

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE : 7 NOVEMBER 2006

DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES STRATEGIC SELF ASSESSMENT OF PERFORMANCE – PROGRESS REPORT

Report by Executive Director (Educational and Social Services)

1. PURPOSE OF REPORT

- 1.1 To update Elected Members on the Department of Educational and Social Services' progress in addressing areas for improvement identified during the Strategic Self Assessment of the Department's performance.

2. BACKGROUND

- 2.1 A key element of the Best Value and Community Planning Audit process is the assessment by the Council of its performance. The Strategic Self Assessment of Performance undertaken by the Corporate Management Team was underpinned by departmental Self Assessments carried out by Executive Directors for each of their respective service units. Crucial to this process is the identification of areas for improvement.
- 2.2 This report seeks to outline to Committee progress made by the Department of Educational and Social Services in responding to and addressing the areas for improvement identified in respect of the five service units within the Department – School based Education Services, Community Learning and Development, Early Years Services, On-Site Services and Social Work Services.

3. GENERAL COMMENTS

- 3.1 A summary of each of the Service Units' progress in responding to the areas for improvement identified in relation to their respective services is provided in the appendix to this report.
- 3.2 Members will note the very good progress being made across the Department. The few areas which remain outstanding will continue to be taken forward by Service Heads and will be incorporated into relevant service improvement/work plans as appropriate.

4. FINANCIAL IMPLICATIONS

- 4.1 None arising directly from this report.

5. LEGAL IMPLICATIONS

- 5.1** East Ayrshire Council has a statutory requirement under the Local Government in Scotland Act, 2003 to demonstrate delivery of Best Value.

6. POLICY IMPLICATIONS

- 6.1** The very good progress in responding to areas of improvement identified during the Department of Educational and Social Services Strategic Self Assessment of Performance demonstrates clearly our continued commitment to Best Value and the continuous improvement of service delivery.

7. COMMUNITY PLAN IMPLICATIONS

- 7.1** This Strategic Self-assessment of the various services within the Department of Educational and Social Services highlights the impact that is being made on all the themes and key areas of the Community Plan.

8. RECOMMENDATIONS

- 8.1** It is recommended that the Committee:
- i) note the very good progress made by the Department of Educational and Social Services in responding to the areas for improvement identified during the department's Strategic Self Assessment of Performance;
 - ii) agree that any outstanding action points be incorporated into relevant service improvement/work plans as appropriate; and
 - iii) otherwise note the contents of the report.

Graham Short
Executive Director (Educational and Social Services)

KMcK/MR
05.10.06

LIST OF BACKGROUND PAPERS

- i) Nil

Members wishing further information should contact Kenneth McKinlay, Principal Quality Improvement, Tel: (01563) 555650

IMPLEMENTATION OFFICER : GRAHAM SHORT

**East Ayrshire Council – Department of Educational and Social Services
Service Unit (Education 1)
Strategic Self-Assessment of Performance (Self-Assessment)**

[Note: a list of abbreviations is given at the end of this document.](#)

Performance Assessment 1-6	Evidence	Areas for Improvement
6	<p>EFQM Assessment:</p> <p>In February 2002, Her Majesty’s Inspectors of Education (HMIE) published a report in the INEA1 series. The QMIE indicators used by the inspectors included specific aspects of EFQM. This process resulted in an evaluation that all areas of activity were either “good” or “very good”. It was recognised as one of the best reports to be published on a Scottish Education Authority. The Authority was specifically praised for its robust approach to Best Value.</p> <p>In keeping with HMIE procedures a number of action points were identified that were evaluated as part of the INEA 2 process described below.</p> <p>Between April and September 2005, the Authority participated in the first pilot of the HMIE INEA2 process. INEA 2 maps precisely to EFQM. In keeping with the proportionate nature of the model, the Audit Scotland representative in the team deemed that there were no matters requiring inspectorate attention. The Report was published in June 2006 and highlight the key strengths of the department as follows:</p> <ul style="list-style-type: none"> • the leadership and direction provided by the Chair, Chief Executive, Executive Director and Heads of Service • the productive links established within the Council and with external bodies • the successes evident in the Learning Partnerships in delivering services to children, young people and their families • high levels of support among headteachers • the extensive range of high-quality experiences provided in sports, the arts and enterprise activities. 	<p>HMIE evaluated the progress against the action points arising from INEA 1 as part of the INEA2 process.</p> <p>Progress To Date: ACHIEVED</p> <p>All areas for improvement have been overtaken, although the need for continued work in progressing inclusion in the light of the new Additional support for Learning legislation was recognised.</p> <p>NEW AREAS FOR IMPROVEMENT:</p> <p>The areas for improvement identified within the INEA2 report are:</p> <ul style="list-style-type: none"> • continue to improve pupils’ attainment especially in reading and writing in primary schools • reduce exclusions • ensure that looked after and accommodated young people are able to progress and achieve appropriate qualifications.

