



SIAR

COMHAIRLE NAN EILEAN

Roinn an Fhoghlaim

Department of Education and Children's

Services

QUALITY IMPROVEMENT POLICY AND PROCEDURES

Revised July 2010

COMHAIRLE NAN EILEAN SIAR

Department of Education and Children's Services

QUALITY IMPROVEMENT POLICY AND PROCEDURES: July 2010

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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"> • Excellent education and children's services 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 education and children's services.
- 2.2 The vision of the Department of Education and Children's Services is "Aiming for Advancement / Ag Amas Air Adhartas". This policy is designed to ensure the achievement of 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 and Children's Services 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 acknowledges its statutory duty to ensure the care and protection of children in terms of its duties under the Children (Scotland) Act 1995, and the Regulation of Care (Scotland) Act 2001.
 - the Comhairle recognises the importance of ensuring effective communication and developing effective partnerships between the Department of Education and Children's Services and key stakeholders.;
 - in pursuing continuous improvement the Comhairle wishes to promote and to support the rights and responsibilities of all staff, children, young people and parents to contribute to the development of a quality service;
 - the Comhairle is committed to supporting and challenging services 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, children, young people and establishments.

Policy Statement

- 2.4 Comhairle nan Eilean Siar will support and challenge all education and children's services staff to realise the potential of children and young people by establishing and maintaining effective procedures in relation to:

Ag Amas air Adhartas - Aiming for Advancement

- planning for improvement at local authority, establishment and support service levels
- providing 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 children's services 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 and children's services in preparing for, and in following through, inspections of education and children's services
- establishing systematic and rigorous approaches to data management designed to produce service improvement
- providing a range of support and information to assist schools and children's services in their management and implementation of quality improvement initiatives
- clarifying the roles and responsibilities in respect of quality improvement matters.

Development of Policy

- 2.5 This policy has been developed in consultation with Department of Education and Children's services 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 while the Regulation of Care (Scotland) Act 2001, 'How well do we protect our children and meet their needs' (HMIe 2009), Getting it right for every child: An overview of the Getting it Right Approach (Scottish Government 2008) and the Social Work Inspectorate (SWIA) publication 'A guide to managing and improving performance – *taking a closer look at managing and improving performance in social work services*' (December 2009) provide the legislative and policy framework for ensuring the quality of child protection and children's services.
- 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.

3. Quality Management

Rationale

- 3.1 The Department of Education and Children's Services seeks to ensure that learning and teaching, and care and support of the highest quality is available for all by.
- complying with the requirements of current legislation;
 - ensuring that planning for improvement takes account of identified national and local priorities;
 - having clear aims and objectives;
 - striving for continuous improvement in the service by setting standards and realistic targets
 - being accountable to users of the service;
 - providing the highest quality learning and teaching.
- 3.2 The Department of Education and Children's Services is committed to ensuring that we deliver services that focus on improving outcomes for children using the Getting it Right for Every Child (GIRFEC) outcomes framework:
- Safe
 - Healthy
 - Active
 - Nurtured
 - Achieving
 - Respected
 - Responsible
 - Included

Legislation

- 3.3 The Standards in Scotland's Schools etc. Act 2000 has several important sections which relate to quality improvement in schools and local authorities.
- 3.4 The Children (Scotland) Act 1995 and the Regulation of Care (Scotland) Act 2001 provide the legislative framework for children's services, while more recent guidance on quality and performance improvement includes: 'How well do we protect children and meet their needs' (HMIE – 2009); Getting it right for every child: An overview of the Getting It Right Approach (Scottish Government 2008) and the Social Work Inspectorate (SWIA) publication 'A guide to managing and improving performance - *taking a closer look at managing and improving performance in social work services*' (December 2009).

Quality Improvement

- 3.5 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;
- All Children's Services Staff
- Quality Improvement Staff
- Other support staff;
- Parent Councils
- HM Inspectorate (HMI).

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

- 3.6 The Quality Improvement Manager is responsible to the Director of Education and Children's Services 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.

Quality Improvement - Schools

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

Quality Improvement – Children's Services

- 3.8 The main mechanism for quality improvement is rigorous, evidenced self-evaluation and audit using relevant quality indicators.

