



West Lothian
Council

Culture and Leisure Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

6 October 2017

A meeting of the **Culture and Leisure Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Thursday 12 October 2017** at **8:30am**.

For Chief Executive

BUSINESS

1. Apologies for Absence
2. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
3. Order of Business, including notice of urgent business and declarations of interest in any urgent business

Public Session

4. Confirm Draft Minute of Meeting of Culture and Leisure Policy Development and Scrutiny Panel held on Thursday 01 June 2017.
5. Community Arts Performance - Report by Head of Education (Learning, Policy and Resources) (herewith).
6. Library and Museum Services Performance - Report by Head of Housing, Customer and Building Services (herewith).
7. Learn to Swim Plus Update - Report by Head of Education (Learning,

DATA LABEL: Public

Policy and Resources) (herewith).

8. Community Learning and Development Youth Services Performance - Report by Head of Education (Learning, Policy and Resources) (herewith).
9. Adult Learning Performance Review - Report by Head of Education (Learning, Policy and Resources) (herewith).
10. Culture & Leisure PDSP Workplan (herewith).

NOTE **For further information please contact Eileen Rollo on 01506 281621 or email eileen.rollo@westlothian.gov.uk**

MINUTE of MEETING of the CULTURE AND LEISURE POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE, on 1 JUNE 2017.

Present – Councillors Dave King (Chair), Alison Adamson, Tom Conn, Charles Kennedy, Harry Cartmill substituting for Andrew McGuire, Lawrence Fitzpatrick substituting for Cathy Muldoon

Apologies – Councillor Cathy Muldoon, Andrew McGuire

Absent – William Boyle

1. DECLARATIONS OF INTEREST

There were no declarations of interest made.

2. MINUTE

The panel confirmed the Minute of its meeting held on 13 April 2017 as a correct record. The Minute was thereafter signed by the Chair.

3. COMMUNITY LEARNING AND DEVELOPMENT YOUTH SERVICES PERFORMANCE REPORT

The Panel considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing an update on Community Learning and Development (CLD) Youth Service activities and performance from April 2016 to March 2017.

Attached to the report at Appendix 1 was a summary of performance of the Community Learning and Development (CLD) Youth Service for the period April 2016 to March 2017. Several initiatives and projects were highlighted within section 2 of the report.

The Head of Education (Learning, Policy and Resources) explained that the service had managed the successful introduction and launch of the Career Ready Programme in West Lothian. The report also advised that a new performance indicator was introduced to measure the impact of the youth work in schools programme.

In conclusion the report advised that the service continued to offer a good range of youth learning opportunities through group work as well as intensive one to one support.

The performance report demonstrated the impact of the service and how it contributed to the relevant Single Outcome Agreement outcomes and that the service would continue to offer support as well as an appropriate range and balance of accredited and non-accredited opportunities for young people.

Decision

To note the contents of the report

4. COMMUNITY ARTS GRANT SCHEME 2016/17

The panel considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources), providing an update on the 2016/17 Community Arts Grants Scheme. Attached as appendix 1 to the report provided was a copy of the Community Arts Grant Scheme application form.

The report advised that the West Lothian Council Community Arts Grants Scheme, administered by the Community Arts service, aimed to support individuals, professional artists, schools and community groups and organisations to participate in, develop, or promote the arts in West Lothian. The Arts Grants Scheme provided organisations with funding in the following categories:-

- Purchasing Equipment
- Projects
- Professional Fees
- Projects that support youth initiatives
- Start Up

The Head of Education (Learning, Policy and Resources) advised that in 2016/17 the Arts Grants budget was £86,344 and 92.6% of the grant had been allocated.

The report provided details on a number of case studies.

In conclusion the report advised that Community Arts administered the council's Arts Grants Scheme which encouraged increased participation in the arts and supported groups to develop or promote the arts in West Lothian. The provision of arts grants contributed to improved outcomes for individuals, groups and communities.

The report recommended that the panel note the contents of the report.

Decision

To note the contents of the report.

5. SPORTING GRANTS SCHEME 2016/17

The panel considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing an

update on the 2016/17 Sporting Grants Scheme budget allocation.

The report advised that the West Lothian Council Sporting Grant Scheme enabled local sports clubs, athletes, volunteers and coaches to build sporting infrastructure and support club and individual development through the provision of funding across a number of categories.

The Head of Education (Learning, Policy and Resources) advised that in 2016/17 the Sporting Grant scheme budget was £104,825 with a total of £103,864.74 being allocated across 143 awards. In addition funding of £600.00 was awarded separately through Disability Grants from the West Lothian Trust for people with a disability.

The report went on to provide details on a number of case studies.

In conclusion the report advised that the Sporting Grant Scheme awarded 99% of its budget to 148 applicants. A shift towards an electronic application system had improved the customer experience and ease of use resulting in a higher level of awards.

Active Schools and Community Sport would administer the Sporting Grant Scheme over 2017/18 to ensure maximum impact of funding to support West Lothian's local sports clubs, athletes, volunteers and coaches.

The report recommended that the panel note the impact from the distribution of the Sporting Grants Scheme over 2016/17.

Decision

To note the contents of the report.

6. ADULT LEARNING PERFORMANCE REVIEW

The Panel considered a report (copies of which had been circulated) by the Head of Education (Learning, Policy and Resources) providing an update on Adult Learning Service team activity for the period 31 September 2016 to 31 March 2017.

The Head of Education (Learning, Policy and Resources) explained that since implementation Adult Learning had engaged with 733 learners to deliver a range of learning opportunities which led to positive outcomes across personal, family, work and community activity.

Adult Learning was successful in gaining funding through the Department of Work and Pensions to run two adult literacy groups based in local job centres. This was as a result of a successful pilot in Bathgate Job Centre Plus which showed an increase in engagement from DWP referrals.

Through partnerships with schools and nurseries, Adult Learning had been able to deliver a range of family learning activity. In order to extend provision and to support the reduction of the attainment gap, Adult Learning developed approaches to family learning which would be enhanced through Pupil Equity Funding.

The Digital Inclusion Working Group which was co-ordinated through Adult Learning supported partnership working to meet the needs of residents who were digitally excluded.

Further information on the review was contained in Appendix 1 attached to the report.

It was recommended that the panel note the content of the report and in particular:

1. Partnership working to remove literacy barriers to employability including the creation of two new groups based in job centres funded by the Department of Work and Pension.
2. Targeted family learning engagement in areas of multiple deprivation.
3. The ongoing contribution to West Lothian's Anti-Poverty Strategy through co-ordination of the Digital Inclusion Working Group and engagement with learners.

Decision

To note the contents of the report



CULTURE AND LEISURE POLICY DEVELOPMENT AND SCRUTINY PANEL

COMMUNITY ARTS PERFORMANCE REPORT

REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)

A. PURPOSE OF REPORT

The purpose of this report is to update the PDSP on Community Arts' activities and performance since the last report in April 2017 and highlight notable achievements and developments.

B. RECOMMENDATION

To note the performance information for the period April to August 2017 contained in Appendix 1.

C. SUMMARY OF IMPLICATIONS

| | |
|---|--|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; and working in partnership. |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | None. |
| III Implications for Scheme of Delegations to Officers | None. |
| IV Impact on performance and performance Indicators | An update on key performance indicators for the service is included in the report. |
| V Relevance to Single Outcome Agreement | Outcome 1 - Our children have the best start in life and are ready to succeed Outcome 2 - We are better educated and have access to increased and better quality learning and employment opportunities Outcome 4 - We live in resilient, cohesive and safe communities Outcome 7 - We live longer, healthier lives and have reduced health inequalities |
| VI Resources - (Financial, Staffing and Property) | None. |

VII Consideration at PDSP None.

VIII Other consultations None.

D. TERMS OF REPORT

The report, attached as Appendix 1, includes a summary of the latest performance figures and notable achievements over the past six months across the main service activities of Youth Music Initiative, Arts and Learning, Arts and Wellbeing, Public Art, Linlithgow Burgh Halls and supporting the voluntary arts sector. Information on the performance and achievements of Firefly Arts Ltd is attached as Appendix 2.

E. CONCLUSION

Appendix 1 demonstrates the impact of the service and how it contributes to the relevant Single Outcome Agreement outcomes.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Two

Appendix 1: Community Arts Performance Report (October 2017)

Appendix 2: Firefly Arts Ltd Report (October 2017)

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James Cameron

Head of Education (Learning, Policy and Resources)

Date of meeting: 12 October 2017

2017

Culture and Leisure PDSP
12 October 2017
Community Arts
Appendix 1 : Performance Report

Laura Tyrrell, Community Arts & IMS Manager



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Front cover photo: Software Training Project, Youth Music Initiative

1. Community Arts Overview

The arts make a significant contribution to improving the quality of life for the citizens of West Lothian and the Community Arts service is committed to helping the council achieve the outcomes in the Single Outcome Agreement. We aim to focus our resources in order to bring the maximum benefits of the arts to targeted groups while continuing to offer opportunities for all. We work in partnership to extend our provision and seek opportunities to attract external funding, particularly through Creative Scotland. The aim of Community Arts is that everyone in West Lothian should have the opportunity to experience the social, economic, educational, environmental, health and creative benefits of the arts.

