

EAST AYRSHIRE COUNCIL

GOVERNANCE AND SCRUTINY COMMITTEE – 24 OCTOBER 2008

CONTINUOUS IMPROVEMENT USING QUALITY MANAGEMENT IN EDUCATION (QMIE 2)

Report by Executive Director of Educational and Social Services

1. PURPOSE OF THE REPORT

- 1.1 To advise the Governance and Scrutiny Committee of the outcome of the annual review of Educational Services using the evaluation framework Quality Management in Education (QMIE 2)

2. BACKGROUND

- 2.1 The Corporate Strategy Group in September 2003, approved the use of the Pathway software to facilitate EFQM Assessments within the Council. The software was installed on the Council's intranet server and was made available for use by departments in February 2004.
- 2.2 As approved by Policy and Resources Committee in February 2004, all Service Units were scheduled to carry out a first assessment using Pathway software by end March 2005. It was the intention that the use of Pathway would be reviewed at the end of its first full year in operation and subsequently on an annual basis.
- 2.3 In 2007 an evaluation of the external inspection criteria and suite of Quality Indicators (QIs) set out in Quality Management in Education (QMIE 2) was undertaken comparing it with the EFQM model. As a result of the similarities it was decided that there is no further requirement for a separate EFQM self assessment to be undertaken for Educational Services. However, to satisfy the requirements of legislation and to demonstrate continuous improvement it was agreed that Educational Services produce an annual report based on the QMIE framework.

3. BASELINE PERFORMANCE

3.1 QMIE Broad View Evaluation

In school session 2007-08 stakeholders participated in a broad view evaluation of all of the QIs within the nine key areas of the QMIE 2 model as follows:

1. Key performance outcome
2. Impact on service users
3. Impact on staff
4. Impact on the community
5. Delivery of educational processes

- 6. Policy development and planning
- 7. Management and support of staff
- 8. Partnership and resources
- 9. Leadership

3.2 **Key Strengths and Areas for Improvement**

Stakeholders scored the QIs against a six point scale from 1, unsatisfactory to 6, excellent based on informed professional judgement and a knowledge of the sources of evidence available to substantiate the evaluation.

3.2.1 Key strengths were identified as follows:

Key Areas

- Leadership (key area 9)

Quality Indicators

- Fulfilment of statutory duties (indicator 8.4)
- Inclusion, equality and fairness (indicator 9.1)
- Developing people and partnership (indicator 9.2)
- Leadership and change and Improvement (indicator 9.3)
- Vision, values and aims (indicator 9.4)

Themes

- Performance against aims, objectives and targets (theme 1.1.3)
- Compliance with legislation, and responsiveness to guidance and codes of practice (theme 1.2.2)
- Implementation of the council's policies, strategies and plans (theme 5.1.2)
- Inclusion, equality and fairness (theme 5.2.1)
- Arrangements for Quality Assurance and Improvement (theme 5.3.1)
- Planning for Improvement and Monitoring Progress (theme 5.3.4)
- Links to vision, values and aims (theme 6.1.3)
- Links to vision, values and aims (theme 7.1.3)
- Sharing and Sustaining the Vision (theme 9.1.2)
- Structure and content of the service plan (theme 3.1.2)
- Appropriateness and coherence with Corporate and Community vision, values, and aims (theme 9.1.1)
- Promoting of positive attitudes to social and cultural diversity (theme 9.1.3)
- Strategic planning and communication (theme 9.2.1)
- Team work and partnerships (theme 9.3.3)
- Developing leadership capacity (theme 9.3.1)
- Support and challenge (theme 9.4.1)
- Continuous Improvement (theme 9.4.3)

3.2.2 Areas for improvement were identified as follows:

Key Areas

No Key Areas were identified as having a need for improvement.

