deployment and teamwork	<ul style="list-style-type: none"> Appropriateness and clarity of remits Deployment of staff, including partner agencies Effectiveness of teamwork Communication 								
7.3	Staff development and review	<ul style="list-style-type: none"> Processes for staff review and support Training and development Joint training with staff from partner agencies 								
Partnerships and resources										
8.1	Partnerships with the community, educational establishments, agencies and employers	<ul style="list-style-type: none"> Clarity of purposes and aims Working across agencies and disciplines Staff roles in partnerships 								
8.2	Management of finance for learning	<ul style="list-style-type: none"> Sufficiency of available finance and setting budgets Financial procedures and controls Management of budgets, including links with the education authority/ Board of Managers Best value use of finance to support school improvement 								
8.3	Management and use of resources and space for learning	<ul style="list-style-type: none"> Accommodation, display and presentation Provision of resources and equipment Organisation and use of resources Arrangements to ensure health and safety, including security 								
8.4	Managing information	<ul style="list-style-type: none"> Data collection, storage and retrieval Sharing information Analysing, evaluating and using information 								
Leadership										
9.1	Vision, values and aims	<ul style="list-style-type: none"> Appropriateness and coherence with corporate and community vision, values and aims Sharing and sustaining the vision Promotion of positive attitudes to social and cultural diversity 								
9.2	Leadership and direction	<ul style="list-style-type: none"> Strategic planning and communication Strategic deployment of resources 								
9.3	Developing people and partnerships	<ul style="list-style-type: none"> Development of leadership capacity Building and sustaining relationships Teamwork and partnerships 								
9.4	Leadership of improvement and change	<ul style="list-style-type: none"> Support and challenge Creativity, innovation and step change Continuous improvement 								
Capacity for improvement										

Appendix 5: How Good is our Community Learning and Development Quality Indicators



Appendix 6: How Good is our Culture and Sport Quality Indicators



Appendix 7: How well are children protected Quality Indicators (page 1)