	<p>In April 2006 Community Learning and Development had an HMIE inspection in the Cumnock Area. The report was published in September 2005 and highlighted key strengths of the Service as follows:</p> <ul style="list-style-type: none"> • The commitment of staff to the local area • The use of Dialogue Youth initiative in the area. This was having a positive impact in developing active citizenship amongst young people through effective engagement, consultation and empowerment • The focus of literacies work for local residents • The imaginative use of resources such as the “CHIP Van” to address issues of health and wellbeing • The good and effective training offered for community representatives <p>The development of good collaborative working to build community partnerships</p>	<p>Main points for action in the Cumnock area</p> <ul style="list-style-type: none"> • CLD and its partners should improve the coordination of services and provision of quality information and advice for young people <p>Progress to date: PARTIALLY ACHIEVED AND PROGRESSING</p> <ul style="list-style-type: none"> • CLD and its partners should develop creative and challenging programmes with clear educational outcomes within youth and adult provision <p>Progress to date: PARTIALLY ACHIEVED AND PROGRESSING</p> <ul style="list-style-type: none"> • the CLD team should further develop and embed its staff development, planning and self evaluations systems <p>Progress to date: ACHIEVED</p> <ul style="list-style-type: none"> • EAC should address the access, reception, security and health and safety aspects of its facilities <p>Progress to date: PARTIALLY ACHIEVED</p>
	Note: EFQM cross-references are indicated in brackets	
	(1.) Leadership:	
	(1) There is strong leadership at all levels – Executive Director, Chief Executive, and Committee Chair (evidenced from INEA 1 and INEA 2). The Department hosted its first Celebration of Achievement Ceremony in March 2006.	(1.1) Extend current opportunities for managers’ participation in training. Progress To Date: ACHIEVED ADES Mentoring Programme for senior staff introduced.
	(1.7) Managers make themselves available to customers and service users (parent focus groups, school board steering group, open days, informal JCC meetings and pupil councils and learners forums).	
	(1.4) Managers look for areas of improvement (minutes of meetings) through systematic and rigorous self-evaluation.	

	(2.) Policy & Strategy:	
	(2.7) Goals, plans and objectives are set for all parts of the organisation (Priority to Improvement, National Priorities, Integrated Children's Service Plan, Adult literacy and Numeracy action plan, Promoting Community Learning Theme of the Community Plan).	(2.9) An increased focus on supporting people's understanding of their role in delivering plans. Progress To Date: ACHIEVED Roles and responsibilities clearly identified in service plans.
	(2.6) Plans are developed to meet the aims of the department <ul style="list-style-type: none"> • Vision values and aims • Priority to Improvement • Service Improvement Plan • Standard Circulars • Integrated Children and Young Person's Service Plan and updates • Community Plan 	
	(3.) People:	
	(3.7) All employees have contracts and terms agreed (Minutes of JNCT, JCCs, personnel records)	(3.1) Extend an integrated strategy for CPD across all sectors and grades of staff. Progress To Date: PARTIALLY ACHIEVED On-line CPD MIS introduced in June 2006. Linkage to Social Work Services to be explored.
	(3.9) Employees as individuals and groups are involved in continuous improvement activity. (Notes of learning partnership meetings, DMR committees, informal JCC (teachers)).	
	Refine approach which links team plans to individual action plans	Progress to date: PARTIALLY ACHIEVED
	(4.) Partnerships & Resources:	
	(4.1) There is effective control of financial resources (Standard Circulars, scheme of delegation, DMR committee minutes, committee reports).	
	(4.2) Rigorous approaches to resource management are evident (School Estates Management Plan within which capacity issues and building condition are key drivers).	(4.10) Over-capacity in school buildings requires to continue to be addressed, with options for appropriate reduction. The PPP project will eliminate 1,200 surplus spaces. Progress To Date: PARTIAL Baseline data gathered. (4.11) Buildings and property maintenance need to be improved – a ten year investment strategy is being prepared. Progress To Date: UNDERWAY

