

ANGUS COUNCIL

EDUCATION COMMITTEE

11 JUNE 2002

INSPECTION OF EDUCATION FUNCTIONS OF ANGUS COUNCIL – FOLLOW-UP ACTION PLAN

REPORT BY THE DIRECTOR OF EDUCATION

**1 RECOMMENDATIONS**

- 1.1 It is recommended that the Education Committee approves the enclosed Draft Action Plan as the Council's response to the recently published report by HMIE.

**2 BACKGROUND**

- 2.1 Reference is made to previous meetings of the Education Committee, particularly meetings on 16 October 2001 (Agenda Item No 4) and on 30 April 2002 (Agenda Item No 2).
- 2.2 Members will recall that there is an expectation that the Council should publish a follow-up Action Plan to take account of the HMIE recommendations.

**3 PROPOSED ACTION PLAN**

- 3.1 In many ways, the recommendations of HMIE are relatively straightforward and the broad headings of a follow-up Action Plan are relatively easy to put together.
- 3.2 The enclosed document sets out a proposed plan in a similar format to that used by the Council for its Service Planning generally. The enclosed draft has been the subject of consultation with all Head Teachers.

**4 HUMAN RIGHTS**

- 4.1 There are no Human Rights implications arising directly as a result of approval of this Report.

## **5 CONSULTATION**

- 5.1 In accordance with the Standing Orders of the Council, this report has been the subject of consultation with the Chief Executive, the Director of Finance and the Director of Law & Administration. The Director of Property Services has also been consulted.

Jim Anderson  
Director of Education

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

**APPENDIX**

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## ANGUS COUNCIL – EDUCATION DEPARTMENT

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## 1 STRATEGIC MANAGEMENT OF THE SERVICE

<u>Action Point</u>	<u>Lead Responsibility [Supported by]</u>	<u>Target Date for Completion</u>	<u>Success Criteria</u>
Enhance and support the Role of Link Advisers in the routine management of Quality Assurance procedures in schools	Head of Educational Services (School & Community Support) [Senior Adviser; Link Advisers; Head Teachers]	May 2003	<ul style="list-style-type: none"> <li>▪ SMT Satisfaction ratings</li> <li>▪ HT Satisfaction ratings</li> <li>▪ EDS Satisfaction ratings</li> </ul>
Establish a Policy Development and Review Framework	Director of Education [EDAG; EDS; Head Teachers]	December 2002	<ul style="list-style-type: none"> <li>▪ Framework approved by Education Committee</li> <li>▪ Framework easily accessed by all staff</li> <li>▪ Staff satisfaction ratings</li> <li>▪ Monitoring arrangements established for key policies</li> </ul>
Develop and publish a revised policy statement on Support for Learning, with associated detailed advice and guidance to staff on implementation of this policy	Head of Educational Services (Pupil & Parent Support) [PO (SfL); Principal (EPS); Senior S & FSW; HTs]	January 2003	<ul style="list-style-type: none"> <li>▪ Policy approved by Education Committee</li> <li>▪ Awareness raising undertaken systematically and comprehensively</li> <li>▪ Monitoring arrangements agreed and established</li> </ul>
Develop and publish a Quality Improvement policy statement, with associated detailed advice and guidance to staff on implementation of this policy	Head of Educational Services (School & Community Support) [QIWG; HTs]	November 2002	<ul style="list-style-type: none"> <li>▪ Policy approved by Education Committee</li> <li>▪ Awareness raising undertaken systematically and comprehensively</li> <li>▪ Monitoring arrangements agreed and established</li> </ul>

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#### 2 CONSULTATION AND COMMUNICATION

<b>Action Point</b>	<b><u>Lead Responsibility [Supported by]</u></b>	<b><u>Target Date for Completion</u></b>	<b><u>Success Criteria</u></b>
Develop appropriate ways in which to gather, analyse and present information on pupil attainment on a school-by-school basis, annually.	Director of Education [SMT; HTs]	January 2003	<ul style="list-style-type: none"><li>▪ Consultation undertaken on appropriate methods of analysis and presentation of data</li><li>▪ Timetable for annual reporting of this information to the Education Committee established</li><li>▪ Leaflets prepared for and issued to staff and parents</li><li>▪ Demonstrable improvements in attainment recorded across a range of indicators</li></ul>

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#### 3 OPERATIONAL MANAGEMENT

