



COMHAIRLE NAN EILEAN SIAR
Roinn an Fhoghlaim
Department of Education

Ag Amas air Adhartas - Aiming for Advancement

QUALITY IMPROVEMENT POLICY AND PROCEDURES

Revised August 2008

COMHAIRLE NAN EILEAN SIAR

Department of Education

QUALITY IMPROVEMENT POLICY AND PROCEDURES: AUGUST 2008

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1. Vision and Mission

Vision Statement

Ag Amas air Adhartas / Aiming for Advancement

Mission Statement

Mission	Run
<ul style="list-style-type: none"> • first class education service • an inclusive quality culture • access and opportunity for all learners • principles of Best Value • desire for continuous improvement • appreciation of the value and uniqueness of the physical and cultural environment of the Western Isles 	<ul style="list-style-type: none"> • sàr sheirbheis foghlaim • cultur mathas compàirteach • comas agus cothrom do gach neach-ionnsachaidh • prionnsapail Luach as Fheàrr • miann air leasachadh leantainneach • meas air luach agus sònraichteachd àrainneachd culturach agus tìreil nan eilean.

2. Policy

Purpose

- 2.1 The purpose of this policy is to guide and support the work of Comhairle nan Eilean Siar in discharging its statutory duty to “secure improvement in the quality of school education which is provided in the schools it manages” (Standards in Scotland’s Schools, etc Act 2000).
- 2.2 The Department of Education’s vision is “Aiming for Advancement / Ag Amas Air Adhartas” and this policy is designed to achieve this vision.

Principles

- 2.3 The undernoted principles underpin the policy:
- the vision and mission statements for Comhairle nan Eilean Siar’s Department of Education emphasise a strong commitment to realising the potential of children and young people;
 - the Comhairle acknowledges its statutory duty to educate the whole child and to promote the active involvement of children and young people in their learning as set out in sections 2(1) and 2(2) of the Standards in Scotland’s Schools, etc Act 2000;
 - the Comhairle recognises the importance of ensuring effective communication and developing effective partnerships with the Department of Education key stakeholders, in particular, pupils, staff and parents;
 - in pursuing continuous improvement the Comhairle wishes to promote and to support the rights and responsibilities of all staff to contribute to the development of a quality education service;
 - the Comhairle is committed to supporting and challenging schools and staff in their efforts to nurture an ethos of achievement and to developing focused improvement strategies;
 - the Comhairle recognises the importance of supporting, valuing and investing in its staff through the provision of quality continuing professional development opportunities;
 - in addressing its commitment to delivering continuous improvement the Comhairle will strive to identify, disseminate and celebrate the successes of staff, establishments and pupils.

Policy Statement

- 2.4 Comhairle nan Eilean Siar will support and challenge schools to realise the potential of children and young people by establishing and maintaining effective procedures in relation to:

- planning for improvement at local authority, establishment and support service levels
- developing a robust framework for the professional review and the continuing professional development of all staff
- monitoring, reviewing, evaluating and auditing the work of schools, support services and the education service as a whole, on the basis of Best Value principles
- producing school and service performance reports based on self-evaluation activities using national and local performance measures and quality indicators
- providing comprehensive support to schools in preparing for and in following through inspections of schools and pre-school establishments
- establishing systematic and rigorous approaches to data management designed to produce school and service improvement
- providing a range of support and information to assist schools in their management and implementation of quality improvement initiatives
- clarifying the roles and responsibilities of support services, headteachers and other staff in respect of quality improvement matters.

Development of Policy

- 2.5 This policy has been developed in consultation with Department of Education staff.
- 2.6 The policy has been approved by the Education and Children's Services Committee.

References to other Comhairle or National Policies

- 2.7 The Standards in Scotland's Schools etc. Act 2000 provides the rationale and the framework for quality improvement at school and local authority level.
- 2.8 This Quality Improvement Policy should be implemented in association with the range of curriculum and administrative policies and procedures which have been developed in order to support the work of the service and of individual schools.

3. Quality Management

Rationale

- 3.1 The Department of Education seeks to ensure that learning and teaching of the highest quality is available for all pupils. Quality management will ensure that Best Value is delivered by:
- complying with the requirements of current legislation;
 - ensuring that planning for improvement takes account of identified national priorities in education;
 - having clear aims and objectives;
 - striving for continuous improvement in the service by setting standards and realistic targets
 - maximising efficiency and achievement;
 - being accountable to users of the service.