	(4.9) There is a process to identify and measure suppliers (procurement process, contract management, SPTE arrangements)	
	Strong and effective partnerships exist through the establishment of learning partnerships involving staff from education, health, social work, Neighbourhood services, community learning and development and the Police. Learning partnership provision was externally evaluation in early 2006 and staffing levels were consolidated as a consequence.	
	Integrated service delivery is well established across the Department and Council area. The most vulnerable young people benefit as a consequence.	NEW AREA FOR IMPROVEMENT: Continue to work in partnership to deliver the Integrated Assessment Framework
	Review of youth work to ensure consistent standard across the authority	Review completed
	(5.) Processes:	
	(5.4) Services conform to relevant standards. (Disclosure Scotland, Curricular guidelines, SEED Circulars, Learning and Teaching Scotland guidance, Education Acts, establishment HMle reports, Care Commission Reports)	
	(5.7) Relevant key performance indicators are defined (Priority to Improvement, National Priorities, HMle suites of indicators, Care Commission regulations, Health and Safety standards)	
	(5.5) Established frameworks are used to measure performance (QMIE, INEA 2, How Good is our School? Framework for Integrated Children's Services, Child protection Framework, The Child at the Centre, liP, Charter Mark).	NEW AREA FOR IMPROVEMENT: Provide appropriate CPD related to the recent HMIE publication 'Journey to Excellence' and prepare staff for the launch of HGIOS3. Taking a Closer Look at key QIs in the Child Protection Framework to be carried out as part the audit and self-evaluation process.
	How good is our community learning and development 2	New self evaluation framework for CLD issued. Seminar for partners and CLD staff in December
	(5.2) Key processes have been developed to deliver goals. (Learning and teaching policy, exclusion policy, assessment policy, quality assurance framework, health and safety action plan, JNCT circulars).	
	Review and improve community facilities in specific locations across the authority	Review of facilities management carried out Progress to date: PARTIALLY ACHIEVED
	(6.) Customer Results:	
	(6.10) Performance comparisons are made with other authorities (reports to committee, HMle benchmarking groups, national averages, notes of visits by international visitors, DEiEP programme).	NEW AREA FOR IMPROVEMENT: Extend range of comparison date for year on year impact results.

	(6.6) We have results for our key measurements over time. (Annual profile of statistics, benchmarking to 3 year and 5 year averages, INEA 2).	(6.11) Results in certain areas of attainment and in exclusions requires to improve for 'hard to reach' groups. Progress To Date: PARTIAL Small increments recorded in some areas.
	(6.13) We have the detailed information to identify and explain areas of good and poor performance. (STACS data, SEEMIS vision, stakeholder surveys).	
	(7.) People Results:	
	(7.9) We are achieving results as good as other authorities over time. (Reports to committee, benchmarking information, STACS analysis, INEA2).	
	(7.7) We have targets for our key measurements that are challenging but achievable. (Priority to Improvement Implementation Plan, National Priorities).	
	(7.11) We have the detailed information to identify and explain areas of good and poor performance(absence reports, staffing exercise, SEED data).	
	(7.1) We have extensive evidence to measure people's perceptions (stakeholder surveys, INEA2 HMle survey).	Implement actions arising from the 2005 Staff Attitude Survey Progress To Date: PARTIAL Staff networks established to review communication and consultation strategies.
	Staff surveys to be more fully routinely utilised in order to improve staff morale and results	Progress to date: PARTIAL Survey carried out by admin staff on shared drive
	(8.) Society Results:	
	(8.9) We have measures and controls for our Health and Safety performance (risk assessment, Health and Safety Action Plan, departmental Health and Safety File).	
	(8.8) We support activities/charities in our local community. (Children in Need, SCIAF Programmes for Citizenship, HMle reports).	
	We work well with colleagues from a range of professional backgrounds.	
	Fairtrade status for selected goods	
	(9.) Key Performance Results:	
	(9.1) We measure our financial results (reports to committee, budget scrutiny, minutes of Heads of Service meetings).	
	(9.5) We have results for our key measurements (ideally over 3 years) (STACS, national priorities, INEA 2 data).	(9.) It remains a target to overtake national averages in all performance areas. Progress To Date: SATISFACTORY Performance in most areas better that comparator authorities.