<u>Action Point</u>	<u>Lead Responsibility [Supported by]</u>	<u>Target Date for Completion</u>	<u>Success Criteria</u>
Further refine the process of feedback to schools on their development plans and associated S & Q statements so that the principal aim of that feedback is unambiguously seen to offer appropriate challenges to head teachers about the nature of the planning process in their respective schools	Heads of Educational Services (2) [HTs; Link Advisers]	September 2002	<ul style="list-style-type: none"> <li>▪ Ever more improved development planning in schools and ever higher quality plans</li> <li>▪ More evaluative Standards &amp; Quality statements, based on high quality evidence</li> </ul>
Develop a parental “Advice and Conciliation Service”	Director of Education [Head of Educational Services; Senior School & Family Support Worker; Principal Educational Psychologist; HTs]	March 2003	<ul style="list-style-type: none"> <li>▪ New Service approved by Education Committee, and established</li> <li>▪ Monitoring arrangements and quality indicators agreed and established, including parental satisfaction ratings</li> </ul>
Ensure Link Advisers’ school performance reports, and School Standards and Quality Statements, are appropriately evaluative and evidence-based	Head of Educational Services (School & Community Support) [Senior Adviser; Link Advisers; HTs]	November 2002	<ul style="list-style-type: none"> <li>▪ More focussed approach to school improvement, with progress reviewed at 6-monthly intervals.</li> </ul>

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#### 4 RESOURCE AND FINANCIAL MANAGEMENT

<u>Action Point</u>	<u>Lead Responsibility [Supported by]</u>	<u>Target Date for Completion</u>	<u>Success Criteria</u>
Incorporate within the annual Service Plan costings for each Priority Objective	Heads of Educational Services (2) [PO (Finance); Senior Adviser]	August 2002	<ul style="list-style-type: none"><li>▪ Service Plan contains detailed costings for each Priority Objective</li></ul>
Further develop the Asset Management Planning process in order to seek continuous improvement in the use of premises – including energy management and maintenance	Head of Educational Services [PO (Physical Resources); HTs]	June 2003	<ul style="list-style-type: none"><li>▪ Annual reporting to Education Committee established on school occupancy levels</li><li>▪ Rolling (geographic) programme established to review use of premises (based on Asset Management Plans)</li></ul>
In conjunction with Property Services, continue to seek out ways in which more accurate assessments of the cost of possible repairs and maintenance work can be made available	Head of Educational Services [Director of Property; HTs]	January 2003	<ul style="list-style-type: none"><li>▪ Development of closer working relationships through expanded Clerk of Works team</li><li>▪ Bi-annual analysis published of all costings undertaken</li></ul>
Extend existing budget monitoring arrangements to ensure elected members are informed of detailed issues on a regular and frequent basis	Head of Educational Services [Director of Finance; PO (Finance)]	April 2003	<ul style="list-style-type: none"><li>▪ Circulation of existing monthly monitoring reports extended to include elected members</li><li>▪ Bi-annual reports submitted to Education Committee</li></ul>

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**5 PERFORMANCE MONITORING AND CONTINUOUS IMPROVEMENT**

<u>Action Point</u>	<u>Lead Responsibility [Supported by]</u>	<u>Target Date for Completion</u>	<u>Success Criteria</u>
Map out and implement a strategy aimed at bringing together the processes for gathering and analysing data with those for quality improvement in schools, in order to create a sharper focus on raising levels of pupil performance and attainment	Director of Education [SMT; HTs; centrally based team]	January 2003	<ul style="list-style-type: none"> <li>▪ Centrally based team (maximum of 4 staff) established with dedicated remit</li> <li>▪ Cross refer to               <ul style="list-style-type: none"> <li>- 1<sup>st</sup> Action Point in Section 1 above</li> <li>- Action Point in Section 2 above</li> <li>- 3<sup>rd</sup> Action Point in Section 3 above</li> </ul> </li> </ul>
Undertake long-term commitment to promoting more effective Formative Assessment, and other Teaching strategies, with a view to raising attainment levels.	Director of Education [SMT; EDS; HTs]	September 2003	<ul style="list-style-type: none"> <li>▪ Awareness raising undertaken for central staff, HTs, CAGs, individual schools and cluster groups</li> <li>▪ Participation in national pilot</li> <li>▪ Network of schools and teachers established</li> <li>▪ Monitoring arrangements established</li> <li>▪ Evaluation arrangements established</li> </ul>
Ensure that the work of Curriculum Advisory Groups (CAGs) gives sufficiently high priority to improving pupil attainment.	Director of Education [SMT; EDS; PTs; HTs]	September 2003	<ul style="list-style-type: none"> <li>▪ Input to CAGs from SMT once per annum</li> <li>▪ Monitoring of subject performance in SQA examinations, and associated target setting</li> </ul>
Identify short-term and medium term targets for 5-14 and SQA attainment; map out and implement a strategy to ensure these targets are attained	Director of Education [SMT; EDS; HTs; centrally based team]	March 2003	<ul style="list-style-type: none"> <li>▪ Targets identified for 2003, 2004, 2005</li> <li>▪ Strategy developed and published</li> <li>▪ Annual progress reports shared with staff, parents, Education Committee</li> </ul>