Main Services Provided by Community Arts

- ⦿ Managing Linlithgow Burgh Halls
- ⦿ Arts and Lifelong Learning
- ⦿ Arts and Wellbeing
- ⦿ Support for the Voluntary Arts sector
- ⦿ Arts Grants
- ⦿ Public Art

Community Arts Priority Activities

- ⦿ Provide high quality facilities for the arts
- ⦿ Provide a diverse programme of arts activities for different life stages
- ⦿ Work in partnership to extend arts provision and reduce inequalities
- ⦿ Support & develop the voluntary arts sector
- ⦿ Provide arts grants
- ⦿ Promote the arts

2. Performance

The purpose of this report is to update panel members on Community Arts' activities and performance since the last report in April 2017 and to highlight notable achievements and developments. Our Key Performance Indicator results can be found at the end of this document.

⦿ Customer Satisfaction

We aim to deliver high quality services that meet people's needs and expectations and to ensure that customers are treated fairly and given equal access to the services we provide. Customer satisfaction results in Quarter One 2017 were very positive. Notable results include achieving 100% satisfaction for value for money and clarity of the venue hire charges and for being treated fairly. Satisfaction with the arts programme dipped slightly in Quarter One. There were 7 responses to this question and the negative response was from a customer who did not like the Livingston Art Association exhibition at Howden Park Centre because they felt there were too few art works on display. The dip in performance is reflective of the low number of responses which can have a significant impact on results.

| Customer Satisfaction KPIs | Target Q1 2017/18 | Actual Q1 2017/18 |
|--|-------------------|-------------------|
| % of customers who rated the overall quality of customer service provided as excellent or good | 97% | 96% |
| % of customers who rated timeliness in response to requests as excellent or good | 96% | 96% |
| % of customers who rated the service they received compared to what they needed as excellent or good | 96% | 97% |
| % customers who rated our performance in keeping them informed as excellent or good | 96% | 97% |
| % of customers who rated staff attitude in terms of friendliness and helpfulness as excellent or good | 98% | 98% |
| % customers who rated the staff professionalism in terms of knowledge and professionalism as excellent or good | 98% | 98% |
| % of customers who feel that they have been treated fairly | 99% | 100% |
| % customers who rated the facilities at Howden Park Centre and Linlithgow Burgh Halls as excellent or good | 97% | 96% |
| % of customers who rated the quality of the arts programme at Howden Park Centre and Linlithgow Burgh as excellent or good | 98% | 94% |
| % of customers who rated the value for money of the venue hire charges as excellent or good | 98% | 100% |
| % of customers who rated the clarity of the venue hire charges as excellent or good | 98% | 100% |
| % of customers who rated the choice of food and beverages available at the arts venues as excellent | 85% | 81% |
| % of customers who rated the value for money of food and beverages available at the arts venues as excellent or good | 86% | 86% |
| % of customers who rated the quality of food and beverages available at the arts venues as excellent or good | 86% | 90% |
| % of customers who rated the accessibility of the service as excellent or good | 91% | 98% |

Complaints

Community Arts records complaints using Frontline, the council's corporate customer relationship management system. Complaints are reviewed on a monthly basis by the management team and analysed to identify service improvements. There were no complaints received in Quarter One.

| Complaints KPIs | Target Q1 2017/18 | Actual Q1 2017/18 |
|---|-------------------|-------------------|
| Number of complaints closed at stage one within 5 working days as a percentage of the total number of stage one complaints closed | 100% | N/A |
| Number of stage two complaints closed within 20 working days as a percentage of all stage two complaints closed | 85% | N/A |
| Number of complaints received by the service | 5 | 0 |
| % of complaints received by the service which were upheld or partly upheld | Reported annually | |

Outcomes

Community Arts has impact Performance Indicators which measure how the key activities of the service contribute to a range of outcomes and align with West Lothian Council's Single Outcome Agreement, specifically:

- Outcome 1** Our children have the best start in life and are ready to succeed
- Outcome 2** We are better educated and have access to increased and better quality learning and employment opportunities
- Outcome 4** We live in resilient, cohesive and safe communities
- Outcome 7** We live longer, healthier lives and have reduced health inequalities
- Outcome 8** We make the most efficient and effective use of resources by minimising our impact of the built and natural environment

Performance Indicators are measured using customer surveys which give respondents five possible responses from strongly agree to strongly disagree and the majority of customers report very high satisfaction with the activities on offer.

| Impact KPIs | Aligns to Outcome | Target Q1 2017/18 | Actual Q1 2017/18 |
|---|-------------------|-------------------|-------------------|
| % of teachers who agree that participating in a Community Arts education project has contributed to their pupils educational attainment | 2 | 85% | 100% |
| % of customers who agree that they are likely to become more active in their community as a result of participating in a Community Arts activity | 4 | 75% | 80% |
| % of customers who agree that their well-being has improved as a result of participating in Community Arts activities | 7 | 80% | 90% |
| % of people who agree that public art commissions can enhance the natural and built environments and improve local spaces for residents and visitors | 8 | Reported annually | |

Participation

Community Arts aims to ensure that West Lothian contributes to the national outcome that we take pride in a strong, fair and inclusive national identity by measuring our performance against the national outcome indicator *to increase cultural engagement*. At a national level this is done by measuring participation in cultural activity or attendance at a cultural event or place through the Scottish Households Survey. At a local level, Community Arts records the number of people participating in Community Arts activities and in the Youth Music Initiative programme. We also record the number of people attending Linlithgow Burgh Halls and Howden Park Centre.

| Participation KPIs | Target Q1 2017/18 | Actual Q1 2017/18 |
|---|-------------------|-------------------|
| Community Arts participants | 500 | 517 |
| Youth Music Initiative programme participants | 1,400 | 1,424 |
| Howden Park Centre attendees | 38,000 | 38,979 |
| Linlithgow Burgh Halls attendees | 25,000 | 23,930 |

3. Linlithgow Burgh Halls

Linlithgow Burgh Halls is a licenced venue which comprises an art gallery, education centre, multi-purpose halls and café. The gallery presents a changing programme of high quality solo and group shows, touring exhibitions and new commissioned work. In addition, the venue provides the local community with facilities suitable for a range of events including business meetings, conferences, weddings and social events. Free Wi-Fi internet access is also available to customers.

🕒 Exhibitions

Farkhondeh Ahmadzadeh, a London-based artist and tutor at the Princes School of Traditional Arts, exhibited a new series of miniature paintings at the Burgh Halls between January and April 2017. Her work is based on the *Haft Paykar*, which roughly translates as “seven beauties”, one of the great works of Persian literature. The exhibition attracted 2,376 visitors.

Energy, Light, Colour by Harburn-based artist Jennie Tuffs was on display at the gallery from April to July. Jenny is known for her vibrant paintings of flowers and nature and her work is best known to millions through the posters she has produced for the Royal Botanic Gardens in Kew and the London Underground. 3,263 visited the exhibition and her artist talk and tour was attended by 28 people.

The exhibition currently on display is entitled *Dusk Delivers Dreams Forever* and shows work by Stirling-based artist June Carey. The exhibition runs until October 2017 and features June’s bold figurative etchings, paintings, prints and pastels. 23 people attended the *in conversation* event with the artist and Alfons Bytautas of the RSA which took place in the gallery on 24 August.

🕒 Summer Programme

Community Arts provides a programme of arts activities over the summer holiday period for children and young people aged 6 to 12 years of age. The programme offers the chance to try a range of arts activities and develop new skills in a fun and supportive environment. This year the Linlithgow Burgh Halls hosted a week long visual arts project called *Paper, Pencil and Palette* which offered participants the chance to explore different media including paint, ink and clay and was led by experienced artist Katrina Stewart.

🕒 Lets

The Burgh Halls comfortably accommodates small to medium sized meetings and conferences. It is conveniently located in the central belt and benefits from excellent transport links to the major population centres of Edinburgh and Glasgow and beyond. Between April and June Historic Environment, the Central Scotland Green Network Trust, the Scottish Environmental Protection Agency and PAN UK booked the Burgh Halls to hold national conferences. The Scottish Tourist Guide Association, the only accredited body for qualified professional tourist guides in Scotland, uses the Burgh Halls as its Scottish base for delivering Blue Badge tourist guide training for the Scottish tourism industry.