Legislation

- 3.2 The Standards in Scotland's Schools etc. Act 2000 has several important sections which relate to quality improvement in schools and local authorities. The sections of the Act which have particular relevance for quality improvement are those relating to:
- Provision of school education: right of child and duty of education authority (Sections 1 and 2).
 - Raising standards (Sections 3, 4, 5, 6 and 7).
 - Delegation Schemes (Section 8).
 - Inspections (Section 9).

Quality Improvement

- 3.3 An effective system designed to deliver continuous improvement is based on co-operation and partnership. The key parties involved in delivering continuous improvement are:
- Heads of Service
 - Principals of Learning Communities
 - Head Teachers;
 - All school staff;
 - Department of Education quality improvement staff and other support staff;
 - Parent Councils
 - HM Inspectorate of Education (HMIe).

These parties will co-operate with each other and be attentive and responsive to the needs and views expressed by pupils, parents and the wider community.

Quality Improvement Overview

- 3.4 The Quality Improvement Manager is responsible to the Director of Education for the overview and strategic management of all aspects of quality improvement. Heads of Service have responsibility for the implementation of all aspects of quality improvement in their respective areas of responsibility. Quality Improvement Officers will assist the Quality Improvement Manager and the Heads of Service by carrying out their functions as described in the arrangements for quality improvement which follow.

School Quality Improvement

- 3.5 Each school will have a designated quality improvement officer, whose role will be to provide support and challenge to ensure continuous improvement. In addition, each school will have affiliated to it:
- A Learning Community Principal
 - An Educational Psychologist
 - A Business Support Officer.
 - An Inclusion Manager
 - A Principal Teacher of Learning Support

Effective Schools

- 3.6 The main mechanism for quality improvement is rigorous, evidenced self-evaluation using appropriate quality indicators. Effective schools have:
- an agreed vision;
 - clear, relevant aims;
 - valid systems for monitoring and evaluating performance;
 - effective procedures for setting and agreeing targets for improvement;
 - effective procedures for reviewing and monitoring progress in meeting targets and evaluating outcomes.

Procedures

- 3.7 The principal mechanisms for ensuring continuous improvement in this authority are by means of:
- evidence based school self-evaluation;
 - school improvement planning;
 - providing support and challenge to schools through quality improvement officers and principals of learning communities;
 - effective staff review;
 - action resulting from inspection by HMIE;
 - production of rigorous, well-evidenced, evaluative reports on progress and impacts and outcomes;
 - programmed Heads of Service quality improvement review visits;
 - programmed visits by the Director of Education.

Internal School Self-evaluation

- 3.8 All schools and quality improvement staff have copies of 'How Good Is Our School' and management and teaching staff are required to use this document along with Parts 1,2 4 and 5 of "The Journey to Excellence" to evaluate their own practice on an ongoing basis.

Authority-Assisted Self-evaluation

- 3.9 Quality Improvement staff will assist schools in carrying out self-evaluations according to an annual planned programme

4. The Role of Headteachers

Headteachers

- 4.1 The principal role of the headteacher is to provide leadership and direction for the school in striving for continuous improvement.
- 4.2 The effectiveness of leadership should be evaluated across a range of relevant quality indicators.
- 4.3 The following duties are an essential part of the role of the headteacher in planning for improvement:
- ensuring that self-evaluation procedures in the school are systematic, rigorous and effective;
 - identifying the priority areas for improvement in consultation with staff, parents, pupils, and other relevant stakeholders;
 - ensuring that improvement priorities are consistent with local and national priorities and the aims and needs of the school;
 - establishing and operating procedures to ensure that an improvement plan is produced for the school in line with statutory requirements;
 - ensuring that staff are fully engaged at each stage of the planning process;
 - consulting with parents, pupils and other stakeholders to ensure that their views are taken account of in drawing up the plan;
 - reporting to staff, pupils, parents and other stakeholders on progress in meeting improvement targets;
 - reporting to key stakeholders on standards and quality in line with statutory requirements;
 - working in co-operation with Department of Education support staff to promote an ethos of achievement in the school which is underpinned by appropriate mechanisms for providing support and challenge at all stages.

