

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture and Sport
DATE	18th February 2010
DIRECTOR	Annette Bruton
TITLE OF REPORT	Inspection of Education Authorities (INEA2) and Quality Improvement throughout Education, Culture and Sports
REPORT NUMBER	ECS/10/14

1. PURPOSE OF REPORT

The purpose of this report is to:

1. Provide to Members an update on INEA2 progress since the last update in April 2009.
2. Ask members to endorse the work to integrate approaches to self-evaluation and quality improvement across the Education, Culture and Sports Service.

2. RECOMMENDATION(S)

It is recommended that the Committee:

- (i) Note the INEA2 update and instruct Officers to prepare a final statement of INEA2 progress linked to the new Service Plan objectives and Learning Strategy themes for June 2010; and
- (ii) Note the integrated approach to introduce Validated Self Evaluation across services within Education, Culture and Sport.
- (iii) Instruct that updates on service outcomes are reported to Committee as part of regular performance reports and through Service Plan reporting.

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 function. 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 will 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) and the themes contained in "Improving Scottish Education." 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 will be of media interest.

6. REPORT

6.1 Background

Aberdeen City Council's *Inspection of Education Authorities (INEA2) Action Plan 2007* was approved by Full Council in June 2007. Progress reports have been presented to Continuous Improvement Committee on March 11 2008 & 9th September 2008 and to Policy and Strategy (Education) Committee on 7th October 2008 and 28th April 2009. These previous reports outlined detailed work against the key objectives and main points for action as identified by Her Majesty's Inspectorate of Education in May 2007 and highlighted satisfactory progress against the majority of actions.

In preparation for a formal HMIE visit to review the education functions of the Council in 2010, this report outlines a change to our approach and sets out our plans for quality improvement and self-evaluation throughout the Education, Culture and Sports Service.

6.2 Main Considerations

There are a wide range of approaches to Quality Improvement which, in the main, use the Quality Indicator model developed by HMIE as the basis for self evaluation, supported by a process of external inspection. A glossary of all the terms used is attached at Appendix 1 to this report. This report will update members on the approaches in use throughout the Education, Culture and Sports Service including:

- INEA2 progress reporting, including Educational Psychology Services;
- Introducing the concept of Validated Self Evaluation;
- integrated approaches to self evaluation for child protection and for children's services
- introducing new arrangements for self evaluation using 'How Good is Our Culture and Sport?'
- introducing self evaluation using the Public Library Quality Improvement Matrix

- linking to other quality improvement approaches such as How Good is Our School and How Good is our Community Learning and Development and ultimately, How Good is our Council? Copies of these quality improvement frameworks are available at www.hmie.gov.uk

6.2.1 Inspection of Education Authorities

(a) The Quality Indicator framework

The quality indicators and advice on self-evaluation for local authority education functions were originally published in 'Quality Management in Education' (2000) and subsequently revised in 'Quality Management in Education 2' published in 2006.

The first round of INEA inspections (2000-2005) were summarised in Improving Scottish Education – effectiveness of Education Authorities (November 2006). The document identified that '*education authorities can and often do make a significant contribution to providing high quality education in Scotland*'.

In the second programme of inspections, which began in 2006, HMle introduced a self-evaluation framework 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.

(b) Inspection reports on Aberdeen City

Inspection reports on Aberdeen City Council were published in February 2004 and May 2007. The action plan developed following inspection has been regularly reported to Elected Members since 2007 with the last formal update of INEA2 progress being approved by Policy and Strategy (Education) Committee in April 2009. That report outlined that progress against the Main Points of Action (MPAs) originally identified by HMIE in May 2007. The main points for action identified at that time are shown in the table below.

MPA1	Improve the strategic direction of the authority as a City for Learning through clearer linkages between planning at service, establishment & neighbourhood level
MPA2	Provide more effective arrangements to direct, support & monitor work for: (a) Pre-school (b) city-wide services and (c) for children and young people with challenging behaviour,
MPA3	Make more effective use of performance data to: (a) improve self-evaluation in schools, (b) to target support and challenge to services and establishments, (c) to improve attainment and achievement and (d) to reduce exclusions,
MPA4	Take further action to address the motivation, morale & workload issues among centrally-deployed staff
MPA5	Continue with actions to establish CPD pathways across services in order to (a) develop leadership capacity and (b) to enhance joint training and encourage the sharing of good practice in integrated service delivery,

(c) **Educational Psychology Services: The Quality Indicator Framework** *Quality Management in Local Authority Educational Psychology Services* (2007) emphasised the importance of the self-evaluation process and the role it plays in driving continuous improvement. The focus was 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.

The inspection of the education service in 2007 included an evaluation of Educational Psychology Services. The following Main Points for Action (MPAs) were published in a separate HMle in June 2007:

MPA1	Develop its partnership with schools and with agencies which are external to the Council
MPA2	Extend its role in contributing to professional development and training and to research and strategic development within the authority
MPA3	Consult more widely with stakeholders as part of its quality assurance arrangements including seeking their views on what works effectively and what needs to be improved
MPA4	Extend its procedures for planning for improvement and monitoring performance and outcomes

(d) Service and Policy Changes since April 2009

- In April 2009, the re-aligned Culture and Learning Service had sought to provide accountability, focus and coherence, in particular for those aspects relating to resource management and for service delivery and improvements. A new Director of Education, Culture and Sport took up post in August 2009. Since that time, officers in the newly formed Education, Culture and Sports Service have continued to stabilise budgets and by put in place an increasingly robust platform for improving outcomes for children and young people in schools, services and communities throughout the City.