	(9.12) We segment our results for different business areas (Heads of Service meeting papers, monthly statistical analysis by the research and intelligence section, budget analysis).	
	(9.10) Results stand comparison with benchmark authorities (Reports to Committee, INEA 2 data).	
	Non EFQM Issues:	
	<p>EAGER AND RELATED ISSUES:</p> <ul style="list-style-type: none"> • EAGER systems are in place and applied across <u>nearly</u> all areas of activity. (EAGER documentation) • EAGER system in place for CLD staff, Centre Supervisors and Youth Workers • System of staff development and review for all teaching staff exists and is implemented. (LNCT agreements, CPD papers considered by Committee) • System for managing continuing professional development (CPD) for teaching staff exists and is implemented. • On-line CPD Management System introduced in June 2006. • System for managing continuing professional development(CPD) in place for CLD staff and is implemented • Rolling programme of leadership development is available for appropriate staff. • Established annual programme of CPD opportunities based on improvement planning process. (QIT annual programme; seminar programme) • Two CPD co-ordinators appointed in June 2005. • Leadership development available for pupils in schools. Cumnock and Doon Academies involved in Columba 1400 Ambassadors Programme. • Participation in Scottish Qualification for Headship. (SQH written procedures, minutes of SQH Steering Groups) • Seminars staged involving world-class speakers. (Seminar programmes) 	<p>Continue with the planned extension to sessional and temporary staff.</p> <p>Progress To Date: SATISFACTORY Progress To Date: ACHIEVED Group EAGER process with centre supervisors being review Improve take-up of ancillary staff development opportunities. Progress To Date: ACHIEVED Support staff training reviewed and improved. National Occupational Standards for Classroom Assistants being developed at a national level.</p> <p>NEW AREA FOR IMPROVEMENT: Further develop the Columba 1400 Headteacher Leadership Programme and Leadership in Industry Programme. Leadership training delivered to CLD management team and senior practitioners.</p>

	<ul style="list-style-type: none"> • Agreed system of all teaching posts in schools with standard job description. (LNCT agreements, SNCT Circulars) • List of early years staff designations have been agreed and implemented. • Job outlines exist for all key posts in early years. • A CPD programme is in place for children’s services co-ordinators. • Funding is available in each learning partnership for multi-disciplinary training. 	
	<p>Community Plan:</p> <ul style="list-style-type: none"> • Update Reports provided for Improving Opportunities Learning theme of the Community Plan • Update Reports provided for Promoting Community Learning theme of the Community Plan • Committee reports emphasise community planning dimensions • Presentations made to headteacher meetings by Chief Executive • Presentations made to Learning Partnership staff by Heads of Service Autumn 2004 as a means to securing greater involvement of staff in the community planning process. • Specific initiatives contributing to individual themes of the community plan include: <ul style="list-style-type: none"> • PPP proposals include explicit provision for community use. • New Cumnock Academy and Drongan Primary School sports pitch development for school and community use. • Work experience provision in all secondary schools • Extension of the introduction of intranet and broadband connections. • Participation in Danger Detectives initiative • Participation in health and sports initiative. • Success of implementation of “Hungry for Success” • Improved standards of attainment in secondary schools. • Promotion of eco school initiative. • Health Promoting Schools Initiative • Provision of anti-drugs education packages and programmes. • Promotion of financial literacy and Credit Unions in secondary schools. • Family learning programmes developed in learning partnerships • Implementation of breakfast clubs • Pilot of Education Maintenance Allowance 1999-2003 and review by Scottish Executive. • Schools Estate Management Plan • Essential Skills support to adults requiring adult literacy and numeracy support 	

	<ul style="list-style-type: none"> • New Directions (Youth Literacies) project established within CLD • Access to community based learning for ICT • delivery of peer education programmes for young people • community learning and development plans produced • Outreach and detached work with young people • Consultation and engagement with young people through Dialogue Youth • The Department has developed an innovative approach to integrating services at local level through “Learning Partnerships”. These join educational, CLDS, social work, neighbourhood and health services together to provide an efficient and economical way to deliver, develop and improve services to children. The project has been independently evaluated. The learning partnership, with its multi-disciplinary approach is an ideal vehicle for taking forward the themes of the Community Plan. • Social Justice agenda embedded within Core Service 	
	<p>Performance Management Framework Returns:</p> <ul style="list-style-type: none"> • Performance Management Framework Return 2004/05. • Self evaluation document: East Ayrshire Schools Speak for themselves (based on How Good is Our School?). • Self evaluation document: How good is Our Community Learning and Development? • Self evaluation document: The Child at the Centre – consolidated results available at authority level. • Self evaluation document: Quality Management in Education (QMIE) self evaluation (INEA1 cycle). • Evaluation of learning partnerships conducted by external consultant. • Evaluation of youth strategy by external consultant. • Evaluation of “Closing the Gap” by Glasgow University. • Adoption of HMIE indicators for looked after children. • Adoption of Child Protection Quality Indicators. • The Authority has developed a bespoke framework to evaluate the work of the learning partnerships. 	<p>NEW AREA FOR IMPROVEMENT Implement new self evaluation framework with</p> <ul style="list-style-type: none"> • CLD Partnership • CLD Service <p>Voluntary projects</p> <p>NEW AREA FOR IMPROVEMENT: Implement QMIE2/INEA2 evaluation framework .</p> <p>NEW AREA FOR IMPROVEMENT: This to be superseded by the Evaluation Framework for Services for Children and Young People.</p>