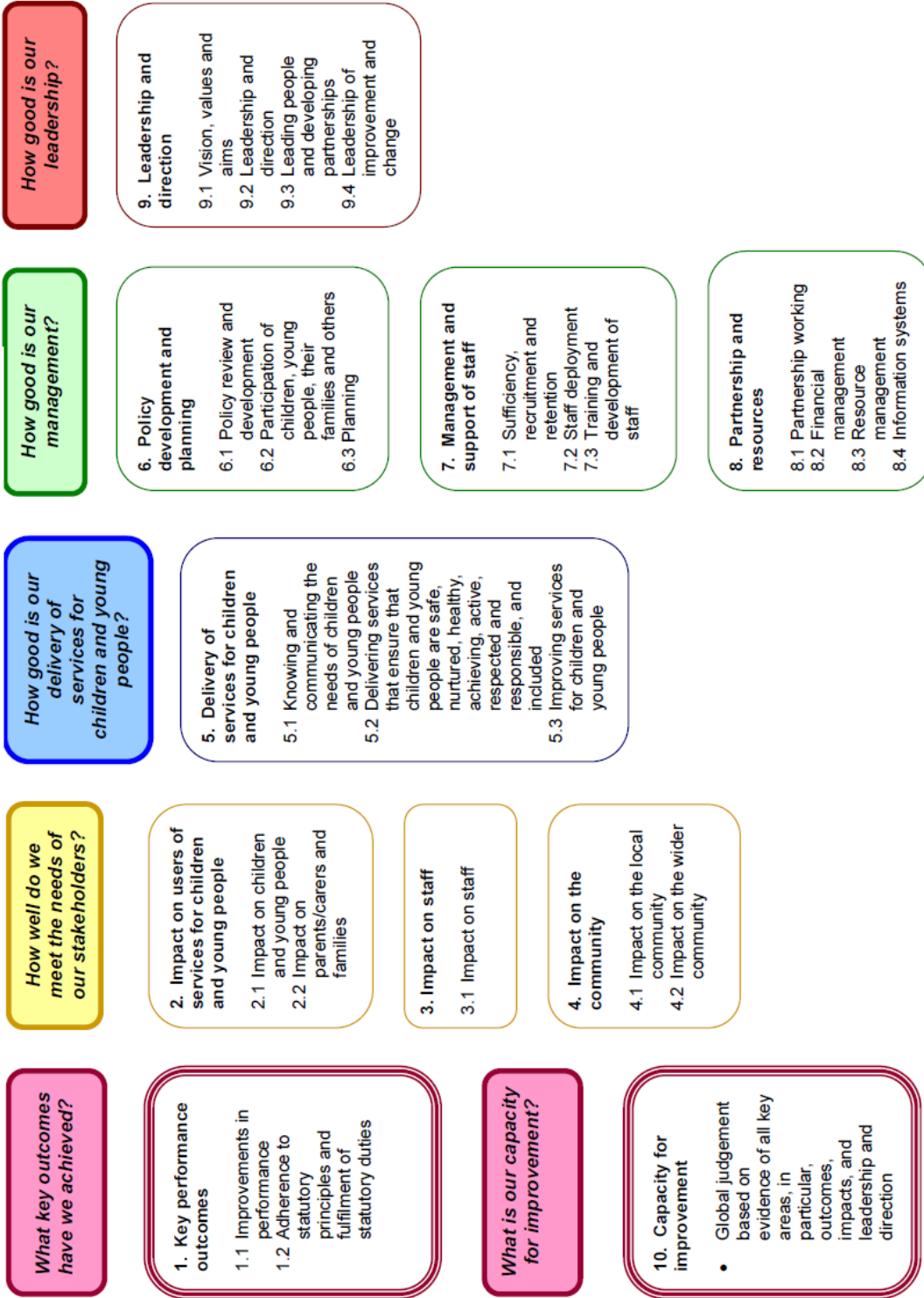
Number	Quality Indicator	Themes
Key performance outcomes		
1.1	Improvements in performance	<ul style="list-style-type: none"> ✦ Performance data and trends over time ✦ Overall quality of services to protect children. ✦ Performance against the relevant aims, objectives and outcomes set for children in improvement plans.
1.2	Fulfilment of statutory duties	<ul style="list-style-type: none"> ✦ Compliance with legislation and responsiveness to guidance and codes of practice
Impact on children and families in need of protection		
2.1	Children and young people are listened to, understood and respected	<ul style="list-style-type: none"> ✦ Communication ✦ Trust
2.2	Children and young people benefit from strategies to minimise harm	<ul style="list-style-type: none"> ✦ Support for vulnerable children and families ✦ Children's awareness of keeping themselves safe
2.3	Children and young people are helped by the actions taken in immediate response to concerns	<ul style="list-style-type: none"> ✦ Initial response of staff to children and families who need help ✦ Impact of immediate actions by staff to keep children safe
2.4	Children's and young people's needs are met	<ul style="list-style-type: none"> ✦ Meeting needs ✦ Reducing the longer-term effects of abuse and neglect
Impact on staff		
3.1	Impact on staff	<ul style="list-style-type: none"> ✦ The extent to which staff are and report that they feel motivated, committed, valued and have positive experiences within and across services ✦ The extent to which staff within and across services improve their practices through training and development activities
Impact on the community		
4.1	Being aware of protecting children	<ul style="list-style-type: none"> ✦ Confidence of the public in services to protect children ✦ Responses to concerns raised by members of the public about a child's safety or welfare
Delivery of services to children and families in need of protection		
5.1	Involving children and families in key processes	<ul style="list-style-type: none"> ✦ Keeping children and their families informed and involved ✦ Addressing dissatisfaction and complaints
5.2	Information sharing and recording	<ul style="list-style-type: none"> ✦ Appropriate sharing of information ✦ Joint understanding of information ✦ Management and recording of information
5.3	Recognising and assessing risks and needs	<ul style="list-style-type: none"> ✦ Recognising a child needs help ✦ Initial information gathering and investigation ✦ Assessment of risks and needs
5.4	Effectiveness of planning to meet needs	<ul style="list-style-type: none"> ✦ Decision making, identifying responsibilities and meeting needs ✦ Taking account of changing circumstances
5.5	Improvement through self-evaluation	<ul style="list-style-type: none"> ✦ Commitment to self-evaluation ✦ Management of self-evaluation ✦ Service improvements

Appendix 7: How well are children protected Quality Indicators (page 2)