Effective services 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.

Ag Amas air Adhertas - Aiming for Advancement**Quality Improvement - Procedures**

- 3.9 The principal mechanisms for ensuring continuous improvement in this authority are by means of:
- evidence based self-evaluation;
 - improvement planning;
 - providing support and challenge to services through quality improvement officers and principals of learning communities;
 - effective staff review;
 - action resulting from inspection processes;
 - production of rigorous, well-evidenced, evaluative reports on progress, impact and outcomes;
 - production of robust action plans with SMART targets.

Quality Improvement - Internal/Assisted Self-evaluation

- 3.10 All staff have access to copies of the relevant quality indicators and are required to use them for their own ongoing internal self evaluation purposes.
- 3.11 Quality Improvement staff will engage with services in carrying out self-evaluations according to an annual planned programme which will be agreed by the Heads of Service, Senior Managers, and the Quality Improvement Manager.

4. The Role of Headteachers/Service Managers

- 4.1 The principal role of the Headteacher/service manager is to provide effective leadership and direction for the school/service and its community in striving for continuous improvement.
- 4.2 The effectiveness of leadership will be evaluated across a range of relevant quality indicators.
- 4.3 The following duties are an essential part of the role of the Headteacher/Service Managers in planning for improvement:
- ensuring that staff are fully engaged in self evaluation procedures which are systematic, rigorous and evidence based;
 - identifying the priority areas for improvement in consultation with staff, parents, children, young people, and other relevant stakeholders;
 - ensuring that improvement priorities are consistent with local and national priorities and the aims and needs of the school/service;
 - establishing and operating procedures to ensure that an improvement plan is produced in line with statutory requirements and implemented through the active engagement of staff and other partners.;
 - reporting to staff, children and young people, parents and other stakeholders on progress in meeting improvement targets;
 - reporting to key stakeholders on standards and quality in line with statutory requirements;

5. The Role of the Quality Improvement Manager

- 5.1 The Quality Improvement Manager will manage the team of QIOs, to ensure continuous improvement across the service.
- 5.2 The Quality Improvement Manager will ensure consistency in delivering the improvement agenda by:
- monitoring and evaluating of termly QIO reports;
 - holding regular team meetings to ensure that staff are fully briefed on all matters relating to quality improvement in the service;
 - monitoring HMI reports for schools, pre-school establishments and other services, and taking responsibility for the onward transmission of important issues to the respective Head of Service and the Director of Education and Children's services;
 - quality assuring post-inspection action plans produced for schools/establishments and other services;
 - managing the proportionate follow-through arrangements after inspection by HMI;
 - managing and co-ordinating internal reviews as part of the quality assurance procedures for the service as a whole;
 - quality assuring the follow through reports for schools and other children's services;
 - managing the ASE process across the service;
 - co-ordinating staff development opportunities in relation to quality improvement/development.

6. The Role of Quality Improvement Officers

- 6.1 A Quality Improvement Officer (QIO) has been allocated to each school/ Learning Community (Appendix 1).
- 6.2 QIOs will work with schools/services to assist with self-evaluation and support improvement planning, target setting and the production of evidence-based, evaluative reports on progress in meeting targets.
- 6.3 QIOs will be responsible to the Quality Improvement Manager for providing rigorous, evidence-based reports in relation to all quality issues.
- 6.4 In carrying out their duties QIOs will:
- regularly visit schools, learning communities and other relevant service providers;
 - provide termly reports for the Quality Improvement Manager;
 - attend relevant meetings to ensure that they are fully briefed on all issues relating to quality improvement;
 - produce rigorous, evidence based pre-inspection and follow-through reports;
 - support the headteachers/service managers with the production of appropriately focused post-inspection action plans;
 - complete a summary and action record for all visits showing the issues discussed and the action agreed. Staff will be given a copy of this record and a further copy (where relevant) will be lodged in the school folder on GLOW;
 - assist the QIM in carrying out ASEs.

Improvement Planning

- 6.5 The QIO has a duty to ensure that improvement plans are drawn up and submitted in line with authority and national requirements.
- 6.6 QIOs will monitor the progress of improvement plan projects and will assist senior managers as appropriate, in accessing external support for improvement projects: e.g. curricular support.
- 6.7 QIOs will liaise with schools/services to provide support and assistance with improvement projects and follow-through arrangements for schools and services after HMIe core inspections.