5. The Role of the Quality Improvement Manager

- 5.1 The Quality Improvement Manager will manage the team of QIOs, ensuring continuous improvement in schools.
- 5.2 The Quality Improvement Manager will ensure consistency in delivering the improvement agenda by:
- monitoring and evaluating of termly QIO reports; (appendix 1)
 - holding regular team meetings to ensure that staff are fully briefed on all matters relating to quality improvement in the service;
 - monitoring HMle reports for schools and pre-school establishments and take responsibility for the onward transmission of important issues to the Head of Service;
 - quality assuring the pre-inspection reports and post-inspection action plans produced for schools and establishments;
 - engaging in rigorous review of performance in relation to learning and teaching for the schools;
 - managing, in co-operation with the Principals of the Learning Communities, the proportionate follow-through arrangements after inspection by HMle;
 - Managing and co-ordinating internal reviews as part of the quality assurance procedures for the service as a whole.

6. The Role of Quality Improvement Officers

- 6.1 A Quality Improvement Officer (QIO) has been allocated to each school (appendix 2).
- 6.2 QIOs will work with schools to assist with self-evaluation and support improvement planning, target setting and the production of evidenced-based, evaluative reports on progress in meeting targets.
- 6.3 QIOs will be responsible to the Quality Improvement Manager for providing rigorous, evidenced-based reports in relation to all quality issues in their schools.
- 6.4 In carrying out their duties QIOs will:
- visit their schools on an agreed schedule;
 - provide termly reports for the Quality Improvement Manager and the Principal of their Learning Community;
 - attend relevant meetings to ensure that they are fully briefed on all issues relating to quality improvement in schools;
 - Assist the Quality Improvement Manager with the production of rigorous, evidence based pre-inspection and follow-through reports;
 - support the headteachers of their schools with the production of appropriately focused post-inspection action plans;
 - complete a summary and action record for all school visits showing the issues discussed and the action agreed. Schools will be given a copy of this record and a further copy will be lodged in the school folder on the intranet (appendix 4).

School Improvement Planning

- 6.5 The QIO for each school has a duty to ensure that improvement plans are drawn up and submitted in line with authority and national requirements (appendix 3).
- 6.6 QIOs will monitor the progress of improvement plan projects and will assist school management, as appropriate, in accessing external support for improvement projects.

Target Setting and Tracking

- 6.7 QIOs will liaise with school managements on a regular basis in order to monitor and assess progress in setting targets and tracking pupils' progress.
- 6.8 QIOs will provide support and challenge to schools in setting and meeting local and national targets.

Reporting on Standards and Quality

- 6.9 The QIO for each school has a duty to ensure that the standards and quality reports are submitted in line with authority and national requirements.

Professional Review and Development

- 6.10 QIOs will engage with headteachers to ensure that the development needs of staff who are identified through PRD interviews are in line with the improvement priorities for the school.

Policy Implementation

- 6.11 QIOs will assist with the promotion of the authority's vision, mission and policies at school level.

School Handbooks

- 6.12 QIOs will ensure that school handbooks are produced in line with statutory requirements.

Curriculum Support

- 6.19 QIOs will assist schools in identifying and accessing specialist curriculum support and, where appropriate, provide or co-ordinate direct curricular support inputs.

HMIe Inspections

- 6.20 QIOs will produce quality evidence-based, pre-inspection reports for submission to the Quality Improvement Manager, Head of Service and HMIe as appropriate. These reports will be shared with the headteachers of the respective schools.
- 6.21 QIOs will liaise with their allocated schools to provide support and assistance with improvement projects and follow-through arrangements for designated schools after HMIe core inspections.

7. The Role of Business Support Officers

Business Support Officers

- 7.1 The role of the Business Support Officers is to provide administrative, financial and general support to schools in all non-curricular aspects including both operational and policy issues.
- 7.2 Business Support Officers have been allocated to schools on an area basis except in the case of The Nicolson Institute where a dedicated support officer is provided.
- 7.3 Business Support Officers will visit school on a two/three weekly programmed basis and an indication of their remits is attached at appendix 3.
- 7.4 A summary and action record will be completed for all visits showing the issues discussed and the action agreed. Schools will be given a copy of this record and a further copy will be lodged in the school folder on the intranet (appendix 4).
- 7.5 Policy and procedures for the development and review of the non-teaching support staff will be progressed through the business support function.
- 7.6 The review of non-teaching staff will be undertaken in consultation and agreement with headteachers and identified training needs will be incorporated and scheduled in the school and departmental training plan.

8. HMIE Inspection Procedures

Responsibilities

- 8.1 The Department of Education has a key responsibility to liaise with HMIE and respond to the results of HMIE Inspections.
- 8.2 The Quality Improvement Manager will assume overall responsibility for the management and monitoring of HMIE Inspections in consultation with the appropriate Head of Service.