Number	Quality Indicator	Themes
Policy development and planning		
6.1	Policies and procedures	<ul style="list-style-type: none"> ✦ Range of policies and link to vision and aims ✦ Managing, disseminating, evaluating and updating policies
6.2	Operational management and planning	<ul style="list-style-type: none"> ✦ The effectiveness of operational management ✦ The use of management information to plan and develop services to protect children
6.3	Involving children and families in developing policies and services	<ul style="list-style-type: none"> ✦ Seeking views of children and families and involving them in developing policies and services to protect children
Management and support of staff		
7.1	Staff sufficiency, recruitment and retention	<ul style="list-style-type: none"> ✦ Identifying and meeting human resource needs ✦ Safe recruitment ✦ Care and welfare ✦ Equality and fairness ✦ Recognition and parity of esteem
7.2	Staff deployment and teamwork	<ul style="list-style-type: none"> ✦ Appropriateness and clarity of remits across service boundaries ✦ Deployment of staff to achieve planned priorities ✦ Teamworking ✦ Communication and involvement in decision making
7.3	Staff training, development and support	<ul style="list-style-type: none"> ✦ Professional confidence and competence ✦ Training and development
Partnership and resources		
8.1	Partnership working	<ul style="list-style-type: none"> ✦ Clarity of purpose and aims ✦ Working across services and disciplines ✦ Staff roles in partnerships
8.2	Management of resources	<ul style="list-style-type: none"> ✦ Strategic resource planning ✦ Resource deployment ✦ Efficiency and effectiveness in use of resources
Leadership and direction		
9.1	Vision, values and aims	<ul style="list-style-type: none"> ✦ Coherence of vision, values and aims for protecting children ✦ Sharing and sustaining the vision ✦ Promotion of positive attitudes to social and cultural diversity
9.2	Leadership and direction	<ul style="list-style-type: none"> ✦ Joint leadership and planning within and across services ✦ Strategic deployment of resources
9.3	Developing people and partnerships	<ul style="list-style-type: none"> ✦ Developing leadership capacity ✦ Building and sustaining relationships ✦ Teamwork and partnerships
9.4	Leadership of improvement and change	<ul style="list-style-type: none"> ✦ Support and challenge ✦ Creativity, innovation and step change ✦ Continuous improvement



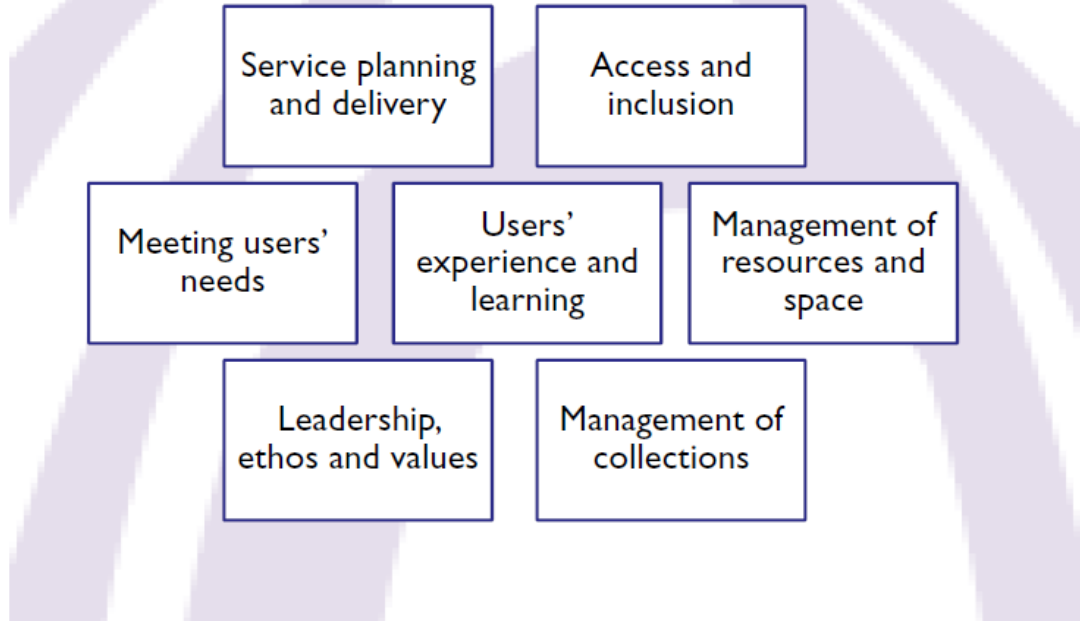
Appendix 8: Evaluating Services for Children and Young People Using Quality Indicators



Appendix 9: Quality Improvement System (QIS): Museums and Galleries



7 impact measures



Appendix 10: Public Library Quality Improvement Matrix (PLIQM)

Quality Indicators for Public Library Services	Overall evaluation
QI 1 Access to information	
QI 2 Personal and Community Participation	
QI 3 Meeting readers' needs	
QI 4 Learners' experiences	
QI 5 Ethos and Values	
QI 6 Organisation and use of resources and space	
QI 7 Leadership	



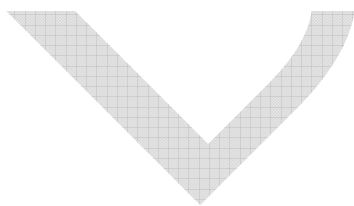
Review the areas for improvement which you have identified.