Quality Indicators

Resource Management (indicator 8.1)

Themes

- Involving and engaged in their children's development and learning (theme 2.2.1 (ii))
- Involved in and engaged in their children's development and learning (theme 2.2.2 (iii))
- Motivated, confident and valued (theme 3.1.4)
- Accommodation (theme 8.3.1).
- Linkages between and sharing of information (theme 8.4.2)

The report on the Broad View Evaluation using the QMIE 2 Framework is attached as Appendix 1.

3.3 Action Plan

As a result of the self-evaluation an Action Plan has been produced identifying outcome indicators and baseline data together with actions required, projected outcomes, resource implications and evaluation processes for each of the five key areas for improvement set out in 3.2 above.

The Quality Management in Education Action Plan for 2008-09 is attached as Appendix 2.

4. FUTURE DEVELOPMENTS

4.1 The Standards in Scotland's Schools etc. Act 2000 section 5 places a requirement on education authorities to consult widely (teaching and support staff, parents, pupils, and those with an interest in education) on educational improvement objectives. The QMIE Action Plan is one strand of an improvement agenda which is delivered by education central services and complements the improvement agenda for schools and early years centres set out in Priority to Improvement 2007-2010. While consultation mechanisms are well established within Educational Services and provide an important link with all of our stakeholders it is planned to engage further over the coming session to ensure as wide a constituency of interested parties is involved as possible.

4.2 In anticipation of an HMIE Inspection of the Education Function of Local Authorities (INEA Inspection), a component part of which is the production of a detailed "closer look" self-evaluation using QMIE, it is proposed to hold a series of workshops involving senior officers of Educational Services. These workshops will focus on all of the QIs in the evaluation framework. Officers will identify key strengths and areas for improvement based on their detailed working knowledge of the Service. This evidence based approach will allow the Service to make sound professional judgements about the quality of provision and to justify their conclusions with reference to existing documentation, surveys of, and interviews with, stakeholders and direct observation of practice.

5. CONCLUSIONS

- 5.1 Quality Management in Education is a powerful self-evaluation framework which contributes to the Council's requirement for a mechanism to contribute to the delivery of continuous improvement as part of the approach to Best Value. It provides a picture of the effectiveness of provision within Educational Services and leads to the production of an Improvement Plan designed to maintain the momentum of continuous improvement within the Service

6. POLICY IMPLICATIONS

- 6.1 None.

7. LEGAL AND FINANCIAL IMPLICATIONS

- 7.1 None.

8. RECOMMENDATIONS

- 8.1 It is recommended that the Governance and Scrutiny Committee:-
- (i) note the progress in establishing QMIE as the self-evaluation framework within Educational Services;
 - (ii) note the key strengths and areas for improvement identified in the report ;
 - (iii) approve the Action Plan for 2008-09;
 - (iv) invite the Executive Director to report annually on QMIE;
 - (v) approve the planned detailed "closer look" workshops;
 - (vi) otherwise note the contents of this report.

Graham Short
Executive Director of Educational and Social Services
26 October 2007

List of Background Papers

None

IMPLEMENTATION OFFICER: Kenneth McKinlay, Principal: Quality Improvement

APPENDIX 1



QUALITY MANAGEMENT IN EDUCATION 2

June 2008

Taking a Broad View of the Work of Educational and Social Services

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INTRODUCTION

The Department of Educational and Social Services invited Heads of Establishments, Senior Officers and Central Services Officers to evaluate the effectiveness with which the Department discharged responsibility for monitoring and developing the quality of schools and educational provision.

The consultation used the framework and evaluation criterion outlined in 'Quality Management in Education: Self-Evaluation for Local Authority Education Departments' to provide a broad view of the work of Educational Services in terms of the 9 key areas. These areas are divided into 24 quality indicators and 99 themes.

Educational establishments and Central Services were asked to evaluate the performance and quality of the Educational and Social Service Department against the following four levels:

6	Excellent	Excellent
5	Very Good	Major Strengths
4	Good	Important strengths with areas for improvement
3	Adequate	Strengths outweigh weaknesses
2	Weak	Some Important Weaknesses
1	Unsatisfactory	Major Weaknesses

46 Returns were received across schools and central services.

Mean ratings were calculated for each Key Area, Quality Indicator and individual themes. If an area emerged as having a mean rating greater than or equal to (\geq) 4.9, this was perceived to be an area of significant strength. Mean ratings less than ($<$) 4.1 were viewed as an area for improvement.