Quality Reports

- 8.3 The Department of Education is expected to provide quality reports for HMIE.
- 8.4 These reports will be provided by the Quality Improvement Manager, working closely with the Principals of the Learning Communities and the QIOs.

Action Plans

- 8.5 Action Plans will be drawn up by school management in consultation with the QIO for the school. Action Plans will reflect the findings in core inspection reports.
- 8.6 Progress in implementing action plans will be monitored by the QIO working with school management.

Follow-Through Arrangements

- 8.7 A report on progress in meeting the recommendations in the initial inspection report will be submitted by the Quality Improvement Manager, in consultation with the Principal of the Learning Community and school senior management, as part of the follow-through process after the core inspection.
- 8.8 Any recommendations resulting from the core inspection will be programmed for **immediate attention** by the Principal of the Learning Community, in consultation with the QIO and school management.

Authority Issues Identified in HMIE Reports

- 8.9 The Quality Improvement Manager will arrange for the collation and analysis of key development needs identified in HMIE reports for the local authority's schools.

COMHAIRLE NAN EILEAN SIAR
Department of Education

Quality Improvement Officer Termly Report

Link Officer	A N Other	Signature of QIM:	ABC
Month Ending	30 September 2008	Date:	4 October 2004

Link School	Summary of Work Done	Next Steps
Any School	Completion of the review of evidence for key area 1.	Proceed to review evidence for key area 2.
Another School	<ol style="list-style-type: none"> 1. Agree projects for inclusion in SDP. 2. Reviewed progress in meeting targets for improvement in boys' writing. 	<ol style="list-style-type: none"> 1. Draft Action Plan for each project. 2. Progress too slow. Agree action required to meet targets.

Issues of special note:

Teaching and learning in Any School has been rated at level 4. There are some interesting examples of best practice which could be shared with other schools.



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Department of Education

APPENDIX 2

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Quality Improvement Officers

QIO	Allocated Schools
Agnes Mackenzie Learning Community 2 Principal : Iain Gillies	Lionel School
	Cross Primary School
	Airidhantuim Primary School
	Barvas Primary School
	Bragar Primary School
	Shawbost School
	Carloway Primary School
Aird Primary School (Area 1-post inspection)	
Catherine MacLennan Learning Community 3/4 Principal :	Uig Primary School
	Bernera Primary School
	Breasclate Primary School
	Sgoil nan Loch
	Balallan Primary School
	Pairc Primary School
	Sir E Scott School
	Scalpay Primary School
	Shelibost Primary School
	Leverhulme Memorial School
Laxdale Primary School (Area 1-post inspection)	
William Macdonald Learning Community 5 Principal : Neil Macdonald	Paible School
	Carinish Primary School
	Lochmaddy Primary School
	Balivanich Primary School
	Sgoil Lionacleit
	lochdar Primary School
	Stoneybridge Primary School
	Daliburgh School
	Eriskay Primary School
	Eoligarry Primary School
Castlebay School	
Sandy Graham Learning Community 1 Principal : Donald A Macleod	Bayble School
	Knock Primary School
	Sandwickhill Primary School
	The Nicolson Institute
	Stornoway Primary School
	Tong Primary School
	Back School
Tolsta Primary School	

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SCHOOL SUPPORT TASKS

ADMINISTRATION

Item	Action
School Handbook	<ul style="list-style-type: none"> Provide advice and guidance to Head Teacher on content and circulation of handbooks and assist with production administration
Inventories	<ul style="list-style-type: none"> Provide advice and guidance to Head Teachers on content and maintenance of inventories. Ensure procedures and systems are efficient and productive
Statistics and returns	<ul style="list-style-type: none"> Provide advice and assistance on requirements and completion of statistics and information to be provided for SEED, Education Department and School Boards
ICT	<ul style="list-style-type: none"> Identify needs, liaise with IT support staff. Identify and schedule training
Pupil Transfer	<ul style="list-style-type: none"> Ensure pupil transfers are followed through with regard to SMIS and electronic transfer
Attendance at meetings	<ul style="list-style-type: none"> Attend meetings of school, community or parent groups as requested by Head Teacher in connection with relevant issues
Non-curricular policies	<ul style="list-style-type: none"> Develop standard written procedures and guidelines for schools in line with Comhairle/Departmental policies/procedures
Organisation of events	<ul style="list-style-type: none"> Co-ordinate and organise cluster meetings/events/etc on behalf of the school