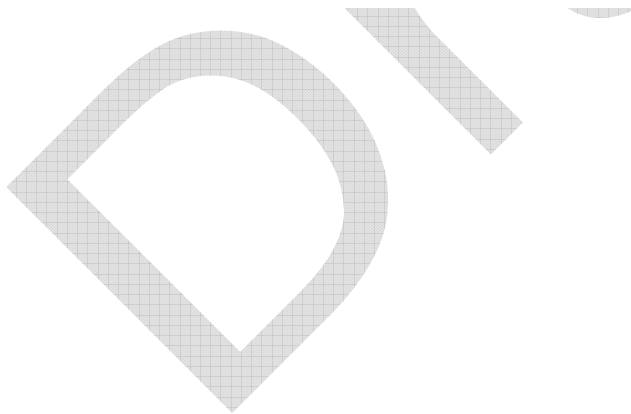
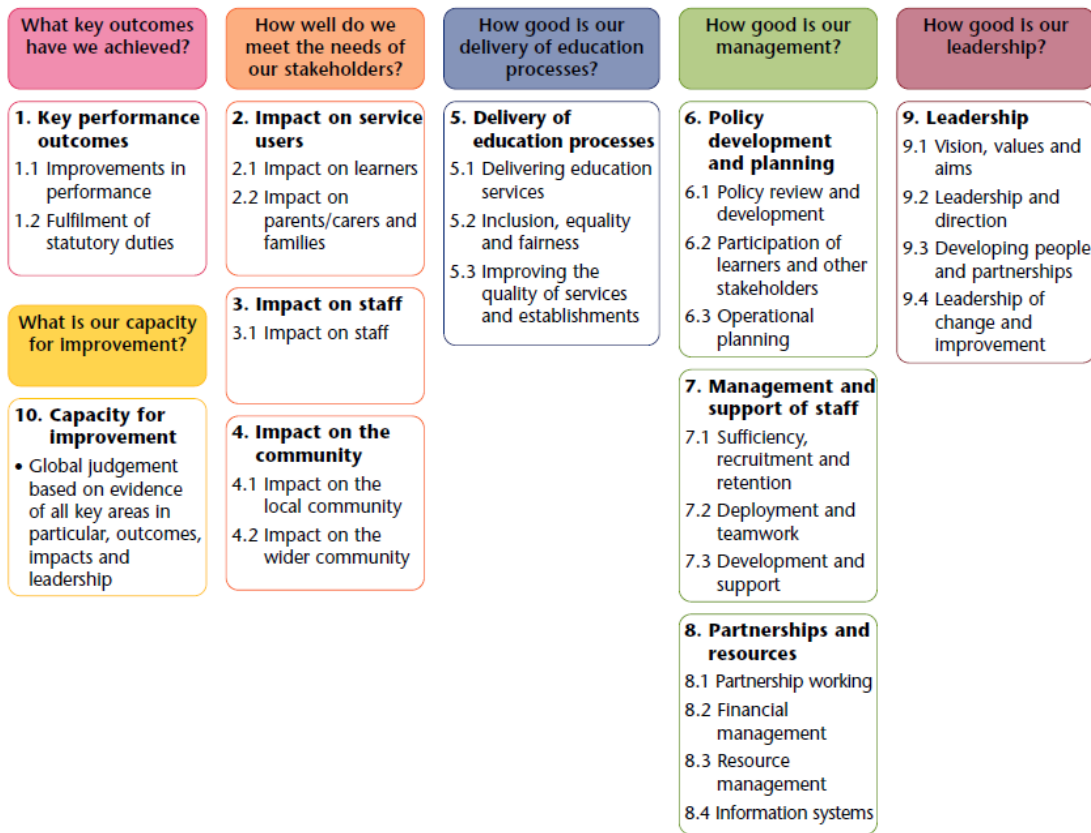
Prioritise development areas.