	<p>Self evaluation for INEA 2 identified the following:</p> <p>What key outcomes have we achieved:</p> <ul style="list-style-type: none"> • Steady improvement in attainment over 5 years (STACS). • Very good attainment performances relative to comparator authorities (STACS). • Increase in proportion of young people entering further and higher education SEED Statistics. • Significant progress against all local improvement objectives and National Priorities (National Priority Report). • Establishment success in HMIE and Care Commission inspection processes (HMIE and Care Commission Reports and Follow-through). • Achievement of adult literacy targets (Adult literacy and numeracy action plan). • Successful outcomes under Hungry for Success (Stakeholder Survey). • Achievement of Community Plan targets (Community Plan annual review). • Achievements in the Creativity (music, art and enterprise) programme (Project documents). • High ratings in a wide range of self evaluation exercises (Self-evaluation exercises). 	<p>Attainment results in relation to national averages.</p> <p>Progress To Date: PARTIAL Improvement in most areas of attainment. As identified in Priority to Improvement 2005</p> <p>Progress To Date: ACHIEVED Good performance in almost all areas against comparator authorities. Reduction in proportion of school leavers not in employment, education or training (NEET).</p> <p>Progress To Date: PARTIAL NEET reduced in some areas.</p>
	<p>What impact have we had in meeting the needs of our stakeholders ?</p> <p>Children, young people and learners</p> <ul style="list-style-type: none"> • Effective integration of services leading to improved outcomes delivered through Learning Partnerships (Stakeholder survey). • Effective and targeted approach to curriculum development (National Priorities). • Effective provision of out-of-school care (safe) (Childcare papers). 	<p>Refinement of measurement of stakeholders perceptions of service provision.</p> <p>Progress To Date: ACHIEVED Stakeholder surveys improved. Impact of working with young people in the community.</p> <p>Progress To Date: ACHIEVED Impact evaluated using HGIOCLD Areas identified in Priority to Improvement 2006.</p> <p>Progress To Date: ACHIEVED Eighteen Out of School Care Services offer 398 before school places, 645 after school places and 752 holiday places.</p>

	<ul style="list-style-type: none"> • Improvements to school meals through Hungry for Success (nurtured) (Hungry for Success stakeholder survey). National profile recognised and celebrated with awards and press coverage. • Active promotion of health and well-being (healthy) (TCATC). • Quality and range of outcomes within Arts and Creativity (achieving) (National Priorities). • Variety of opportunities provided within Enterprise in Education (achieving) and delivery of Determined to Succeed Recommendations (National Priorities). • Range of outcomes provided within Sport and Active Schools Programme (active) (National Priorities). • Wide and effective application of Circle Time (respected and responsible) (Conference papers and Train the Trainer workshops). • Emphasis on inclusion and support for the vulnerable (included)(HGIOCLD, Stakeholder Surveys). • Imaginative supported study and summer school provision (Summer schools). • Wide range of international links (National Priorities). 	<p>Further refine procedures for ‘Integrated Children’s Services and Child Protection’.</p> <p>Progress To Date: GOOD PROGRESS Continuous improvement in partnership working. Operational management and monitoring and evaluation in line with guidelines and quality improvement frameworks.</p> <p>NEW AREA FOR IMPROVEMENT: ASN Legislation impact to be monitored and evaluated.</p>
	<p>Staff</p> <ul style="list-style-type: none"> • Highly valued Continuing Professional Development opportunities (QIT and CPD Co-ordinator evaluations). • High levels of staff motivation (Course evaluations and stakeholder surveys). • High levels staff satisfaction (Staff surveys). 	
	<p>Community</p> <ul style="list-style-type: none"> • Effective and wide ranging support for addiction problems ((National Priorities). • Well targeted support for voluntary organisations and colleges to build capacity (HGIOCLD/Best Value Review). • Effective community engagement (BNSF strategy, CLDS Stakeholder survey). • Active promotion of parental and family learning (CLDS papers). • Well organised consultations on future educational provision (Committee Papers). 	