Each theme displays a 'Skewness' Rating. As a guide, if a performance indicator has a skewness rating greater than 1, the data is significantly positively skewed and therefore the ratings were mainly higher than the average. If a performance indicator has a skewness value of less than -1, the data is significantly negatively skewed and therefore has a substantial probability that the majority of returns were of a lower value than the average. Any performance indicator displaying a skewness value of 0 is normally distributed.

EVALUATION SUMMARY

The evaluation results were collated and analysed. The results were as follows:

A. TABLE 1 - BY KEY AREA

	Mean Response
1 Key Performance Outcomes	4.8
2 Impact on Service Users	4.5
3 Impact on Staff	4.4
4 Impact on the Community	4.4
5 Delivery of Education Processes	4.8
6 Policy Development and Planning	4.6
7 Management and Support of Staff	4.6
8 Partnership and Resources	4.3
9 Leadership	4.9

B. TABLE 2 - BY QUALITY INDICATOR

	Mean Response
1.1 Improvement in performance	4.8
1.2 Fulfillment of statutory duties	4.9
2.1 Impact on Learners	4.6
2.2 Impact on parents/careers and families	4.4
3.1 Impact on Staff	4.4
4.1 Impact on Local Community	4.3
4.2 Impact on the wider community	4.5
5.1 Delivering education services	4.8
5.2 Inclusion, equality and fairness	4.9
5.3 Improving the quality of services and establishments	4.8

6.1	Policy review and development	4.8
6.2	Participation of learners and other stakeholders	4.4
6.3	Operational Planning	4.6
7.1	Policy review and development	4.8
7.2	Participation of learners and other stakeholders	4.3
7.3	Operational Planning	4.5
8.1	Partnership working	4.5
8.2	Financial Management	4.5
8.3	Resource Management	4.1
8.4	Information System	4.3
9.1	Vision, values and aims	5.0
9.2	Leadership and direction	4.8
9.3	Developing people and partnership	4.9
9.4	Leadership and change and Improvement	4.9

C. TABLE 3 - BY THEME

KEY PERFORMANCE OUTCOMES

		Mean Response	Skewness
1.1.1	Performance Data And Measures Showing Trends Over Time	4.7	-0.2
1.1.2	Overall Quality Of Education Provided By Individual Services Or Establishments	4.8	-0.7
1.1.3	Performance Against Aims, Objectives And Targets	4.9	-0.3
1.2.1	Financial Performance	4.6	-0.8

1.2.2	Compliance With Legislation, And Responsiveness To Guidance And Codes Of Practice	5.2	0.0
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IMPACT ON SERVICE USERS

		Mean Response	Skewness
2.1.1	Included And Participating	4.5	-0.8
2.1.2	Achieving And Attaining	4.7	-0.3
2.1.3	Progressing	4.7	-0.2
2.1.4	Successful Learners, Confident Individuals, Responsible Citizens And Effective Contributors	4.4	-0.3
2.1.5	Safe, Nurtured, Healthy, Achieving, Active, Respected And Responsible And Included	4.5	-0.3
2.2.1	Treated Equally And Fairly	4.6	-0.4
2.2.2	Satisfied With The Quality Of Education Provided	4.6	0.4
2.2.3	Involved And Engaged In Their Children's Development And Learning	4.1	-0.1
2.2.4	Treated Equally And Fairly	4.5	0.3
2.2.5	Satisfied With The Quality Of Education Provided	4.6	0.5
2.2.6	Involved And Engaged In Their Children's Development And Learning	4.1	-0.2