Identify criteria for success by which to judge progress; include these in your development plan.



Appendix 11: Quality Management in Education Quality Indicators



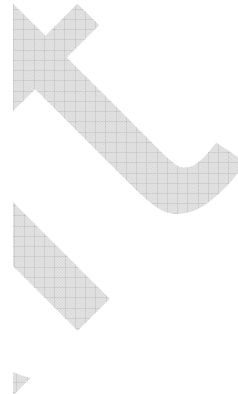
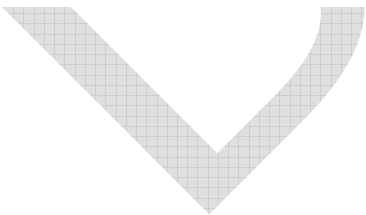
Appendix 12: Quality Management in Local Authority Educational Psychology Services Quality Indicators

What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of key processes?	How good is our management?	How good is our leadership?
<p>1. Key performance outcomes</p> <p>1.1 Improvements in performance</p> <p>1.2 Fulfilment of general statutory duties</p>	<p>2. Impact on service users</p> <p>2.1 Impact on children and young people</p> <p>2.2 Impact on parents, carers and families</p>	<p>5. Delivery of Key processes</p> <p>5.1 Consultation and advice</p> <p>5.2 Assessment</p> <p>5.3 Intervention</p> <p>5.4 Professional development and training</p> <p>5.5 Research and strategic development</p> <p>5.6 Inclusion, equality and fairness</p> <p>5.7 Improving the quality of services</p>	<p>6. Policy development and planning</p> <p>6.1 Policy development and review</p> <p>6.2 Participation of stakeholders</p> <p>6.3 Operational planning</p>	<p>9. Leadership and direction</p> <p>9.1 Vision, values and aims</p> <p>9.2 Leadership and direction</p> <p>9.3 Developing people and partnerships</p> <p>9.4 Leadership of change and improvement</p>
<p>What is our capacity for improvement?</p>	<p>3. Impact on staff</p> <p>3.1 Impact on staff</p>		<p>7. Management and support of staff</p> <p>7.1 Sufficiency, recruitment and retention of staff</p> <p>7.2 Deployment and teamwork</p> <p>7.3 Development of staff</p>	
<p>10. Capacity for improvement</p> <p>10.1 Global judgement based on evidence of all key areas in particular, outcomes, impacts and leadership</p>	<p>4. Impact on the community</p> <p>4.1 Impact on the local community</p> <p>4.2 Impact on the wider community</p>		<p>8. Partnerships and resources</p> <p>8.1 Partnership working</p> <p>8.2 Financial management</p> <p>8.3 Resource management</p> <p>8.4 Information systems</p>	



Appendix 13: How Good is our Council Quality Indicators

Key Questions				
What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of key processes?	How good is our management?	How good is our leadership?
<p>1. Key Performance Outcomes</p> <p>1.1 Improvement in performance</p> <p>1.2 Adherence to statutory principles and fulfilment of statutory duties</p>	<p>2. Impact on service users</p> <p>2.1 Impact on service users</p> <p>3. Impact on staff</p> <p>3.1 Impact on staff</p> <p>4. Impact on the community</p> <p>4.1 Impact on the local community</p> <p>4.2 Impact on the wider community</p>	<p>5. Delivery of key processes</p> <p>5.1 Delivering services</p> <p>5.2 Developing, managing and improving partnerships and relationships with service users and other stakeholders</p> <p>5.3 Inclusion, equality and fairness</p> <p>5.4 Improving the quality of services to stakeholders</p>	<p>6. Policy Development and planning</p> <p>6.1 Policy review and development</p> <p>6.2 Participation of service users and other stakeholders</p> <p>6.3 Planning</p> <p>7. Management and support of staff</p> <p>7.1 Sufficiency, recruitment and retention</p> <p>7.2 Deployment and teamwork</p> <p>7.3 Development and training</p> <p>8. Resources</p> <p>8.1 Partnership working</p> <p>8.2 Financial management</p> <p>8.3 Resource management</p> <p>8.4 Information systems</p>	<p>9. Leadership</p> <p>9.1 Vision, values and aims</p> <p>9.2 Leadership and direction</p> <p>9.3 Leading people and developing partnerships</p> <p>9.4 Leadership of innovation, change and improvement</p>
<p>What is our capacity for improvement?</p> <p>10. Capacity for improvement</p> <ul style="list-style-type: none"> Global judgement based on evidence of all key areas, in particular outcomes, impact and leadership 				