	<p>How good is our delivery of key processes?</p> <ul style="list-style-type: none"> • Coherence of improvement planning processes (EFQM). • Prominence given to self-evaluation throughout the service (Self evaluation reports Committee Papers). • Rigorous approach to support and challenge (Quality Manual). • Wide ranging and imaginative support to effective learning and teaching (Committee papers). • Effectiveness of early intervention team in support of learning and teaching (National Priorities). • Active promotion of equality and fairness supported by structured approach to allocation of resources.(HMIE Reports). • Successful promotion of care and welfare issues throughout the service (Committee papers). • Wide range of approaches to promote active citizenship (National priorities). • Commitment to meaningful consultation and effective communication (Strategy documents, Minutes of meetings). • Systematic and structured approach to health and safety (action plan, Minutes). 	<p>Better information for establishment based staff on progress and plans. Progress To Date: ACHIEVED Improved communication procedures in place. Specified in the Authority Special Objectives Priority to Improvement – 2005. Progress To Date: ACHIEVED Self-evaluation with focus on impact incorporated in P to I.</p> <p>NEW AREA FOR IMPROVEMENT: To be consolidated within A Curriculum for Excellence. NEW AREA FOR IMPROVEMENT: To be consolidated within A Curriculum for Excellence.</p> <p>NEW AREA FOR IMPROVEMENT: To be consolidated within A Curriculum for Excellence. NEW AREA FOR IMPROVEMENT: Implementation of Scottish Schools (Parental Involvement) Act 2006.</p>
	<p>How good is our operational management ?</p> <ul style="list-style-type: none"> • Systematic cycle of review and development of policies. (Policy papers) • Commitment to involvement of key stakeholders, particularly children and young people, in policy development. (Minutes of meetings) • Well-structured system of participative management meetings and communication. (Minutes of meetings) 	<p>Recruitment of staff in shortage areas. Progress To Date: GOOD Recruitment based on need. As stated in Priority to Improvement 2006. Progress To Date: ACHIEVED Consultation and stakeholder surveys carried out Improvements to buildings and property already identified in the Schools Estates Strategy. Progress To Date: VERY GOOD The PPP project is now in the construction phase. Long term investment plans are being developed for future Education Committee.</p>

	<ul style="list-style-type: none"> • Rigorous approach to staff selection and recruitment and workforce planning. (Personnel papers) • High quality and valued induction programme for newly qualified teachers. (Probationers' programme) • Induction programme for recently appointed Headteachers. • Comprehensive and structured approach to CPD and leadership development. • Effective working with external and internal partners. (Minutes of meetings, Community Plan, Integrated Children's Service Plan) • Imaginative and well-targeted Public Private Partnership Project. (PPP papers) • High quality Estate Management Strategy. (Estate Management Strategy) • Commitment to delegated management of resources. (Scheme of delegation) • Rigour of financial management processes. (Budget papers) • Effective introduction of ICT and management information systems. (Strategy papers MIS reports) • Use of data to inform decisions. (Minutes of meetings) 	<p>NEW AREA FOR IMPROVEMENT: Develop Mentoring Programme for senior managers.</p> <p>NEW AREA FOR IMPROVEMENT: Rolling programme of ICT upgrading in school in year 2 of 3 year cycle. SEEMIS Click & Go now being implemented. Training programme in place.</p>
	<p>How good is our strategic leadership?</p> <ul style="list-style-type: none"> • Clarity and relevance of vision, values and aims. (Planning documents) • Vision, values and aims clearly communicated through planning and operational structures. (Planning documents, notes of meetings) • Clear improvement plans, coherent with the corporate direction securing strategic developments to local level. (Community Plans) • Focused management of service improvement based on self-evaluation. (Self evaluation documents and notes of meetings) • Effective targeting of resources to meet local need in partnership with other organisations. (Community Plan, Minutes of meetings) • Strong political leadership of the Authority. (Education Committee papers) • Clear, strong and responsive leadership at all levels based on well-informed decision-making. (Customer care Correspondence) • Commitment to equality and fairness across all areas of activity. (Policy statements) 	<p>As stated in Priority to Improvement 2005. Progress To Date: ACHIEVED Further development of innovative approaches to management training. Progress To Date: ACHIEVED ADES Mentoring Programme and Harvard Summer School.</p> <p>NEW AREA FOR IMPROVEMENT: Equalities Seminar and training programmes scheduled as part of Equalities Action Plan.</p>