IMPACT ON STAFF

		Mean Response	Skewness
3.1.1	Motivated, Confidents And Valued	4.3	-0.5

3.1.2	Improve Their Practice Through Training And Development Activities	4.7	-0.5
3.1.3	Have Positive Experiences Of The Quality Of Central Services And External/Partner Agencies	4.3	-0.6
3.1.4	Work Effectively In Teams	4.5	-0.7
3.1.5	Motivated, Confidants And Valued	4.1	-0.4
3.1.6	Improve Their Practice Through Training And Development Activities	4.7	-0.6
3.1.7	Have Positive Experiences Of The Quality Of Central Services And External/Partner Agencies	4.2	-0.4
3.1.8	Work Effectively In Teams	4.6	-0.9

IMPACT ON THE COMMUNITY

		Mean Response	Skewness
4.1.1	Engages With And Supports Organisations In The Community	4.6	0.2
4.1.2	Contributes To Supporting Community Influence And Representation	4.5	0.1
4.1.3	Contributes To Achieving Social Justice	4.4	0.2
4.1.4	Engages Local Communities In And Contributes To Wider Developments (E.G. National And International)	4.3	-0.3
4.1.5	Supports Social And Economic Development	4.4	0.2
4.1.6	Engages With And Supports Organisations In The Community	4.3	-0.3
4.1.7	Contributes To Supporting Community Influence And Representation	4.3	0.0
4.1.8	Contributes To Achieving Social Justice	4.4	-0.2

4.1.9	Engages Local Communities In And Contributes To Wider Developments (E.G. National And International)	4.2	-0.5
4.1.10	Supports Social And Economic Development	4.3	-0.1
4.2.1	Encourages And Supports Creativity And Innovation	4.6	0.3
4.2.2	Learns From And Adopts Leading-Edge Practice	4.5	0.3
4.2.3	Influences Wider Policy Or Practice	4.5	-0.2
4.2.4	Anticipates And Responds Rapidly And Flexibly To Change	4.5	-1.0

DELIVERY OF EDUCATION PROCESSES

		Mean Response	Skewness
5.1.1	Service Delivery	4.8	-1.0
5.1.2	Implementation Of The Council's Policies, Strategies And Plans	4.9	-0.6
5.1.3	Action To Meet The Needs Of Children, Young People And Adults	4.8	-0.4
5.1.4	Recognising Achievement In The Community	4.7	-0.8
5.2.1	Inclusion, Equality And Fairness	4.9	-0.2
5.3.1	Arrangements For Quality Assurance And Improvement	4.9	-1.2
5.3.2	Support And Challenge	4.8	-0.9
5.3.3	Evaluating Outcomes, And Feedback From Learners, Participants And Other Stakeholders	4.6	-0.9
5.3.4	Planning For Improvement And Monitoring Progress	4.9	-1.3

5.3.5	Reporting Progress To Stakeholders	4.8	-0.4
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POLICY DEVELOPMENT AND PLANNING

		Mean Response	Skewness
6.1.1	Range And Appropriateness Of Policies	4.8	0.0
6.1.2	Coherence With Council-Wide Policy	4.8	0.1
6.1.3	Links To Vision, Values And Aims	4.9	-0.2
6.1.4	Managing, Evaluating In The Work Of The Service	4.8	-0.8
6.2.1	Involvement In Policy Development	4.3	-0.6
6.2.2	Communication And Consultation	4.4	-0.4
6.2.3	Active Participation In The Work Of The Service	4.4	0.2
6.3.1	Developing, Implementing And Evaluating Plans	4.7	-0.3
6.3.2	Structure And Content Of Plans	4.6	0.4
6.3.3	Use Of Management Information	4.5	-0.5
6.3.4	Joint Planning With Partner Organisations And Services	4.5	-0.8
6.3.5	Planning For Sustainability	4.5	-0.6