FINANCE

Item	Action
School budgets and expenditure	<ul style="list-style-type: none"> Provide assistance and guidance to Head Teachers on budget management/value for money purchasing strategies. Undertake high level monitoring of commitment/expenditure for Head Teachers and ensure expenditure statements can be produced at school level. Discuss and action budget virements, journal transfers and carry forwards
Financial procedures	<ul style="list-style-type: none"> Provide advice and guidance on Comhairle and Departmental financial procedures to Head Teachers. Introduce systems which meet financial requirements. Liaise with Resources Section of the Department on behalf of the school.
School funds	<ul style="list-style-type: none"> Provide general advice and guidance on requirements to Head Teacher. Provide assistance in preparation of school fund account. Ensure procedures are in line with Comhairle Financial Regulations and Departmental guidance.

HEALTH AND SAFETY

Item	Action
School policies and procedures	<ul style="list-style-type: none"> Assist with the preparation of draft general policies and procedures for schools.
Risk assessment/ inspections	<ul style="list-style-type: none"> Assist and advise on the process of risk assessments as required.
Training and resource requirements	<ul style="list-style-type: none"> Co-ordinate identified Health and Safety training needs and schedule as necessary.

REPAIRS AND MAINTENANCE

Item	Action
DSM budget	<ul style="list-style-type: none"> Assist Head Teachers in identifying and prioritising devolved budget programme prior to discussion with Handyman/Technical Services.
Fault Reports	<ul style="list-style-type: none"> Progress chase on behalf of Head Teachers. Monitor school property logs to ensure there is an effective audit process in place.
Property issues	<ul style="list-style-type: none"> Contribute to the process of asset management and the assessment of needs within the schools so that prioritisation of planned maintenance spending is based on rigorous evidence.
Handyperson	<ul style="list-style-type: none"> Monitor and develop handyperson service to ensure effective and efficient use of DSM/Repairs and Maintenance budgets.

SCHOOL BOARDS

Item	Action
Meetings	<ul style="list-style-type: none"> Attend meetings of board as required and process relevant issues/decisions.
Correspondence	<ul style="list-style-type: none"> Provide advice and guidance to boards on policy matters concerned with individual schools.
Elections	<ul style="list-style-type: none"> Collection and validation/scrutiny of forms, school rolls and data for SMIS and central processing. Maintain membership knowledge and advise on terms of office.
Training	<ul style="list-style-type: none"> Ensure training is arranged and delivered to School Board members.

STAFFING (NON-TEACHING)

Item	Action
Appointments	<ul style="list-style-type: none"> Arrange and attend interviews in conjunction with Head Teacher. Provide guidance and advice to Head Teachers on recruitment procedures/ conditions of service/disciplinary and grievance procedures. Process relevant personnel and financial documentation relating to staff issues.
Clerical Staff	<ul style="list-style-type: none"> Assist and advise clerical staff on IT systems and procedures and liaise with Department's IT co-ordinator.
All non-teaching staff (excluding catering/cleaning staff)	<ul style="list-style-type: none"> Examine and standardise work systems, undertake Staff Development and Appraisal interviews in relation to APTC staff and identify and schedule development needs. Ensure that there are appropriate induction procedures in place for new staff. Ensure that the deployment of non-teaching staff is utilised to benefit the learning environment.

OTHER

Item	Action
School security	<ul style="list-style-type: none"> Discuss with Head Teacher school security issues and any planned works. Ensure sustainable procedures are in place and review on a regular basis.
Transport	<ul style="list-style-type: none"> Liaise with Technical Services to assist with school transport issues/problems.
Building Cleaning	<ul style="list-style-type: none"> Undertake general monitoring of building cleaning on each visit and report any findings to Building Cleaning section of the Department.

ALLOCATION OF SCHOOLS

Business Support Officer	Allocated Schools
Anne Morrison	The Nicolson Institute
Anne Maciver	Aird, Balallan, Bayble, Bernera, Knock, Laxdale, Sandwickhill, Sgoil nan Loch, Shawbost, Pairc, Uig, Cliasmol, Scalpay
Margaret Macleod	Airidhantuim, Back, Barvas, Bragar, Breasclete, Carloway, Cross, Lionel, Stornoway Primary, Tolsta, Tong, Leverhulme Memorial, Sheilibost, Sir E Scott
Douglas Reid	All Uist and Barra schools

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Department of Education
Minute/Note of Meeting

TITLE :
DATE : **TIME :**
VENUE :
DISTRIBUTION :

Present:
 Apologies:

Item	Summary and Action	Who?	When?
1			
2			
3			
4			

SAMPLE