⦿ **Events**

The Burgh Halls is an important civic building for Linlithgow and West Lothian and hosted several high profile local events this summer. The Deacon's Court launched *A Parade of Provosts*, new book chronicling the 600-year history of Linlithgow through the life and times of its 82 provosts at a ceremonial presentation in the Burgh Halls in May. The venue plays a central role in the annual Marches Day celebrations and this year provided breakfast for 40 members of the Rotary Club, hosted the Deacons Court Marches breakfast which attracted 200 guests and held a successful Marches Day BBQ for members of the public. In June the Burgh Halls provided catering for over 200 guests attending the Kirking of the Council ceremony held at St Michael's Church.

⦿ **Wedding Fair**

Linlithgow Burgh Halls holds a wedding fair each year to showcase the venue to potential customers. In May 2017 the wedding fair was attended by over 400 customers and 4 wedding bookings were secured. The event generated £3,300 income from wedding deposits and stall holder income.

4. Community Arts Activities

Community Arts contributes to the wellbeing and lifelong learning of the people of West Lothian by providing opportunities to participate in the arts. The team consists of five Arts Officers who have a range of different remits including Visual and Public Art, Arts and Wellbeing and Learning. Each officer has responsibility for delivering a programme of arts activities in the community which are targeted at people who may be less likely to participate due to physical, social or economic barriers and which are designed to contribute to a range of outcomes. The five main programmes managed by the team are:

- ⦿ Arts & Wellbeing
- ⦿ Youth Music Initiative
- ⦿ Arts & Learning
- ⦿ Public Art
- ⦿ Supporting the Voluntary Arts Sector and Arts Grants

⦿ Arts and Learning

The team develops projects which use the arts to support the development of new skills and educational attainment through a programme of work targeted at children of school age including nursery, primary, secondary and those with additional support needs. This strand of work also encompasses lifelong learning and includes adults of working age and older people.

○ Creative Learning Network

The Creative Learning Network aims to champion creativity across the curriculum for the long term benefit of the learner and to see creativity being recognised, articulated and valued by educationalists, practitioners and learners. This year West Lothian's CLN took a more strategic approach by working directly with Head Teachers and school leaders to explore how a creative approach can support curriculum development. Quarterly network meetings with Head Teachers led to creative activities taking place in their schools. Participating schools took part in *The Box Challenge*. A box filled with unknown contents was brought into the classroom and the teacher and pupils explored the contents together. This allowed for a planning free lesson for the teacher but also ensured that the learning for that day was totally led by the pupils' reactions to the contents of the box, ensuring a genuine pupil led learning experience. A short film has been created showing some feedback from teachers participating in the project. The Creative Learning Network is a national initiative co-funded by Creative Scotland and Education Scotland managed by Community Arts and seeks to implement Scotland's Creative Learning Plan.

○ World Book Night

World Book Night is an annual event which happens all over the globe in libraries, community centres, pubs and many other venues and aims to encourage more people to read. West Lothian's World Book Night was held in Linlithgow Burgh Halls in April and was run in partnership with local independent book shop From the Madding Crowd. World Book Night was hosted by Falkirk born writer Alan Bissett who gave a reading and hosted a literary quiz.

◉ **Public and Visual Art**

Working in partnership with Planning and Economic Development Services, Community Arts manages the council's Public Art programme. Funded by developer contributions, the Public Art programme engages with communities and enables them to manage the commissioning of new public art works and also catalogues, maintains and decommissions existing art works.

○ **Blackburn Partnership Centre**

The Blackburn NHS Partnership Centre is currently under construction and a team of artists has been commissioned to create public art which meets both the NHS and WLC requirements. Civic Architects Ltd., have delivered a public engagement programme gathering the thoughts, feelings, ideas and historical information of the local community. Plans for the new artwork include a contemporary frieze of laser-cut, adhesive vinyl which portrays the heritage of the area and incorporates a background of natural imagery and motifs. The artwork is designed to meet the NHS agenda of providing users of the building with a positive distraction through wellbeing enhancing imagery. The large boulders situated in the grounds of the building are to be included in the overall design and will be decorated with surface embellishments using similar motifs used in the frieze which will connect the interior and exterior artworks.

○ **East Calder Partnership Centre**

Artist Mike Johnson was commissioned to design and fabricate a piece of public art for the new East Calder Partnership Centre based on the local heritage and ideas of people of the East Calder area. The artist delivered a series of public engagement sessions with children, young people and adults in order to engage with the community and generate interest in the new building and also as a creative form of consultation to generate design ideas. The artwork is due for installation in October 2017 depending in line with the construction timeline for the venue.

○ **Calderwood - Core Development Area**

Officers are in the process of developing a long-term plan for the anticipated public art contributions due to the Calderwood development over the next 3 to 7 years. The developer, Stirling Developments, will maintain control of the public art contributions, artist recruitment and commissioning plans and will be closely supported by Community Arts who will provide direction and development of the public art plan and best practice guidance. A first draft of the plan has been produced and is currently being refined to reflect clear trigger points for the accrual of public art contributions to enable projects to be staged in line with the masterplan for the core development area.

○ **Rosemount Gardens Public Art Project**

Residents of Rosemount Gardens, the new housing with care facility in Bathgate, have been involved in art activities with the artists commissioned to create a new public artwork for the facility. The new artwork will not only reflect the local community but will be dementia-friendly and visually appealing to the general public.

🕒 **Arts and Wellbeing**

The team develops projects which use the arts to improve wellbeing and create opportunities for positive personal and community change through a programme of work targeted at specific groups including vulnerable children, young people and adults. Because of the nature of the groups, these projects usually involve small numbers of people.

○ **Generation Arts**

Community Arts continues its long running partnership with Generation Arts providing a programme of arts activities for older people aged 60+. Generation Arts is a weekly dance class which takes place at Howden Park Centre and St Mary's RC Primary School in Bathgate. Generation Dance was created through participant demand and provides support for participants who wish to take the next step to dance performance. The group will perform at a celebration event at the Luminate Festival in October. Generation Arts Choir is a weekly singing class which takes place at the British Legion in Bathgate.

○ **Talkin' About ma Past**

This Heritage Lottery funded project is run in partnership with the Youth Action Project and the Scottish Language Dictionary. Young people from Craigshill, Armadale and Broxburn are working with artist Morwenna Kearsley to explore the migration of people to West Lothian through the centuries, not through text or documentation, but the dialect and language they speak. The young people involved collected phrases and words used in their local community and worked in film, drama, photography, music, animation and visual art to create pieces that reflect their learning. Their work will be exhibited at Howden Park Centre in October.

○ **Moore House School**

Community Arts continues its long running partnership with Moore House School in Bathgate to provide young people not engaging in education with a programme of arts activities. Led by artist Allison Weightman, this program allows disenfranchised young people who have been excluded from schools from across Scotland to develop skills, confidence and self-esteem. The Moore House pupils participated in the 2nd Annual Schools Art Exhibition held at the Regal Theatre in Bathgate and one of the pupils received an award and sold his ceramic artwork.

○ **HYPE**

HYPE is a programme which helps young people not engaging in employment or education to learn new skills and move towards a positive destination and is a long-running partnership between Community Arts and Youth Services. Young people on the programme are currently working with professional photographer Lisa Fleming, learning how to use a camera, photography techniques and creating a portfolio of work. As part of the project the young people took portraits of staff and patients at St John's Hospital.

◉ **Youth Music Initiative**

Year 13 of the Youth Music Initiative started in August 2015 and finished at the end of school term in June 2016. The programme allows West Lothian Council to meet the Scottish Government's target that "every school pupil will have access to 12 hours free music tuition by P6". This is a flavour of some of the creative music education projects which took place in schools across West Lothian.

○ **Wee Story, Big Sound**

Wee Story, Big Sound aims to support early years teachers to use simple music and sound effects to enhance favourite storybooks and to create small-scale performances that fully engage the children and maximise the potential for learning. A Career Long Professional Learning session took place at Howden Park Centre in May and gave teachers the chance to engage with the artists who will be delivering the project. The research/consultation was led by artists Dave Trouton and Andy Cannon and brought early years teachers together to discuss and share their knowledge and experience of adapting and communicating stories through words and music. The CLPL gave teachers the chance to shape the project to ensure it is tailored to meet their pupils' needs before it is delivered in the autumn term. *Wee Story, Big Sound* will be rolled out in nursery classes from October 2017.

○ **Software Training Scotland**

Stoneyburn and Whitdale primary schools took part in the *Software Training Scotland* project between March and June 2017. The project aimed to engage young people in music technology using cutting edge but accessible equipment and software and provided a unique learning experience and an effective tool for achieving the aims of the four capacities of Curriculum for Excellence. Classroom sessions provided pupils with a dynamic, stimulating and fun 10 week course in creative music-making and sound production using iPad-based recording technology. Pupils were involved in both musical performance and the technical process of recording under the expert tuition of Software Training Scotland. The project culminated in the production of an audio recording for the school to keep and use.