MANAGEMENT AND SUPPORT OF STAFF

		Mean Response	Skewness
7.1.1	Range And Appropriateness Of Policies	4.8	-0.2
7.1.2	Coherence With Council-Wide Policy	4.8	0.2
7.1.3	Links To Vision, Values And Aims	4.9	0.1
7.1.4	Managing, Evaluating In The Work Of The Service	4.7	-1.0
7.2.1	Involvement In Policy Development	4.3	-0.6
7.2.2	Communication And Consultation	4.4	-0.3

7.2.3	Active Participation In The Work Of The Service	4.3	-0.2
7.3.1	Developing, Implementing And Evaluating Plans	4.6	-0.4
7.3.2	Structure And Content Of Plans	4.6	-0.4
7.3.3	Use Of Management Information	4.5	-0.9
7.3.4	Joint Planning With Partner Organisations And Services	4.4	-0.3
7.3.5	Planning For Sustainability	4.4	-0.4

PARTNERSHIP AND RESOURCES

		Mean Response	Skewness
8.1.1	Clarity And Purposes Of Aims	4.7	-0.9
8.1.2	Service Level Agreements, Roles And Remits	4.6	-0.3
8.1.3	Working Across Agencies And Disciplines	4.3	-0.6
8.1.4	Staff Roles In Partnerships	4.3	-0.3
8.2.1	Setting Budgets And Enterprise In Securing Funding	4.5	-0.7
8.2.2	Range And Implementation Of Financial Procedures And Controls	4.6	-0.7
8.2.3	Progress For Collecting, Evaluating And Communication Financial Information	4.5	-0.4
8.2.4	Providing Best Value	4.3	-0.7
8.3.1	Accommodation	3.6	-0.5
8.3.2	Resources And Equipment	4.2	0.0
8.3.3	Efficiency And Effectiveness In Use Of Resources	4.2	-0.4
8.3.4	Health And Safety	4.3	-0.9
8.4.1	Data Collection, Storage And Retrieval	4.5	-0.9
8.4.2	Linkages Between, And Sharing Of Information	4.0	-0.8
8.4.3	Process For Analysing, Evaluating And Using Information	4.4	0.3

LEADERSHIP

		Mean Response	Skewness
9.1.1	Appropriateness And Coherence With Corporate And Community Vision, Values, And Aims	5.1	0.0
9.1.2	Sharing And Sustaining The Vision	4.9	-0.4
9.1.3	Promoting Of Positive Attitudes To Social And Cultural Diversity	4.9	0.1
9.2.1	Strategic Planning And Communication	4.9	-0.4
9.2.2	Strategic Deployment Of Resources	4.7	-0.9
9.2.3	Evaluation Of Risk	4.7	-0.8
9.3.1	Developing Leadership Capacity	5.0	0.0
9.3.2	Building And Sustaining Relationships	4.8	-0.5
9.3.3	Team Work And Partnerships	4.9	-0.7
9.4.1	Support And Challenge	5.0	-1.1
9.4.2	Creativity, Innovation And Step Change	4.8	-0.3
9.4.3	Continuous Improvement	5.0	-0.4

AREAS OF STRENGTH

The following areas of strength (rated ≥ 4.9) emerged from the Key Areas, Quality Indicators and Themes. Please note that the statistics will be rounded to one decimal place to establish strengths.

Key Areas

- The following Key Areas were identified as strengths within the Authority:
 - Leadership (key area 9)

Quality Indicators

- The following Quality Indicators were identified as a strength within the Authority:
 - Fulfilment of statutory duties (indicator 8.4)
 - Inclusion, equality and fairness (indicator 9.1)
 - Developing people and partnership (indicator 9.2)
 - Leadership and change and Improvement (indicator 9.3)
 - Vision, values and aims (indicator 9.4)

