

9.2 Appendix B – Evaluation Criteria

9.2.1 Strategic Direction

Supports sector led improvement

This will assess the degree to which potential models will support the education sector in providing school improvement services; capturing the expertise and experience of high performing schools for the improvement of all schools in Barnet.

Helps maintain a coherent local education offer

The purpose of this criterion is to represent the capability of a model to maintain service levels and provide a consistent education offer that meets the need of schools and service users.

Promotes intelligent information sharing to improve standards and inform service direction

This criterion assesses the structural propensity of a model to encourage collaboration and information sharing across the education system. The closer that LBB and Schools are working together, the easier it is to share information and build appropriate, services that meet real needs for both schools and service users.

Ability to be flexible and agile in a changing education landscape

As identified in section 2.2, the education landscape is shifting rapidly and legislation is changeable. This criterion represents the ability of the organisation to react quickly to opportunities and threats arising in the future.

Focus on Barnet

This criterion assesses the level of focus potential models have on Barnet schools and service users.

Helps to maintain a strategic partnership between the council and all schools

It is vital for both the quality and the sustainability of the new organisation that it builds upon the relationships between the council and all schools. This criterion is included to assess the likely ability of each type of organisation to develop these relationships.

9.2.2 Initiation / Design

Time and Cost of Implementation

For each model this criterion represents the length of time and scale of cost of implementation to the point at which benefits begin to be realised. Some models will be faster to set up than others, or will be cheaper to initiate whilst there will also be some that take longer to deliver savings.

Inclusive of Expertise across school system and local authority

This represents the degree to which a model is structured to capture expertise from both the council and schools.

Simplicity of Governance Structure

This criterion assesses the complexity of Governance structures for the various models. The simplicity of the governance structure will influence the ability of the organisation to act decisively and strategically.

Ability to engage and build trust with key stakeholders

This criterion represents the perceived ability of a given model to engage with key stakeholders. The score for this criterion is derived from the project board's assessment of the current feeling of key stakeholders towards potential organisational models.

9.2.3 Cost Saving

Ability to attract external investment (£ and expertise)

This criterion represents the degree to which a model is able to attract investment from outside the current pool of resource. This includes both financial investment and investment of expertise.

Ability to guarantee budget targets

This criterion encompasses both the ability of the model to achieve budget reduction targets (i.e. through growth and cost saving) but also the ability of the model to underwrite those savings. For example, an outsource model is able to underwrite agreed savings through the backing of corporate investment.

Ability to sustain a coherent service offer over the long term

This criterion is an assessment of the sustainability of each of the models. i.e. how likely is the model to enable the continued delivery and expansion of the services over the long term, given reducing budgets and increasing demand.

Ability to access further funding streams

This is in regard to drawing upon grant funding or other forms of additional funding. This includes private finance to a small degree, but the focus of scoring should be on funding beyond that inherent in creating the model.

9.2.4 Performance

Preserves or improves service delivery performance levels

This represents the level to which a model would provide adequate resource and capability to preserve or improve performance against existing KPIs.

Supports delivery of better education outcomes across Barnet

This criterion assesses the degree to which the potential organisations facilitate school improvement, including providing appropriate resources, capturing expertise, and building upon existing relationships.

Ability to meet demand from all schools

It is clear that the nature of services demanded is different across the purpose of this criterion is to assess the ability of the potential models to meet demand from the different types of school.

Capability and capacity to develop or adapt services flexibly to meet changing needs

This criterion represents the ability of a potential model to react to changes in demand. This encompasses both changes in the nature of services required and changes to the volume of services demanded.

Freedom to innovate

This criterion reflects the level to which an organisation enables and encourages innovation. Whilst this can largely be thought of as a function of organisational culture, there are some structural factors that affect the ability to innovate. It includes the freedom of staff to identify and implement innovative approaches and methods, as well as the availability of expertise and experience in developing new services and approaches.

Delivery and Performance risks are shared

This criterion assesses the degree to which risks to delivery are shared across multiple parties. In each case the council retains responsibility for the delivery of statutory services, so the degree of risk transfer is never absolute.