○ **Sound & Music for Moving Image**

Music and Sound for Moving Image was a five week project aimed at engaging pupils with various aspects of music and film technology. Pupils from Bellsquarry, Peel, St Joseph's in Whitburn, Whitdale, Murrayfield and Uphall primary schools, Pinewood ASN school and St Margaret's Academy were challenged with creating a soundtrack for an animation created specifically for the project. Workshops were designed to place students in control of music making and sound design, using tools that introduced them to technology in a fun and accessible way. The project, which took place between May and June, placed pupils at the helm of the creative experience, introducing them to film composition, sound design and foley techniques which is the reproduction of everyday sound effects which are added to film, video, and other media in post-production.

5. Partnerships

Planning, Economic Development and Regeneration is undertaking a full review of the Link Officer role and Health Check process. All voluntary organisations in receipt of funding from the council have been advised that a new health check will be carried out a Service Level Agreement will be put in place where required, with detailed outcomes relating to their grant.

• Firefly Arts Ltd

West Lothian Council commissions Firefly Arts Ltd to provide youth theatre and associated services for children and young people aged 5 to 25 to develop their personal, social, educational and artistic skills, improve their self-confidence and attainment and lessen their risk of becoming involved in anti-social behaviour or low level criminality. Firefly received a grant of £102,450 in 2017/18 from the council to provide this service. This includes rent of £6,696 and service charge of £7,286.67 for the use of Howden Park Centre which, since 1 April 2017, is now payable to West Lothian Leisure. While this core funding supports workshop and performance activity in Livingston, Bathgate and Linlithgow, it also enables the company to lever in project funds from charitable trusts and foundations, thereby generating significantly increased arts provision for young people who are socially, economically or geographically disadvantaged. Full details of Firefly's activities can be found in Appendix 2.

• Regal Community Theatre

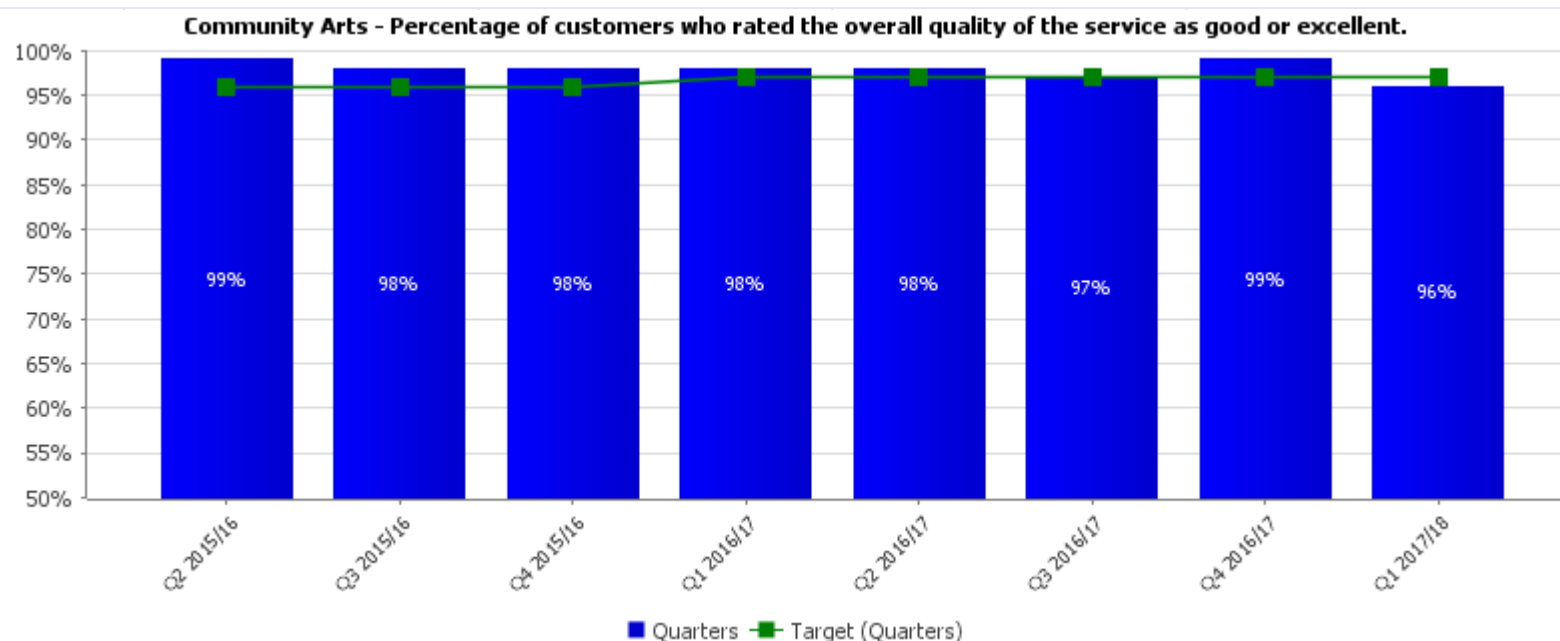
On 29 August Council Executive considered a report by the Head of Finance and Property Services regarding the Regal Theatre in Bathgate. The Regal board has decided to voluntarily liquidate the company and cease trading. It was agreed that when the building reverts to WLC it will remain open for community lets.

• Arts Grants

Community Arts manages and administers the Community Arts Grant Scheme which provides funding for voluntary arts organisations in West Lothian. Grants of up to £2,000 are available for purchase of equipment, projects, professional fees, projects that support youth initiatives and start-up costs. The total funding available in 2017/18 for the arts grants is £87,207. There are two funding deadlines each year: 1 April and 1 October. 32 applications received by the April deadline and 26 applications were awarded funding totalling £40,016. It is anticipated that 100% of the remaining funding available will be allocated at the next funding deadline in October 2017.

6. Key Performance Indicators

| | |
|---------------------------------|---|
| PI Code & Short Name | P:EDCA007_6a.7 Community Arts - Percentage of customers who rated the overall quality of the service as good or excellent. |
| Description | This performance indicator measures the percentage of customers who rated the overall quality of service provided by Community Arts as good or excellent. Customer feedback is sought via customer survey and customers are asked to rate the overall quality of the service provided as; excellent, good, adequate, poor or very poor. All responses ranked as either 'Excellent' or 'Good' are recorded as positive responses. For each quarter, the cumulative number of positive responses are divided by the total number of responses to determine a percentage. The results of customer feedback are analysed on a quarterly basis in order to identify areas for improvement. |



Trend Chart Commentary:

All customer satisfaction responses are broken down into segmented groups according to the specific part of the service they access and analysed to identify trends, provide insight into service delivery and, where possible, identify what action is required to rectify problems.

2017/18

The target for this Performance Indicator in 2017/18 is 97%. Target is based on previous years' results and reflects the relatively low number of responses which can have a significant impact on results.

Quarter 1 - Performance in Quarter 1 is 96%. There were 140 responses to this question, of which 115 were excellent; 19 good; 5 adequate, 1 poor and 0 very poor. The poor response was from a customer who participated in a Generation Arts event at Howden Park Centre but did not provide a comment to explain why they were unsatisfied with the service they received.

2016/17

The target for this Performance Indicator in 2016/17 is 97%. Target is based on previous years' results and reflects the relatively low number of responses which can have a significant impact on results.

Quarter 4 - Performance in Quarter 4 is 99%. There were 187 responses to this question, of which 162 were excellent; 24 good; 1 adequate, 0 poor and 0 very poor.

Quarter 3 - Performance in Quarter 3 is 97%. There were 158 responses to this question, of which 137 were excellent; 16 good; 2 adequate, 1 poor and 2 very poor. The poor response was from a Howden Park Centre customers who unhappy that there was no soup available on Mondays. This was reviewed by the management team and soup is now available from the cafe bar Monday to Friday. The very poor responses were from were unhappy with Box Office opening hours and Linlithgow Burgh Halls customers who were unhappy that there are no staff at reception.

Quarter 2 - Performance in Quarter 2 is 98%. There were 83 responses to this question, of which 67 were excellent; 14 good; 2 adequate, 0 poor and 0 very poor. The two adequate responses were from customers who attended an exhibition at Linlithgow Burgh Halls and left very positive comments about the exhibition but did not provide an explanation why the service they received did not meet with their expectations.