Themes

- The following Themes were identified as strengths within the Authority:
 - Performance against aims, objectives And targets (theme 1.1.3)
 - Compliance with legislation, and responsiveness to guidance and codes of practice (theme 1.2.2)
 - Implementation of the council's policies, strategies and plans (theme 5.1.2)
 - Inclusion, equality and fairness (theme 5.2.1)
 - Arrangements for Quality Assurance and Improvement (theme 5.3.1)
 - Planning for Improvement and Monitoring Progress (theme 5.3.4)
 - Links to vision, values and aims (theme 6.1.3)
 - Links to vision, values and aims (theme 7.1.3)
 - Sharing and Sustaining the Vision (theme 9.1.2)
 - Structure and content of the service plan (theme 3.1.2)
 - Promoting of positive attitudes to social and cultural diversity (theme 9.1.3)
 - Strategic planning and communication (theme 9.2.1)
 - Team work and partnerships (theme 9.3.3)
 - Developing leadership capacity (theme 9.3.1)
 - Support and challenge (theme 9.4.1)
 - Continuous Improvement (theme 9.4.3)
 - Appropriateness and coherence with Corporate and Community vision, values, and aims (theme 9.1.1)

AREAS FOR IMPROVEMENT

The following areas for improvement (rated <4.1) emerged from the Key Areas, Quality Indicators and Themes. Please note that the statistics will again be rounded to one decimal place to establish weaknesses.

Key Areas

- No Key Areas were identified as having a need for improvement.

Quality Indicators

- The following Quality Indicator was identified as an area for improvement within the Authority:
 - Resource Management (indicator 8.1)

Themes

- The following Themes were identified as areas for improvement:
 - Involving and engaged in their children's development and learning (theme 2.2.1 (ii))
 - Involved in and engaged in their children's development and learning (theme 2.2.2 (iii))
 - Motivated, confident and valued (theme 3.1.4)
 - Accommodation (theme 8.3.1).
 - Linkages between and sharing of information (theme 8.4.2)

DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

**QUALITY MANAGEMENT IN EDUCATION
SELF-EVALUATION
ACTION PLAN 2008-2009**

AIM	Improve performance in: QMIE QI 2.2.1 (iii) Quantitative and Qualitative data that demonstrate the extent to which parents/carers and families are involved and engaged in their children's development and learning
Outcome Indicator (How will we measure whether the aim is being met?)	Baseline
Rates of attendance at meetings and forums Levels of participation in home-school activities and health initiatives Attendance at family group conferences and joint assessment team meetings Achievement of customer service awards Evidence from HMIE inspection reports relating to parents, carers and families	No attendance data available All schools awarded Health Promotion status based on high levels of involvement Almost all parents/carers attend conferences and meetings Quality Improvement Team awarded Charter Mark in 2005 Inspection reports record over 90% satisfaction with education of their children
Actions (What needs to be done)	Projected Outputs (What do we propose to do)
Draft Parental Involvement Strategy to be ratified thus providing a framework for consultation and engagement with parents and carers	Formal mechanisms established to identify and measure levels of engagement and participation in children's learning and development
Issue guidance re recording of levels of parents/carers attendance at meetings, curriculum workshops, health and other initiatives etc	Data collected and monitored Overall picture of level of engagement of parents/carers in their children's learning and development established
Research and Statistics Unit to set up database to record survey results from HMIE inspection reports	Quantitative data available to report levels of parent/carer involvement in, and satisfaction with quality of educational provision
Resource Implications	Evaluation Processes
Internal capacity	Audit of establishment parent/carer attendance Scrutiny of HMIE reports

AIM	Improve performance in: QMIE QI 2.2.2 (III) Extent to which parents/carers and families report that they are involved and engaged in their children's development and learning
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Outcome Indicator (How will we measure whether the aim is being met?)	Baseline
Reported satisfaction levels in parent/carer surveys and questionnaires Positive outcomes from parent/carer focus groups	Overall very high levels reported in 2006 stakeholder survey

Actions (What needs to be done)	Projected Outputs (What do we propose to do)
Draft Parental Involvement Strategy to be ratified thus providing a framework for consultation and engagement with parents and carers	Formal mechanisms established to identify and measure levels of engagement and participation in children's learning and development
Re-issue stakeholder survey for 2008 Two key areas with less than 90% positive responses to be addressed as follows: "The school has explained how I can support my child with his/her homework" "Teachers are good at letting me know my child's strengths and weaknesses"	90% or greater positive responses to all categories within stakeholder questionnaire
All establishments to seek views of parents/carers regarding reported levels of involvement and engagement	Increases reported levels of involvement and engagement