Activity/ Month	Service Planning activity	Pre- scho ol & part ners Scho ols	CLD	Culture & Sports	Child Protection	Integr ated Servi ces	M u s e u m s & G a l l e r i e s	Libraries	Education Services		EPS
August/ September											
October											
November											
December											
January											
February											

Activity/ Month	Service Planning activity	Pre- scho ol & part ners Scho ols	CLD	Culture & Sports	Child Protection	Integr ated Servi ces	M u s e u m s & G a l l e r i e s	Libraries	Education Services	EPS
March										
April										
May										
June/July										

Draft

Quality Improvement calendar of activity 2011-12

	August	September	October	November	December	January	February	March	April	May	June/July
Service Planning Activity	New Service Plan launched Dialogue events: staff and stakeholders		Service Planning 1: Audit : Performance Review of 10/11	Dialogue events: staff	Service Planning 2: Review: 2011 impact & 2012 budgets	Dialogue events: stakeholders	Service Planning 3: Emerging priorities 2012	Dialogue events: consultation on priorities	Service Planning 4: confirming our 2012 plans		Dialogue events: staff & stakeholders
Pre-school & partners Schools	Attainment review (primary and sec) Standards and Quality reports (all) STACS review (sec)		STACS review (sec) School review pilot Staff views	School Improvement Visit (SIV) 1 (all)	Attainment review (all) Outcomes of school review pilot	Pupil & staff views (all)	Audit of improvements against QIs (all)	SIV 2 (all) Attainment review (all) School reviews – phase 2	Parent views (all)	SIV3 (all)	Improvement Planning (all) Staff views (all) Lessons learned – School reviews
CLD	Workplan discussions Observations briefings		Standards and Quality Report 10-11	CPD self evaluation		Manager & Peer observations					Taking stock
Culture and Sports	Self evaluation activities HGIOC&S QIs: 2.1, 4.1, 8.5			Peer evaluation activities	Stakeholder views on services via City voice Joint HGIOC&S report issued	Improvement activities		Taking stock & user feedback		Evaluation activities QIs: 3.1, 7	
Child Protection	Improvement activities from 2011 inspection									Taking stock & user feedback	
Integrated Services	3 year programme of self evaluation: Year 1 How well do we meet the needs of our stakeholders								Taking stock	Year 2: Self evaluation activities: How Good is our Management?	
Museums & Galleries	Self evaluation activities QIS QI 2			Peer evaluation activities	MLA validation	Improvement activities from MLA visit	Taking stock & user feedback	Self evaluation activities QIs: tbc			
Libraries	Self evaluation activities PLIQM QI 2			Peer validation	SLIC visit	Improvement activities from SLIC visit	Taking stock & user feedback	Self evaluation activities QIs: tbc			

	August	September	October	November	December	January	February	March	April	May	June/July
Education Services	<p>Attainment review</p> <p>Improvement activities from 2010 inspection</p> <p>STACS reviews</p>	<p>Attainment review</p> <p>Improvement activities from 2010 inspection</p> <p>STACS reviews</p>	<p>Standards & Quality report 10-11</p> <p>Improvement activities from 2010 inspection</p> <p>STACS reviews</p>	<p>Audit & review</p> <p>SIV 1 observations</p>	<p>Improvement activities from 2011 inspection</p> <p>Review SIV1 visits</p> <p>City-wide pupil survey Stakeholder views via City voice</p>	<p>Service Planning: budgets and priorities</p> <p>Attainment reviews</p>	<p>Service Planning: budgets and priorities</p> <p>Attainment reviews</p>	<p>Improvement activities</p> <p>SIV 2 observations</p>	<p>Local Improvement Objectives 2012</p> <p>Review SIV 2 visits</p>	<p>Service Planning 2012</p> <p>SIV3 observations</p>	<p>Improvement activities from 2011 inspection</p> <p>Attainment review</p> <p>Review of SIV3 visits</p> <p>Analysis of School Improvement Plans 11-12</p>
EPS	Improvement activities from 2011 inspection		Standards & Quality report	School review and planning records	City voice	Stakeholder engagement: parents		Improvement activities from 2011 inspection			Taking stock, self evaluation activity & improvement planning