Quarter 1 - Performance in Quarter 1 is 98%. There were 146 responses to this question, of which 115 were excellent; 28 good; 1 adequate, 2 poor and 0 very poor. The one adequate response related to a Public Art Talk at Howden Park Centre and while the customer commented that the talk was very informative, they were dissatisfied that the cafe wasn't open before the talk. The two poor responses related to; dissatisfaction with a performance in Howden Park Centre at the end of school workshops - customer responded poorly to all questions although gave a positive comment about the workshops; Linlithgow Burgh Halls exhibition - customer gave a positive comment about the exhibition but scored all questions poorly with no explanation provided for this.

2015/16

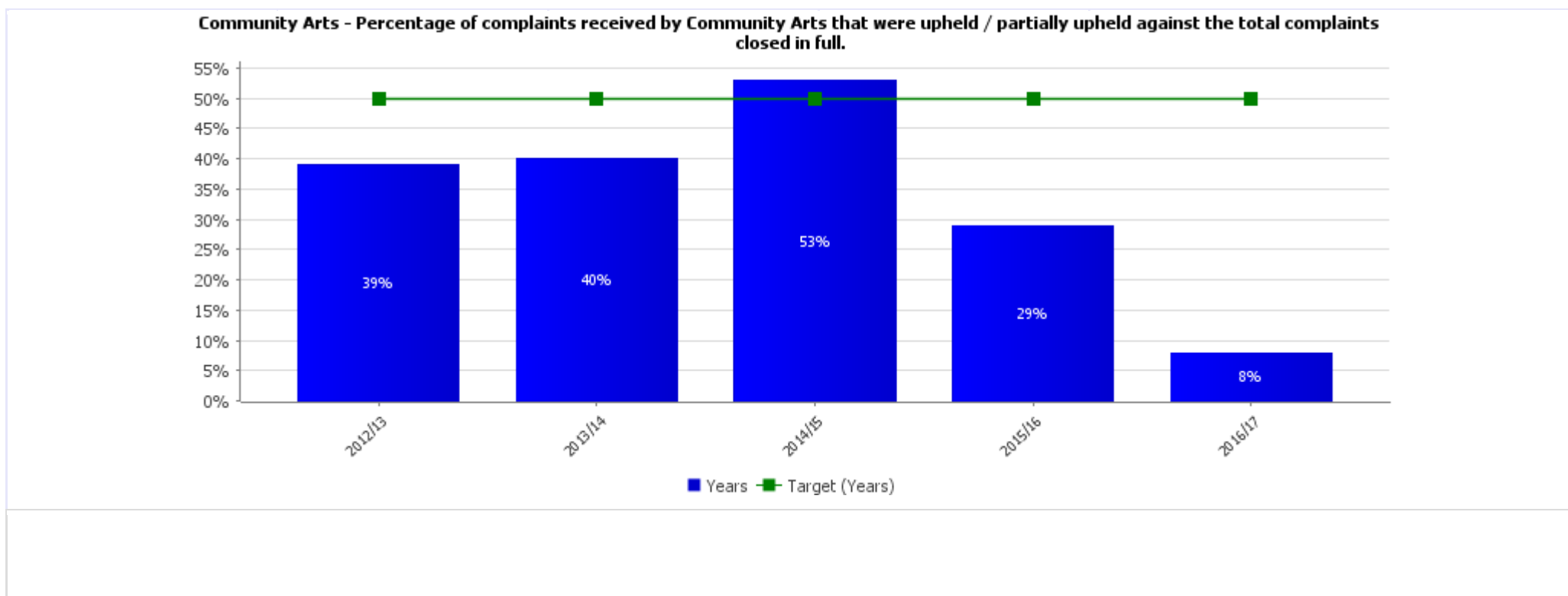
The target for this Performance Indicator in 2015/16 is 96%. Target is based on previous years' results and reflects the relatively low number of responses which can have a significant impact on results.

Quarter 4 - Performance in Quarter 4 is 98%. There were 342 responses to this question of which 263 were excellent; 71 were good; 5 adequate; 2 poor and 1 very poor. The very poor response was from a Linlithgow Burgh Halls customer who did not like the exhibition on display during February 2016 and selected the "very poor" response to every question as a result. The poor responses were from a voluntary arts organisation but they did not provide a comment to explain why they were unsatisfied with the service they received and from a Howden Park Centre customer who attended a gallery talk which they enjoyed and found worthwhile but felt the background noise disturbing.

Quarter 3 - Performance in Quarter 3 is 98%. There were 173 responses to this question of which 143 were excellent; 27 were good; 1 adequate; 1 poor and 1 very poor. The very poor responses were from a Howden Park Centre customer who selected the "very poor" response to every question and a Linlithgow Burgh Halls customer who visited the gallery. Neither customers provided a comment to explain why they were unsatisfied with the service they received.

Quarter 2 - Performance in Quarter 2 increased to 99%. There were 90 responses to this question of which 76 were excellent; 13 were good; 1 adequate; 0 poor and 0 very poor.

| | |
|----------------------|--|
| PI Code & Short Name | P:EDCA023_6b.4 Community Arts - Percentage of complaints received by Community Arts that were upheld / partially upheld against the total complaints closed in full. |
| Description | This performance indicator measures the overall percentage of Community Arts' complaints that have been investigated and upheld or part upheld during each month. For each month the total number of complaints responded to within relevant time-scale is divided by total number of stage 1 complaints received to determine a percentage. The data for this indicator is extracted from the customer relationship management system (CRM). The complaints are analysed to identify improvements to the way the service is delivered to customers. |



Trend Chart Commentary:

The number of complaints received is low so this Performance Indicator was moved from quarterly to annual collection in 2013/14 to give a statistically more accurate result.

2017/18

The target for this Performance Indicator in 2017/18 is 33%. Target is based on recent performance and will be reviewed in light of future performance.

2016/17

The target for this Performance Indicator in 2016/17 will remain at 50% as the service works to improve the quality of service and reduce complaints. Target is based on recent performance and will be reviewed in light of future performance. Performance in 2016/17 is 8%. 12 complaints were received, 1 of which was upheld. The upheld complaint was from a customer unhappy with the quality of food served at Howden Park Centre.

2015/16

The target for this performance indicator in 2015/16 is 50% and performance is 29%. 45 complaints were received, 13 of which were upheld or partially upheld. The upheld or partially upheld complaints were for a variety of reasons including the temperature of the theatre at Howden Park Centre, an online ticketing issue, parking at Howden Park Centre, catering for a West Lothian Council event and a problem with the exhibition purchase procedure. All of these issues have been reviewed by the management team and improvements made where appropriate.

2014/15

The target for this performance indicator in 2014/15 is 50% and performance is 53%. 19 complaints were received, 10 of which were upheld or partially upheld. The upheld complaints were for a variety of reasons including a performance cancelled at short notice due to illness, technical issues affecting online ticket sales via the website, food allergy information, communication with staff, customer service and interval drinks. All of these issues have been reviewed by the management team and improvements made where appropriate.