Resource Implications	Evaluation Processes
Internal capacity	Analysis of stakeholder survey responses Audit of data from establishments

AIM	Improve performance in: QMIE QI 3.1.2 (i) Extent to which staff report that they are motivated, confident and valued
Outcome Indicator (How will we measure whether the aim is being met?)	Baseline
Reported satisfaction levels of staff with regard to motivation, confidence and feeling valued	Overall satisfactory levels reported in 2006 staff survey
Actions (What needs to be done)	Projected Outputs (What do we propose to do)
Re-issue staff survey for 2008 Four key areas with less than 90% positive responses to be addressed as follows: "I have good opportunities for career development" "I enjoy a high level of job satisfaction" "I feel motivated and enjoy my work" "My success is regularly celebrated"	90% or greater positive responses to all categories within staff questionnaire
All establishments to seek views of staff regarding reported levels of motivation, confidence and feeling valued	Increased reported levels of satisfaction
Cross-reference outcomes of staff survey with responses to 2008 Corporate Employee Attitude Survey	Corroboration of views through cross-referencing responses confirms levels of motivation/job satisfaction
Resource Implications	Evaluation Processes
Internal capacity	Analysis of staff survey responses Audit of data from establishments

AIM	Improve performance in: QMIE QI 8.3.1 Accommodation
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Outcome Indicator (How will we measure whether the aim is being met?)	Baseline
All educational establishments fit for purpose for education in the 21 st century	See comprehensive Asset Management Plan incorporating audit of condition of the school building estate

Actions (What needs to be done)	Projected Outputs (What do we propose to do)
Capital programmes reflect priorities in Asset Management Plan	Capital programme for upgrading of school estate agreed and delivered. Improved accommodation and facilities for learning through the authority
Complete PPP projects as agreed in Business Case	All PPP new builds and refurbishments completed and delivered on time. Facilities match specification in agreed contracts

Resource Implications	Evaluation Processes
Capital Budget PPP financing	Educational Services Property Section, PPP Project Team and Council Asset Management to evaluate all building, technical and financial elements of projects against Best Value criteria

AIM	Improve performance in: QMIE QI 8.4.2 Linkages between, and sharing information
Outcome Indicator (How will we measure whether the aim is being met?)	Baseline
The SEEMIS management information system is properly populated with data and analyses provide staff with information leading to improved service provision Integrated Assessment Framework (IAF) is implemented across partner agencies	SEEMIS Click&Go is use in all establishments Research and Statistics Unit provides analyses as required IAF piloting underway and feedback provided SC 76 currently under review
Actions (What needs to be done)	Projected Outputs (What do we propose to do)
Ensure protocols for SEEMIS Click&Go are followed by all users	SEEMIS provides the service and establishments with robust information to inform planning for improvement and resource targeting
Agree information sharing protocols with partners and implement IAF using documentation consistent with revised SC 76 guidelines	IAF fully implemented across all partner agencies using agreed documentation
Explore issues relation to integration of SEEMIS and SWIFT	Improved sharing of information between Educational and Social Work Services in support of full implementation of IAF
Implement GLOW within Educational Services	All schools linked to national intranet to allow open access to, and sharing of, learning resources

Continue to develop integration of ASL files and national agency dealing with Children Missing from Education	Accurate data and appropriate sharing of information ensures no child is missed out
Improve liaison with Careers Scotland and JobCentre Plus	Improved tracking of leaver destinations to maintain contact post school to support those requiring More Choices, More Chances

Resource Implications	Evaluation Processes
Internal capacity	Quality Improvement Officers monitor and evaluate use of management information by establishments to inform planning for improvement. Audit of staged intervention approaches set out in SC 76 and scrutiny of case file documentation as part of the IAF process