

CABINET

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| Date of Meeting | Tuesday, 14 February 2017 |
| Report Subject | Self-Evaluation of Education Services |
| Cabinet Member | Cabinet Member for Education |
| Report Author | Chief Officer (Education & Youth) |
| Type of Report | Operational |

EXECUTIVE SUMMARY

Flintshire County Council undertakes an annual self-evaluation against the framework for Local Authority education services established by Estyn. The report includes a copy of the current self-evaluation and requests Members' consideration of this.

RECOMMENDATIONS

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| 1 | That Members contribute their evaluative ideas and evidence in relation to the latest draft self-evaluation. |
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REPORT DETAILS

| 1.00 | EXPLAINING THE SELF-EVALUATION PROCESS |
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| 1.01 | <p>The prime purpose of self-evaluation is to lead to service improvements, including in outcomes achieved by learners. Self-evaluation is not an exercise that can be carried out by leaders or a task-group working in isolation. It can be influential only when team members, school based colleagues, Councillors, partner organisations and learners are able to contribute their ideas to the process, are aware of the findings and take action based upon them.</p> |
| 1.02 | <p>Estyn's manual sets out that self-evaluation is a process, not a one-off event. At the heart of self-evaluation are three questions:</p> <ul style="list-style-type: none">• How well are we doing?• How do we know?• How can we improve things further? |
| 1.03 | <p>The process of self-evaluation should be continuous and an embedded part of Local Authority work, as part of the cycle which includes planning for improvement, undertaking improvement work and monitoring and evaluating improvement. The emphasis should always be on an evaluation of the impact of each aspect of provision on the standards and wellbeing of learners.</p> |
| 1.04 | <p>Self-evaluation should be based on a wide range of information about strengths and areas for improvement which is collected throughout the year, including:</p> <ul style="list-style-type: none">• analysis of data from examinations, tests or evaluation activities at an individual learner, course, learning area, subject, department, school or agency level, as well as at whole Local Authority level;• evaluating the quality of the educational services being offered to schools and their impact on learners;• focusing the work and outcomes of the scrutiny committee;• evaluating the quality of planning and evaluation, recording and reporting;• sampling the views of stakeholders;• auditing practice against policies and procedures such as those for safeguarding or health and safety;• reviewing progress against strategic plans;• reviewing how well the authority is implementing national policies; and• researching best or different practice from other Local Authorities and providers of education and training services to children and young people. |
| 1.05 | <p>The attached Self-Evaluation document outlines the views and findings of officers and partners regarding the education services operating within Flintshire.</p> |

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| 2.00 | RESOURCE IMPLICATIONS |
| 2.01 | The Self-Evaluation document outlines the perceived strengths along with key issues and challenges. The resource implications of these will be identified through the development planning process which builds on the self-evaluation. |

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| 3.00 | CONSULTATIONS REQUIRED / CARRIED OUT |
| 3.01 | The document has been co-constructed with input from Local Authority Officers, GwE partners and school representatives. |
| 3.02 | Education & Youth Scrutiny provides the opportunity for Members to participate in the process of self-evaluation. |

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| 4.00 | RISK MANAGEMENT |
| 4.01 | The Self-Evaluation process feeds into the Portfolio development plan which outlines the associated risks and mitigating factors. |
| 4.02 | <p>Areas of risk identified through the self-evaluation process include:</p> <ul style="list-style-type: none"> • Availability of suitable experienced leaders to take on Headship roles; • The ability of regional partnership arrangements to deliver effectively whilst offering value for money; • Continue to improve standards for learners whilst reducing the number of learners who are Education Other Than at School (EOTAS); • The ability of the LA and schools to respond effectively to the proposed Additional Learning Reforms against a backdrop of reducing budgets; and • Capacity to deliver the School Modernisation Programme. |

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| 5.00 | APPENDICES |
| 5.01 | Appendix 1 – Draft Self-Evaluation 2016 |

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| 6.00 | LIST OF ACCESSIBLE BACKGROUND DOCUMENTS |
| 6.01 | <p>Estyn LA Handbook:</p> <p>https://www.estyn.gov.wales/inspection/inspection-guidance/local-authority-education-services-children-and-young-people</p> <p>Contact Officer: Ian Budd Chief Officer (Education & Youth)</p> |

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7.00 GLOSSARY OF TERMS

- 7.01 **GwE:** Regional School Improvement Service commissioned by Flintshire County Council.
- EOTAS:** Education Other Than At School applies to children and young people who do not access their education within a maintained school setting. Examples of alternatives are independent schools, pupil referral units and home education.
- Estyn:** The education & training inspectorate for Wales.
- School Modernisation Strategy:** Flintshire County Council has a strategy which guides its statutory work in terms of ensuring sufficient and suitable education provision for children across the county.