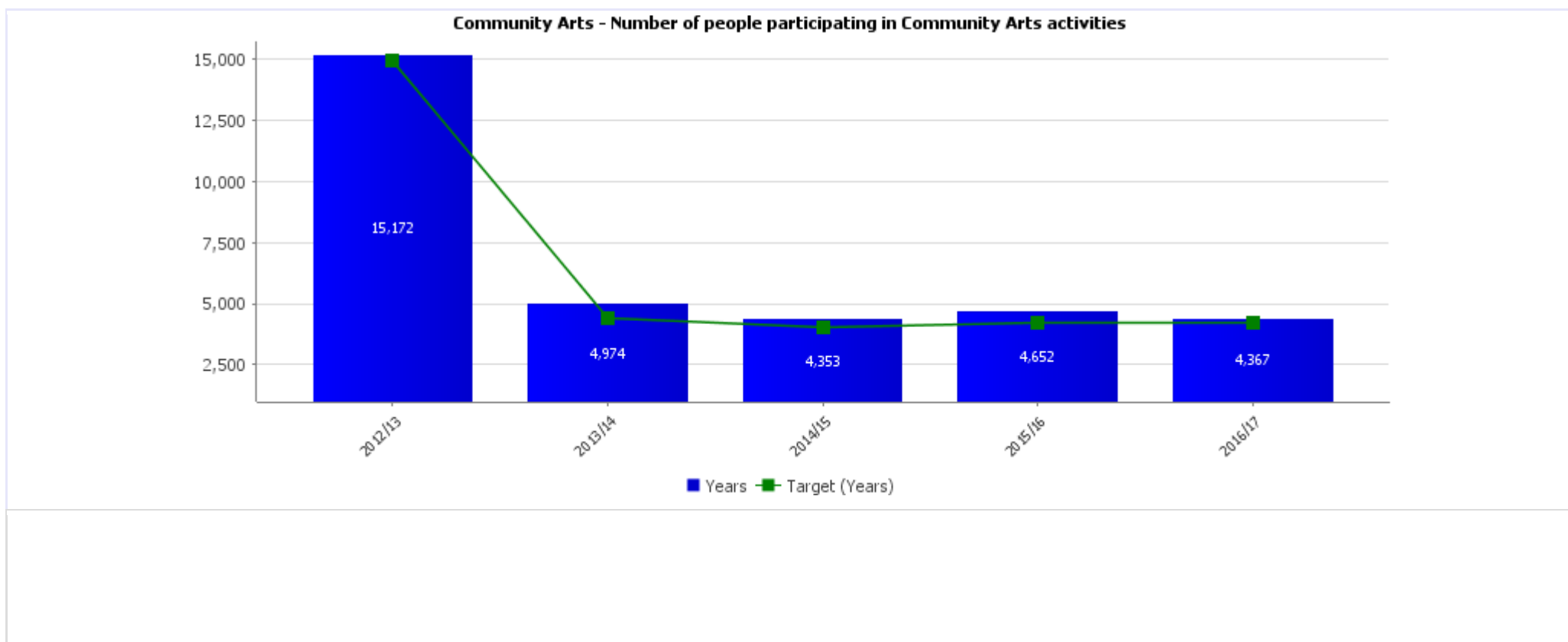
2013/14

The target for this performance indicator in 2013/14 is 50% and performance is 40%. 20 complaints were received in 2013/14 and of these 8 were upheld or partially upheld.

2012/13

The target for this performance indicator in 2012/13 is 50% and performance is 39%. 28 complaints were received in 2012/13 and of these 11 were upheld or partially upheld.

| | |
|---------------------------------|--|
| PI Code & Short Name | CP:EDCA035_9b.1a Community Arts - Number of people participating in Community Arts activities |
| Description | This performance indicator measures the number of people participating in arts activity in the community - this includes the number of pupils and teachers participating in arts education programmes, projects and Continuing Professional Development, training opportunities and projects for voluntary arts groups and arts and wellbeing projects for specific target groups. |



Trend Chart Commentary:

2017/18

The target for this Performance Indicator in 2017/18 is 3,200 and is based on an assessment of the number of participants who will participate in planned project activity throughout the year.

2016/17

The target for this Performance Indicator in 2016/17 is 4,200 and is based on an assessment of the number of participants who will participate in planned project activity throughout the year. Performance in 2016/17 is 4,367.

2015/16

The target for this Performance Indicator in 2015/16 is 4,200 and is based on an assessment of the number of participants who will participate in planned project activity throughout the year. Performance in 2015/16 was 4,652 and this is due to securing external funding which enabled the delivery of additional projects.

2014/15

The target for this Performance Indicator in 2014/15 is 4,000 and is based on an assessment of the number of participants who will participate in planned project activity throughout the year. Performance in 2014/15 was 4,353.

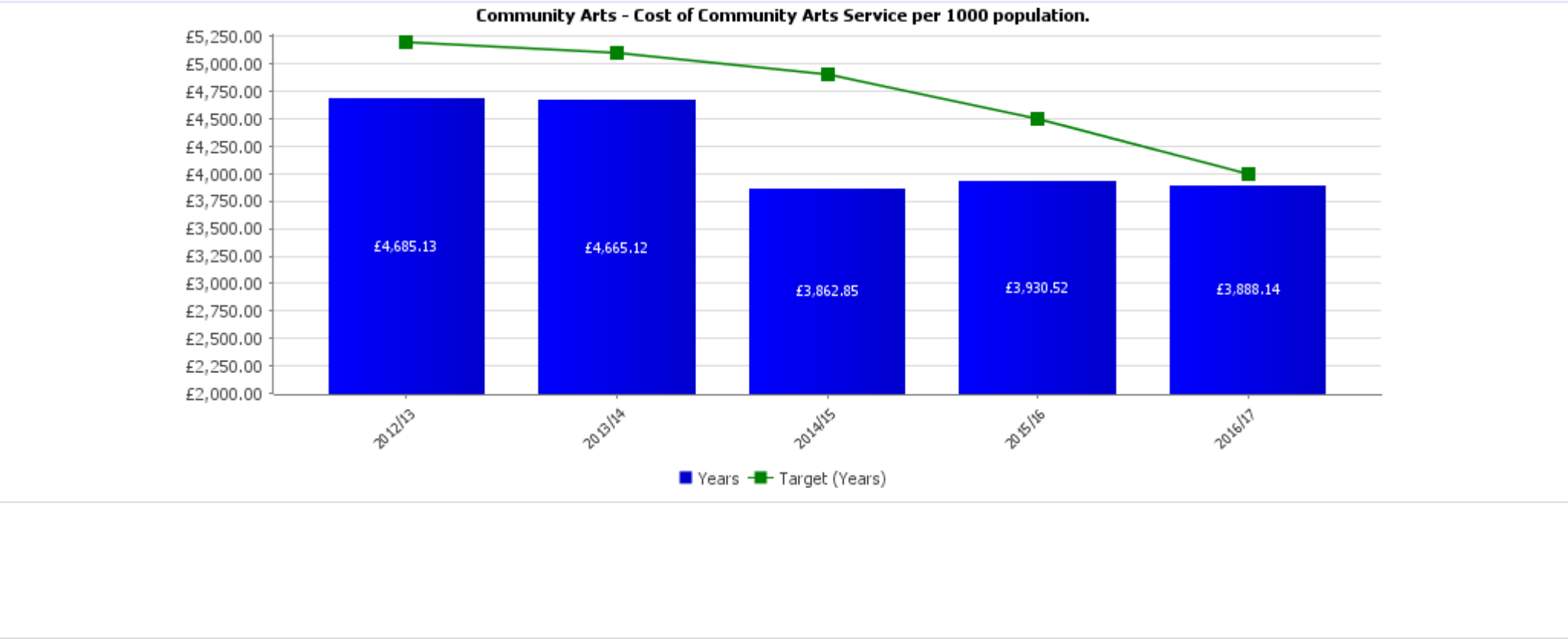
2013/14

The target for this Performance Indicator in 2013/14 is 4,400 and is based on an assessment of the number of participants who will participate in planned project activity throughout the year. The target was reduced in 2013/14 because the dance development programme was reduced and schools took over management of the curriculum dance programme. Performance in 2013/14 was 4,974.

2012/13

The target for this Performance Indicator in 2012/13 is 14,950 and is based on an assessment of the number of participants who will participate in planned project activity throughout the year. Performance in 2012/13 was 15,172.

| | |
|----------------------|---|
| PI Code & Short Name | P:EDCA045_9a.1c Community Arts - Cost of Community Arts Service per 1000 population. |
| Description | This performance indicator measures the net cost of delivering the Community Arts service including the arts venues Howden Park Centre and Linlithgow Burgh Halls, the Community Arts team, Public Art programme and support for Voluntary Arts organisations, per 1000 residents in West Lothian |



Trend Chart Commentary:

2016/17

The target for this Performance Indicator in 2016/17 was £4,000 and performance was £3,888.14. Target is based on previous years' results and reflects service improvements and efficiencies introduced to reduce expenditure and increase income.

2015/16

The target for this Performance Indicator in 2015/16 was £4,500 and performance was £3,930.52. Target is based on previous years' results and reflects service improvements and efficiencies introduced to reduce expenditure and increase income. While the 2015/16 result is on target, performance dipped slightly on the previous year. This is because expenditure on the arts programme at Howden Park Centre increased from £152,000 in 2014/15 to £190,000 in 2015/16. While the arts programme has remained profitable, profits reduced from £62,000 in 2014/15 to £37,000 in 2015/16 due to a diversification of the programme to develop and attract new audiences.

2014/15

The target for this Performance Indicator in 2014/15 was £4,900 and the actual cost of delivering the service was £3,862.85. Robust business planning, which included a revision of the prices and offers based on market analysis and benchmarking, enabled us to increase income.

2013/14

The target for this Performance Indicator in 2013/14 was £5,100 and the actual cost of delivering the service was £4,665.12. In 2013/14 costs increased due to increased activity.

2012/13

The target for this Performance Indicator in 2012/13 was £5,200 and the actual cost of delivering the service was £4,685.13. In 2012/13 costs increased due to increased activity.

FIREFLY ARTS LTD

ACTIVITY REPORT FOR APRIL 2017 TO SEPTEMBER 2017

Firefly continues to navigate local service reorganisation and financial cuts, the transfer of our home venue, lease and management agreement at Howden Park Centre to West Lothian Leisure, and impending changes to our long-term venues in Linlithgow and Bathgate. Throughout these uncertainties, Firefly's core grant for West Lothian Council has enabled our organisation to offer quality arts experience for children and young people across West Lothian, generate new community partnerships, provide training and work experience for young adults, and lever in specialist trust and foundation funding to support West Lothian's most vulnerable communities.