	<ul style="list-style-type: none"> • Vision for learning partnerships (Executive Director’s leaflet) • Annual Standards and Quality Report. • Priority to Improvement: Local Improvement Objectives. • Service Improvement Plan for Educational services. • Monthly reports to Heads of Service on exclusions, attendance, violent incidents. • Annual analysis of 5-14 attainment. • Annual analysis of SQA performance. • Reports to Committee on SQA performance. • Reports to Committee on exclusions. • HMle and Care Commission reports for individual establishments. • Consolidated summary of results from HMle reports available for Authority. • Successful follow-through to HMle reports. • A Customer care analysis is submitted quarterly to the CMT. • Reports made in relation to statutory performance indicators. • Submission of annual school census returns. • Participation in SEEMIS with automatic data collection. • Provision of information to parents of all P7 parents on secondary school performance. • Provision of school performance information through annual publication of school handbooks. • Collation of information on racist incidents. 	
	<p>Best Value Issues</p> <p>A programme of best value reviews of individual areas of service provision was approved by Committee in autumn 2004. This programme has been implemented with reviews complete and in progress. There has been slippage in some parts of the programme but all will be overtaken in 3 years. A consolidated list of reviews for the Department of Educational and Social Services illustrates the position at the time of completion of this template.</p> <ul style="list-style-type: none"> • The EFQM Pathway has been introduced and is part of the Departmental self-evaluation process. The Action Plan is subsumed within the implementation plan developed using the national priorities for education and HMle indicators. • A draft internal school rationalisation programme for 2006 has been produced for consideration • School rationalisation – the two campuses of St Joseph’s Academy were rationalised in 2004 to secure best value. 	<p>Further develop the use of EFQM within the life of the service.</p> <p>Progress To Date: ACHIEVED</p> <p>.</p>

	<ul style="list-style-type: none"> • School rationalisation is included as part of the “Building Learning Communities“ element of the Public Private Partnership, this has been approached using Best Value principles. • The annual ancillary staffing exercise and teaching staff exercises are used to secure best value. • School submissions have succeeded for Investors in People. • Quality Improvement Team has been successful in attaining Charter Mark status. • Schools have been successful in Eco-schools awards. • A position statement has been produced for 2004 and 2005. • Best Value review newsletter. • Questionnaires were issued to early years stakeholders October 2005. • An audit of pre-school education places was conducted in October 2005. 	<p>Progress To Date: REVIEWED ANNUALLY</p>
	<p>Staffing Issues:</p> <ul style="list-style-type: none"> • An ancillary staffing exercise is conducted annually to ensure that human resources are allocated efficiently to match local needs. • An annual teachers staffing exercise is conducted annually to ensure that human resources are allocated efficiently to match local needs. • The creation of a permanent supply pool of teachers, to help ensure continuity of service delivery, has been approved by committee. • A complete suite of agreements exists for “A Teaching Profession for the 21st Century”. This position was achieved ahead of other authorities. • A staffing comparison with benchmark authorities has been completed. 	<p>Recruitment to rural areas is a priority for supportive action.</p> <p>Progress To Date: ACHIEVED Recruitment based on needs of rural areas and elsewhere.</p>
	<p>Service plans are in place for:</p> <ul style="list-style-type: none"> • All schools have an improvement plan developed within the context of national priorities, local objectives and the community plan. • All Pre-5 establishments have an annual improvement plan. • Plans also exist for: <ul style="list-style-type: none"> • Quality Improvement Team • Psychological services • Network Support Team • Hearing Impairment Team • Childcare Partnership • There is a clear programme of development for Learning Partnerships. 	