Target Setting and Tracking

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

Reporting on Standards and Quality

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

Policy Implementation

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

7. The Role of Learning Community Principals

- 7.1 Learning Community Principals line manage Head Teachers and coordinate all Education and Children's Services functions within the Learning Community.
- 7.2 The following duties are an essential part of the role of the Learning Community Principal in planning for improvement:
- ensure that self-evaluation based on service needs for improvement and planning is co-ordinated across the Learning Community;
 - work with the Head of Service to ensure that the Learning Community priorities are consistent with local and national priorities and the aims and needs of the school/service;
 - ensure staff and service users are fully consulted in self-evaluation exercises in all service planning;
 - ensure that all staff/functions have in place a calendar of QA activities and key dates;
 - agree with Head of Service and Quality Improvement Manager any areas of concern and ensure that all action plans are appropriately addressed;
 - work to establish a Practice Agreement of service inputs and standards between the Learning Community team and all service providers;
 - undertake regular reviews of service provision and provide support and supervision for the Learning Community area team;
 - ensure that a full ICS and CP self-evaluation is undertaken at Learning Community level on at least a 3 yearly cycle.

8. HMIe, SWIA and Care Commission Inspection Procedures

Responsibilities

- 8.1 The Department of Education and Children's Services has a key responsibility to liaise with HMI, SWIA, Care Commission, etc. working closely with them to improve the quality of the service and responding appropriately to the results of visits to schools and services.
- 8.2 The Quality Improvement Manager has overall responsibility for the management and monitoring of HMI /Inspections in consultation with the appropriate Head of Service.
- 8.3 The Department of Education and Children's Services is expected to provide quality reports for HMI and other external bodies as and when they are requested.
- 8.4 These reports will be provided by the Quality Improvement Manager, working closely with Heads of Service and the QIOs.

Action Plans

- 8.5 Action Plans will be drawn up following inspection in consultation with the QI team.
- 8.6 Progress in implementing must address action plans and will be monitored by the QI team working with lead officer/management.

Education and Children's Services Committee

- 8.7 The Quality Improvement Manager will arrange for the presentation and collation and of key development needs identified in HMI and other reports for the service.
- 8.8 The Quality Improvement Manager will arrange for the presentation to committee of all relevant quality reports, including HMIe school reports. Head Teachers and other service managers will attend committee for the presentation of reports which are relevant to their school/service.

9. Annual Programme of VSE/ASE Reviews

- 9.1 The Head of Schools, Quality Improvement Manager and the relevant Learning Community Principal will meet in June of each year. They will determine the core programme for VSE visits for the coming session. The core programme of visits will be published by the 31st July of each year.
- 9.2 The rationale for schools/services to be included in the programme will include the following factors:
- attainment and achievement;
 - school visit reports and external agency reports;
 - schools/services likely to be subject to external scrutiny;
 - the need for validation of standards in a school/service;
 - in response to schools/services requesting such a visit.
- 9.3 Additional VSE visits may be made in response to changing circumstances. All such visits will be agreed between the Head of Schools, Quality Improvement Manager and Learning Community Principal.



COMHAIRLE NAN EILEAN SIAR

Department of Education

APPENDIX 1

Ag Amas air Adhartas - Aiming for Advancement

Quality Improvement Officers

QIO	Allocated Schools
Agnes Mackenzie Ness and West Side Learning Community	Lionel School
	Cross Primary School
	Airidhantuim Primary School
	Barvas Primary School
	Bragar Primary School
	Shawbost School
	Carloway Primary School
Aird Primary School (GBB - post inspection)	
Catherine MacIannan Lochs/Uig/Berneria/Harris Learning Community	Uig Primary School
	Berneria Primary School
	Breasclete 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 (GBB – post inspection)
William Macdonald Uist and Barra Learning Community	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 Greater Broadbay Learning Community	Bayble School
	Knock Primary School
	Sandwickhill Primary School
	The Nicolson Institute
	Stornoway Primary School
	Tong Primary School
	Back School
Tolsta Primary School	