Throughout the summer term, Firefly ran 12 drama and film workshops each week at Howden Park Centre, the Regal Community Theatre in Bathgate and Linlithgow Burgh Halls. Children and young people (aged 5 to 18 years) progressed through a series of theatre, movement, voice, media and film skills, enabling them to build confidence, develop social, technical and expressive skills. Summer holiday activity included taking 10 young performers to Scotland's National Festival of Youth Theatre, drama, puppetry and cabaret projects, a film and visual arts project to map the River Almond, technical training, film and theatre skills masterclasses.

Firefly in Partnership

Firefly's core funding from West Lothian Council enables the organisation to lever in additional trust and foundation funding, by which we can work directly with the most vulnerable and marginalised young people across the region. Outreach and personal development programming between April and September in 2017 has been supported by Creative Scotland, Cashback for Creativity, Riverlife: Almond and Avon, and The Robertson Trust

Firefly continue to deliver film, media and drama projects in collaboration with schools, youth services and other community partners. In this period we have worked with West Lothian Helping Young People Engage; West Lothian Young Carers; Armadale Academy; Bathgate Academy; Beatlie School; Forth River Fisheries Trust. West Lothian Angling Association; West Lothian New Directions; St John's Hospital.

Firefly in Production

Firefly's young production companies play a significant role in Scotland's flourishing Youth Theatre sector. Summer productions included *Buckle Up*, performed at Howden Park Centre and Ayr's Gaiety Theatre in Ayr, and *Dark Mechanics* at Howden Park Centre, and programmed this autumn for Platform, Easterhouse and the Traverse Theatre, Edinburgh. Auditions are currently underway for our annual, full company, winter show in early December.

Firefly in Training

Skills development is central to Firefly's high standard of delivery, and we run regular training for staff, young adults, trainees, volunteers and partnership practitioners. Training sessions in this period have included film and media skills, directing skills, physical theatre and voice work, lighting and sound design, critical response, mental health first-aid and suicide awareness training.

Firefly's small staff team are complimented by a bank of regular freelance artists, music, film, and movement specialists. Firefly support the professional progression of staff, associate artists, trainees and volunteers with a regular in-house training programme, external CPD and assisted access to professional mentoring programmes.

Number Tracking

The table below charts attendance and activity figures for the 6-month period February to July 2017.

| | Attendance West Lothian- wide | Events/activity West Lothian- wide |
|---------------|--|---|
| February 2017 | 402 | 32 |
| March 2017 | 598 | 38 |
| April 2017 | 702 | 51 |
| May 2017 | 831 | 54 |
| June 2017 | 858 | 56 |
| July 2017 | 629 | 45 |
| Totals | 4,020 | 276 |

Looking Ahead

Firefly's current membership and capacity for partnership remains robust, as is the organisation's regional and national reputation for quality and inclusive youth arts practice. The commitment and skills of staff, board, volunteers and supporters play a vital role in enabling Firefly to develop, improve and deliver services to meet the needs of all young people, regardless of social, economic and cultural background. We remain confident in Firefly's capacity, commitment and potential to significantly enhance the lives of young people in West Lothian.

Joanna van den Berg. Director. Firefly Arts Ltd. 28th August 2017



CULTURE AND LEISURE POLICY DEVELOPMENT AND SCRUTINY PANEL

LIBRARY AND MUSEUM SERVICES PERFORMANCE REPORT

REPORT BY HEAD OF HOUSING, CUSTOMER AND BUILDING SERVICES

A. PURPOSE OF REPORT

This report provides an update on Library and Museum services performance and activities since the previous report in April 2017.

B. RECOMMENDATION

The PDSP is asked to note the performance information and activities of the Library and Museum Service over the last six month period from April 2017 to September 2017 contained in Appendix 1.

C. SUMMARY OF IMPLICATIONS

| | |
|---|---|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | Public library services are a statutory service. |
| III Implications for Scheme of Delegations to Officers | None. |
| IV Impact on performance and performance Indicators | An update on performance against a range of key indicators is included in appendix 1. |
| V Relevance to Single Outcome Agreement | Our children have the best start in life and are ready to succeed We make the most efficient and effective use of resources by minimising our impact on the built and natural environment. |
| VI Resources - (Financial, Staffing and Property) | Within existing resources. |
| VII Consideration at PDSP | A performance report for the service is presented to the PDSP twice each year. |

VIII Other consultations

Not applicable.

D. Terms of Report

The report, attached as Appendix 1, includes a summary of the latest performance figures and key achievements over the past six months across the main service activities of Library and Museum services.

Appendix 1 also gives an update on the progress made by Jura Consultants who were commissioned by Almond Valley Heritage Trust and West Lothian Council's museums Service to conduct a study to develop plans for a museum based heritage service for West Lothian in partnership with the third sector organisations that operate in the area.

E. Conclusion

The service delivers on key outcomes of access to reading, learning and information and continues to work in an integrated way to deliver council information services in all our communities. The service operates in a customer focussed way and continues to take advantage of opportunities which will improve delivery.

F. Background References

None.

Appendices/Attachments: One

Appendix 1 Library and Museum Services performance report

Contact person: Anne-Marie Vance, Neighbourhood Manager,
Tel 01506 282753, e-mail anne-marie.vance@westlothian.gov.uk

Alistair Shaw
Head of Housing, Customer and Building Services
Date of meeting: 12 October 2017

2017

Culture and Leisure Policy Development and Scrutiny Panel

October 2017

Library and Museum Services



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1. OVERVIEW

1.1 Library and Museum Services

West Lothian Council Library and Museum Services is part of Customer and Community Services which facilitates integrated working with colleagues in Customer Information Services, Community Centres, Partnership Centres, and Registration Services.

There is a statutory obligation on Scottish councils to provide a public library service, which makes books and information freely available to our customers. (The Public Libraries Consolidation Act 1887 established that library services should be free.). The Local Government (Scotland) Act 1973 requires that “a local authority..... shall have a duty to secure the provision of adequate library facilities for all persons resident in their area”. The self-assessment tool “How Good Is Our Public Library” defines how the service should be delivered.

The main services provided by Library and Museum Services are:

- ⊙ Public Library Services
- ⊙ Museum Services

⊙ **Public Libraries Services – 14 Branch Libraries**

Libraries have an important role in society as providers of a range of services from book-lending and computer access to children’s activities, providing access to training courses and meeting space. They are portals to all of the world’s knowledge and are spaces where people of all ages can practice lifelong learning.

Public Libraries are in the frontline of delivery of information in communities by providing:

- access to reading and information both physical and digital
- a stimulating and motivating learning environment
- a sense of identity and pride in civic space in turn enhancing individual and community wellbeing
- digital inclusion through the provision of supported access to PCs and the internet;
- opportunities to improve literacy skills
- early years intervention through delivery of Bookbug sessions

In April 2016 a new service structure for Customer and Community Services saw Libraries integrate with Customer Information Services, Registration Services, Community Centres, Partnership Centres and ensures that an increased level of delivery of council frontline services is available across the network of public libraries.

eServices

West Lothian Libraries offer **free** digital access to popular magazines, books and talking books for everyone to enjoy at home or on the go. These resources allow the community to find out the latest gadgets or sports news, print recipes or patterns allowing the community to access information in a variety of formats and with ease of accessibility.

Local History Library

The local history library holds a large range of books, maps and images about West Lothian's people and places. It offers help and assistance in accessing resources to allow customers to discover their local and family history using census and old parish records as well as photographs, maps, plans and book stock. The library works closely with the registration service and a family history centre operates from that location, assisted by volunteers who come from the West Lothian Family History Society.

☉ Museum Services

Independent and council museums in West Lothian make a major contribution to local culture, heritage, education and tourism. The service manages three accredited Community Museums in Blackridge, Broxburn and Whitburn Libraries and provides financial and curatorial support to the following independent museums: Almond Valley Heritage Centre, Annet House, and Bennie Museum and curatorial support to Linlithgow Union Canal Museum. We support an active education programme with free museum handling sessions in West Lothian schools and a reminiscence box lending service.

2. PERFORMANCE April 2017 to September 2017

The main purpose of this report is to update panel members on Library and Museum Services' activities and performance since the last report in April 2017 and to highlight notable achievements and developments. Key Performance Indicator results can be found at the end of this document.

Local Government Benchmarking Framework

The Scottish Local Government Benchmarking framework (LGBF) brings together a wide range of information about how all Scottish councils perform in delivering better services to local communities, including the cost of services and how satisfied citizens are with them. West Lothian Council is part of Family Group four within this benchmarking framework.