	<p>Procurement:</p> <ul style="list-style-type: none"> • A procurement exercise has been completed for Educational ICT hardware in October 2005. • A procurement exercise for Raising the Attainment of Looked After Children will be completed in November 2005. • PPP – Education Committee advised of Financial Close and the start of the construction phase in September 2006. • The Education service participated in the corporate value for money audit on photocopying. • The Education service participated in the corporate value for money audit on printing and publishing. • The Education service participated in the corporate value for money audit on uniforms. • An annual tendering exercise for transport for pupils with additional support needs is completed. • A 3-yearly review of the contract with Rathbone CI is completed for services to children with behavioural difficulties. • A 3-yearly review of the contract with NHS Ayrshire and Arran is completed for services to children with a requirement for speech and language therapy services. 	<p>Review approach to contracting outwith placements. Progress To Date: UNDER CONSTANT REVIEW</p>
	<p>Consultation and Engagement:</p> <ul style="list-style-type: none"> • The education service has a wide range of forums and mechanisms that promote consultation and engagement. These include : <ul style="list-style-type: none"> • Informal Joint Consultative Committee (Teachers) • Informal Joint Consultative Committee (Ancillary Staff) • Local Negotiating Committee (Teachers) • School Board Steering Group • Parental representation on Education Committee • Parents' Forum (Additional Support Needs) • All schools have a pupil council • There is an authority Pupil Council which meets quarterly with the Chair of the Education Committee and Executive Director. • Business breakfasts (for business people and related agencies) • Listening lunches (for staff) • Listening suppers (for parents and members of the community). 	<p>The new parental involvement legislation, when enacted, will require to be built into the plans for stakeholder engagement. Progress To Date: UNDERWAY</p>

	<ul style="list-style-type: none"> • A stakeholder survey was conducted in 2005 for School Boards • A stakeholder survey was conducted in 2005 for Staff. • A stakeholder survey was conducted in 2005 for Children and Young People. • Presentations to Learning Partnerships on improvement issues took place in the 2005 cycle in order to elicit views on service improvement. • Adult literacy Learners Forum • Online consultations with young people through Dialogue Youth • Annual Youth Conference • Listening to learners day (CL&D Partnership Adult Literacies) • Essential Skills Newsletter produced for learners 	<p>The perception changes of stakeholders should now be tracked over time.</p> <p>Progress To Date: ACHIEVED Annual Parents' surveys carried out.</p> <p>Progress To Date: ACHIEVED AND ONGOING Progress To Date: ACHIEVED AND ONGOING Progress To Date: ACHIEVED Progress To Date: ACHIEVED Progress To Date: ACHIEVED AND ONGOING</p>
--	---	---

October 2006

Assessment Matrix

1. **No Results** - we have little or no evidence of results in this area. We don't have a formal process or procedure to collect the information which would allow results and trends to be tabulated.
2. **A Few Results** – we have some results but they are not part of a formal or regular process. We don't have trends or comparisons.
3. **Some Results** – we have results in some areas which are based on regular and recent data. We do some comparisons and benchmarking.
4. **Quite a Few Results** – we have a good set of results showing performance in this area over a significant period of time. We can display some year on year comparisons and external benchmark data.
5. **We Have a Wide Set of Results** – in this area which are maintained as part of a formal review process. We can show actions and initiatives driven from this data. Our benchmarking results allow us to structure actions to be best in class.
6. **Most Areas Have Results** – all areas have documented results over a protracted period of time. We can show trends and improvements against action plans. Our performance in this area is sought after by other organisations for benchmarking purposes.

LIST OF ABBREVIATIONS AND GLOSSARY

Columba 1400	Leadership experience on Skye
CPD	Continuing Professional Development
DEiEP	Departmental Educational international Exchange Programme
DMR	Delegated Management of Resources
EAGER	East Ayrshire General Employee Review
EFQM	European Foundation for Quality management
HMIe	Her Majesty's Inspectors of education
IiP	Investors in People
INEA 1	Inspection of education Authorities, 1 st edition
INEA 2	Inspection of education Authorities, 2 nd edition
JCC	Joint Consultative Committee
JNCT	Joint Negotiating Committee for Teachers
NHS Ayrshire and Arran	National Health Service, Ayrshire and Arran
PPP	Public Private Partnership
QMIE	Quality Management in Education
Rathbone CI	Rathbone Community industry, provides education for disadvantaged children
SEED	Scottish Executive Education Department
SEEMIS	Schools Educational Management Information System
SNCT	Scottish Negotiating Committee for Teachers
SPTE	Strathclyde Passenger Transport Executive
SQA	Scottish Qualifications Authority
SQH	Scottish Qualifications Authority
STACS	Statistical Tables and Charts for Schools, the national information on SQA performance