

# Report

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Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>31 August 2010</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Validated Assisted Self-Evaluation (VSE)</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of changes to procedures to evaluate the effectiveness of the Education Functions of South Lanarkshire Council; and
- ◆ request approval for Education Resources to proceed with Validated Assisted Self-Evaluation (VSE).

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the changes to HMIE procedures to evaluate the effectiveness of the Education Functions of South Lanarkshire be noted; and
- (2) that approval be given for Education Resources to progress with Validated Assisted Self-Evaluation.

## 3. Background

3.1. The Standards in Scotland's Schools etc Act 2000 set out the national agenda for education. The Act provides an improvement framework for Scottish Education, an integral aspect of which was the planned programme of inspection of the Education functions of Scottish Local Authorities (INEA) by Her Majesty's Inspector of Schools. South Lanarkshire Council was inspected in 2004 as part of the first round of inspections.

3.2. A different approach to inspection was introduced in 2009. Validated Assisted Self-Evaluation is a proportionate model of inspection based on the view that good information on the performance of education authorities is available; there is a positive, established link between the District Inspector and the authority; and there is a wide range of national performance data available.

3.3. VSE is intended to reduce unnecessary scrutiny through the development of the shared risk assessment model, ensuring a clear focus on the effective use of self-evaluation to support continuous improvement, ensure a clear focus on improvement and acknowledge the maturing self-evaluation of authorities.

## 4. Vision for VSE

4.1. VSE aims to support and challenge the work of education authorities through HMIE and the council working in partnership to validate the findings of the authority's self-evaluation rather than through inspection.

- 4.2. VSE is not part of a cyclical programme, but can form part of the Council's own programme of self-evaluation and improvement planning, recognising that the responsibility for improvement lies clearly with the education authority. HMIE's role within the process is to support and challenge.
- 4.3. When engaging in VSE, it is important to ensure consideration of a number of key factors. These include:
- the need to further improve partnership working, by including all education/ learning functions, including community learning development, schools, early years etc.
  - a focus on outcomes for children and young people in relation to progress against agreed authority priorities/targets and related to the National Performance Framework/Single Outcome Agreement

## **5. Process for Validated Assisted Self-Evaluation**

- 5.1. The process for VSE takes place over three distinct stages and is described as follows:
- **Stage one:** initial engagement. The District Inspector and HMIE Lead Facilitator discuss and agree the shape of the VSE for the authority. They then work with the authority to brief elected members, staff and key stakeholders, and undertake preparatory work for the next stage
  - **Stage two:** Self evaluation and validation. HMIE provides a team to work alongside authority staff, elected members and stakeholders with the purpose of improving the quality of the education authority's self-evaluation. HMIE will validate the resulting self-evaluation undertaking further appropriate evaluative activities as necessary
  - **Stage three:** Reporting stage. HMIE and the authority jointly prepare an accurate and agreed report which focuses on improvement

## **6. Next steps**

- 6.1. Education Resources has begun initial discussions with HMIE and the District Inspector regarding participation in VSE, with a provisional timescale beginning early in 2011. Further discussions will take place through the District Inspector over the coming months.
- 6.2. A further report will be provided to a future meeting of the Committee to provide an update on progress.

## **7. Employee Implications**

- 7.1. None

## **8. Financial Implications**

- 8.1. None

## **9. Other Implications**

- 9.1. In developing the proposal for Education Resources to undertake a validated assisted self-evaluation, consideration will be given to the risks associated with the planning, organisation and outcomes of this new assessment process.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

- 10.2. Consultation and dialogue will take place with establishments, services, trade unions and other stakeholders as Education Resources prepares for undertaking a validated self-evaluation in 2011.

**Larry Forde**  
**Executive Director (Education Resources)**

6 August 2010

**Link(s) to Council Objectives**

- Raise educational attainment for all
- Improve lives of vulnerable children and adults
- Increase involvement in lifelong learning

**Previous References**

None

**List of Background Papers**

- Validated self-assessment - HMle

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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