

Self-evaluation Progress report

Education Children and Families Committee

9 October 2012

1 Purpose of report

- 1.1 This report is an annual report that outlines progress and developments in self-evaluation and team planning in the education and centrally based services of Children and Families, including supported self-evaluation (SSE) in partnership with Education Scotland HMI.

2 Summary

- 2.1 Children and Families strive to meet the needs of service users by understanding and anticipating their different needs and expectations. The process of self-evaluation is central to the maintenance of quality, the pursuit of excellence and is complementary to the wide range of external scrutiny arrangements currently operating within and across the Service.

3 Main report

Background

- 3.1 A Self-evaluation Strategic Group (SESG) was established in January 2011 to:
- Work towards the production of a robust, outcome focused self-evaluation by the education and centrally based services of Children and Families in order to inform improvement planning.
 - Ensure that existing, well-established processes of self-evaluation and performance management systems are core to the evidence gathering process.
- 3.2 Outcome-focused self-evaluation is increasingly well embedded across education and central services with teams, establishments and units all involved in processes of self-evaluation. A key improvement priority is to support staff and managers to focus more effectively on articulating the impacts that services are making.
- 3.3 There is greater clarity at all levels regarding the self-evaluation frameworks currently used by Children and Families. Across the service there is increasing use and understanding of national quality frameworks as central to the

continuous improvement process, the basis for planning for improvement and action to improve.

- 3.4 Following a review of the effectiveness of the Public Service Improvement Framework (PSIF), a number of centrally based teams engaged in the original roll out of PSIF in 2009/10 are now using the Quality Management in Education framework to develop a systematic approach to self-evaluation, with a clear focus on impact and outcomes.
- 3.5 A clearly articulated set of outcomes for Children and Families are detailed in the Service Plan and, for most staff, their team plan provides a direct connection to those outcomes. An updated Team Plan template, introduced in March 2012, includes a requirement for measurable targets. All teams/establishments/units will be using this format by the end of the year. An annual cycle of team planning and self-evaluation, based on a model of 'plan»do»review', is currently being implemented.
- 3.6 The evidence gathered through these processes of self-evaluation also contributes to a range of standards and frameworks including Investors in People (IIP), Customer Service Excellence (CSE) and the European Foundation for Quality Management (EFQM).

Literacy Supported Self-evaluation (SSE)

- 3.7 In November 2011, Education Scotland HMI was invited to work alongside the Literacy Strategy Group, to develop, and challenge, the existing Literacy self-evaluation and to help strengthen outcomes for learners.
- 3.8 Following an initial scoping exercise a timetable of planned, evaluative activity exploring the impact of the Literacy Strategy on learners, was brought together involving Early Years, Child and family centres, primary and secondary schools, Family Learning, Workers Educational Association (WEA), Psychological Services, QIOs, Community Learning and Development and Professional Support Services.
- 3.9 Key strengths from the SSE include:
 - strong commitment from a range of staff to improving self-evaluation in literacy
 - Staff keen to reflect on their practice and open to new ideas and approaches to improve outcomes for children and young people.
 - Transparency amongst staff who are keen to engage in professional dialogue to improve their practice

Areas for Improvement

- Continue to build capacity in all staff, through CPD and sharing practice, in ensuring self-evaluation is not an end in itself and reflects the improvement 'journey' and the impact and outcomes demonstrated.

- Continue to develop approaches to staff challenging each other in improving their practice, through CPD and sharing practice.
- Develop approaches to strengthening coherence between early years and primary one with reference to assessment, planning and monitoring across the early level, as part of both the Early Years and Literacy Strategies.

The outcomes of the SSE will be incorporated into the action plan of the Literacy Strategy Group.

3.10 The next phase of self-evaluation activity will focus on Getting it Right for Every Child and Additional Support for Learners.

3.11 Next Steps

The SESG will:

- Continue to ensure that the results of the evidence gathering processes are robust and impact focused, and that the questions 'What difference are we making?' and 'How do we know?' can be answered with confidence.
- Continue to ensure that clear plans are in place to address identified areas for improvement, and that these are actioned.
- Continue to embed regular self-evaluation and team planning as central to the culture of continuous improvement, across Children and Families.

4 Financial Implications

4.1 There are no financial implications from this report.

5 Equalities Impact

5.1 There is no equalities impact.

6 Environmental Impact

6.1 There is no adverse environmental impact.

7 Conclusions

7.1 Self-evaluation is increasingly well embedded in the practice of education and centrally based staff and progress is being made in building the capacity of staff to ensure that self-evaluation is not an end in itself but informs continuous improvement.

8 Recommendations

8.1 Note the content of the report and request an update in one year.

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Appendices	none
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Wards affected	All
Single Outcome Agreement	Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Background Papers	