In addition, the emerging Learning Strategy is anticipated to direct the work of the whole service in the following priority areas:

- Curriculum for Excellence
- Helping those with different needs
- Working together
- Learning in the wider community
- Fit-for-purpose schools/learning centres
- Technology
- Skilled and trained staff
- Value for money
- Community health and well being
- Community engagement in culture, arts and heritage

A Service Plan for Education, Culture and Sport is currently being developed and will include clear targets and performance measures for the priorities above.

As part of the next stage of development of the Learning Strategy, a further period of consultation and stakeholder engagement is underway. This will engage with partners in tertiary and higher education, with partners in the voluntary sector and with business and industry and it is particularly important

that we engage more fully and appropriately with children and young people. This consultation will also inform the new service plan.

(e) New Direction for reporting on Quality Improvement

Given the major consolidation of policy development since May 2007, it is proposed that a new direction be taken for progress reporting on Quality Improvement approaches including inspection by external bodies. Progress against the existing HMIE main point for action will not be reported separately but will be embedded within our reporting as part of Service Planning and Learning Strategy implementation. In this way, Elected members will be able to see clear and direct linkages to quality improvement throughout the work of the Education, Culture and Sports Service. This will also allow for stakeholders to be directly involved in assessing how well our services are doing and how well their needs are met. Plans are already underway for stakeholders, pupils and staff to be involved in service-wide evaluation events, focus groups, in-service and on-line questionnaires through February-April 2010.

(f) Partnerships with HMIE

Following a meeting with HMIE in late 2009 it has been agreed that a formal visit to conclude the process of inspection begun under INEA2 will probably take place in 2 parts: an initial visit in summer 2010 and a further visit in Autumn 2010. This is in line with the new arrangements being put in place by HMIE for all councils. These will be opportunities for the ECS Service to highlight its direction of travel and to evidence real impact on improved outcomes for children, young people and learning communities throughout the City. In the light of these milestones, it is proposed that a final statement of progress against the last inspection, linked to the new Service Plan objectives and Learning Strategy themes be prepared for Education, Culture and Sports Committee in June 2010. This will be the basis for the forthcoming inspection which will be carried out in partnership with HMIE as outlined below.

6.2.2 Validated Self evaluation (VSE)

(a) What is Validated Self-evaluation

Validated Self Evaluation or VSE differs from the former inspection arrangements. The process aims to support and challenge the work of education authorities to improve the quality of provision and outcomes for learners. Built of self-evaluation by the education authority, it involves a partnership in which HMIE will work alongside the authority and apply their knowledge of educational delivery and expertise in evaluation. The purpose of this is to support, extend and challenge the education authority's own self-evaluation, and so affirm and strengthen outcomes for learners. VSE acknowledges that the responsibility for improving services and outcomes lies with the education authority. It recognises that self evaluation is increasingly well embedded across the Scottish educational landscape and that high quality self-evaluation can lead to continuous improvement for learners and the achievement of excellence in practice and provision.

HMIE state that VSE seeks to:

- build the capacity of education authorities to evaluate their own performance and improve the quality of services and outcomes for learners;

- promote and develop good practice and best value in education authorities;
- provide information to Scottish Ministers and the public on the quality of provision in education authorities;
- offer independent evaluation and validation; and
- contribute to a reduction in external scrutiny at service level where possible, taking account of risk, and provide high quality and robust information for shared risk assessment.

The VSE process is designed to accord with the principles recommended by the Crerar 'Reducing the Burden' Action Group, in that it is:

- focused on outcomes;
- proportionate to need;
- owned by those carrying out the self-evaluation;
- flexible, with the scope to recognise differences in service levels and types;
- built on existing good practice and relevant existing standards;
- rigorous and transparent; and
- designed to secure continuous improvement.

6.2.3 Action by the Education, Culture and Sport Service

From February 2010 the Education, Culture and Sport service will carry out further work to evaluate the impact of the work of the service. On a rolling programme the service will take a more in-depth look at aspects of service delivery. These will be identified in the Service Plan which is being developed for the period 2010 to 2013.

Regular reports on performance will be brought to the Education, Culture and Sport Committee to enable progress to be scrutinised.

The Education, Culture and Sport service will continue to work with HMIE to provide the basis for further inspection based on self-evaluation.

7. REPORT AUTHOR DETAILS

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8. BACKGROUND PAPERS

INEA2: the 2007 report is available online at:

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

Educational Psychology: the 2007 report is available online at:

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

VSE: information on VSE is available online at:

<http://www.hmie.gov.uk/Generic/About+Validated+Self+evaluation>

Child Protection: The full joint HMIE report (Nov 2008) and the joint interim follow-through HMIE report (June 2009) is available at:

<http://www.hmie.gov.uk/ViewEstablishment.aspx?id=11838&type=12>

Children's Services: copies of the documents mentioned are available at

<http://www.hmie.gov.uk>

A copy of How Good is our Culture and Sport? is available online at

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

PLIQM: the framework is available online at

<http://www.slainte.org.uk/files/pdf/slic/PLQIM/plqim.pdf>

All other quality improvement frameworks mentioned are available online at

<http://www.hmie.gov.uk>

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