3. KEY ACTIVITIES

3.1 Public Libraries Services – Branch Libraries

- **Bookbug Week 15 - 21 May 2017.** The theme for the 2017 Bookbug week was “**Big Giggle**”. Bookbug week saw a whole week of FREE special events taking place all over West Lothian for families with babies and young children. During the week libraries held 26 events with 327 children and 200 adults attending to share songs and rhymes, jokes and giggles. Events included Bookbug sessions in libraries, nurseries and playgroups, storytelling sessions and class visits.
- **Make a Noise in Libraries Fortnight 5– 18 June 201.** This annual campaign brings public libraries and blind and partially sighted people together in an effort to improve access to books and information. 650 children and adults took part in 35 events across libraries in West Lothian including noisy teddy bear picnics, book bingo with choirs and bands performing in their local library to make a noise and entertain readers.
- **Young Writer of the Year 2017.** Erin Conway, a Primary 7 pupil from Parkhead Primary School, beat off almost 7000 entries from 49 local primary schools to win the prestigious Young Writer of the Year title with her richly imagined story “Something Fishy”. Over 200 guests attended the Awards ceremony at Howden Park Centre on Thursday 22nd June to see Erin and 25 other prize winners from local schools receive their awards. The evening was hosted by Grace Guest and Shay Hamilton from Williamston Primary School. There was also a delightful and dramatic performance by the school’s P4a students of Robert Burns “Address to the Toothache”.
- **Summer Reading Challenge 2017. Animal Agents** The Summer Reading challenge takes place every summer holidays. The challenge is for young people to read 6 books within 6 weeks. This year’s theme was Animal Agents, readers have to use clues to discover who is the spy. The animal theme was continued with 46 events across libraries including visits from Urban Nature, Cat Protection League and The Dogs Trust. 388 children completed the challenge which culminated in medal ceremonies happening in every library.
- **Armadale Library.** Armadale library decanted to the “Lesser Hall” of the community centre in early August to allow for work to begin on the new Partnership Centre. The refurbished building will see Customer Information Services and Housing moving into the space and the new layout will see improvements for the existing library and museum service. The new partnership centre will meet the needs of the community and cater for all ages. It will provide space to entertain, meet, learn, socialise, play and be active.
- **Whitburn Library.** The library has made some significant changes to the layout to accommodate the Council Information Service and cash kiosk which will be available from the library while the High Street offices are being remodelled to form Whitburn Partnership Centre.
- **Community Work.** Public libraries continue to support reading by participating in national and local celebrations including activities to support community events such as Elmer day, Newlands days, the Queen’s birthday, Health week and many more. This year Simpson Library was awarded 2nd Prize in the Decorating of Public Premises category for Bathgate’s Newlands Day for their Harry Potter display. The library staff were delighted with this prize. 2017 was only the second year they have entered the competition with them receiving third price in 2016.

- **Autism awareness.** Autism is a lifelong, developmental disability that affects how a person communicates with and relates to other people, and how they experience the world around them. West Lothian Libraries are keen to ensure libraries are welcoming to all in the community and to ensure everyone feels supported and accepted within the space. We are piloting Strathbrock Partnership Centre library as a flagship library supporting families affected by autism in West Lothian. Several initiatives have been put in place including the purchase of an isolation pod, soft furnishings (beanbags), and we have identified a breakout room to allow parents to take children into a secure space if they become agitated. In July staff in all libraries received training and guidance from the early year's team about ways to make libraries a more welcoming environment to customers with autism.
- **Educational Work.** Libraries continue to deliver a programme of nurse and class visits with 122 classes attending over the last six months. Children take part in information handling sessions, story times, author visits and craft sessions. Libraries are working with local high school librarians to develop strategies for school leavers to access study resources at their local library.
- **Read the past imagine the future.** This year we received funding from The Scottish Book Trust for six author visits to support this national reading initiative. The Scottish reading strategy group provided resources for this campaign to support the 2017 year of History, Heritage and Archaeology. The libraries organised performers from the Scottish Storytelling Centre to deliver storytelling sessions in places of historical significance in West Lothian including sessions at the jousting event in Linlithgow, a story canal cruise along the Union canal and sessions at the siege of the Forth event in Blackness.
- **Mobilecirc.** Our new Library management system 'Symphony' has an App that allows library functions to be provided via a phone or tablet so staff can now issue books on the move. The first application of this new technology was to use the tablets to conduct stock checks, this allowed staff to scan books at the shelf without the need to bring all of the books to the PCs and has resulted in a much quicker streamlined process.
- **Public Library Improvement Fund.** Libraries were successful in securing funding from the Public Library Improvement Fund for a project that will see libraries develop their partnership with the More Choices More Chances team. Libraries have offered several work placements to young people from the MCMC team to assist with back room duties and special projects. This has been very successful however their communication skills have been poor which has stopped them progressing to any customer facing roles. These young people do not lack skills but are often reticent in engaging in conversation with customers and colleagues hindering the development of their work experience. The project will deliver creative writing and expression courses designed to help the young people find their voice, improve their confidence in self-expression and increase writing and language skills. They will be delivered by Cat Hepburn, a Glasgow based performing artist, who has extensive experience in designing workshops with youngsters with challenging behaviours.
- **Lego clubs.** The two established Lego clubs at Blackburn and West Calder are very popular with an extra session having to be added at West Calder due to demand. A new club opened in Carmondean Library in August using Lego donated by the Glasgow Lego store and the hope is that more clubs can be developed as resources become available. Lego is recognised as a prime educator for STEM (Science, Technology, engineering, mathematics) skills. It is a highly structured, predictable and systematic construction toy. Research shows that this type of play is very well received by most children but is especially well received by children who have autistic spectrum disorder (ASD). This is due to the fact that individuals with the

condition are particularly attracted to systems and Lego based interactive play provides a potentially promising approach to improving social skills in children. With this in mind West Lothian Libraries have applied to the Engaging Libraries Carnegie Trust in an attempt to secure funding to further develop the Lego clubs in West Lothian.

- **Coding clubs.** Coding is what makes it possible for us to create computer software, apps and websites. Your browser, your OS, the apps on your phone, facebook, and this website – they're all made with code. Using funds made available from the Scottish Library and Information Council three coding clubs have been piloted in Almondbank Library, Bathgate Library and Broxburn Library. The children really enjoyed the experience and 17 took part. Coding is a great way to engage young people into the libraries and if success continues we will look to expand on these pilots.

ACTIVITIES

A wide range of activities take place every day in branch libraries and the table below gives the volume and variety of activities taking place between April 2017 to September 2017.

| Children's Activities | Sessions Held | Adult Attendees | Junior Attendees | Total |
|------------------------------|----------------------|------------------------|-------------------------|--------------|
| Community group visits | 56 | 179 | 544 | 723 |
| Bookbug Sessions | 135 | 1,190 | 1,392 | 2,582 |
| Bookbug-Outreach sessions | 2 | 18 | 35 | 53 |
| Bookbug certificates | 74 | | | 74 |
| Book Groups | 12 | 2 | 46 | 48 |
| Class Visits | 122 | 454 | 2,378 | 2,832 |
| Activity Sessions | 67 | 348 | 595 | 943 |
| Storytimes in Libraries | 90 | 171 | 626 | 797 |
| Outreach Storytimes | 4 | 16 | 29 | 45 |
| Total | 562 | 2,378 | 5,645 | 8,097 |
| Adult's Activities | Sessions Held | Adult Attendees | Junior Attendees | Total |
| Community Group Visits | 2 | 28 | 0 | 30 |
| Reading Groups | 62 | 345 | 0 | 407 |
| Total | 64 | 373 | 0 | 437 |

3.2 eServices

- **Borrow Box.** In April 2017 we moved our eBooks service to a new platform called Borrowbox. This was followed by our eAudioBooks in July. We held a BorrowBox pop-up event in Bathgate Partnership Centre to promote the move to the new eBooks service and to support customers wishing to sign up. We promoted the service through newsletters, emails, attended community events and used social media to promote the service and raise awareness of the eservice we provide.

- **Training.** Training sessions for BorrowBox and Ziptales have been given to library staff to increase their confidence to enable them to better help customers with the new service and to show children how to access Ziptales. We have further promotional events planned for 2017 to reach a wider audience and increase members and use of eServices. Staff have also had introductory training delivered to them by the 3D Printing Champion and Services Development Assistant. This is to increase staffs awareness of what 3D printing is and how it works. Further training is planned for selected staff based at the 3D Printer's library location and will be delivered by the 3D Print Champion.
- **Boys Literacy Project.** With funding from Public Library Information Fund a professional training company has been employed to deliver five Computer Aided Design and 3D print workshops for primary school children in Blackburn library. 3D printing from these workshops is in progress. Thereafter we plan to base the portable 3D printer in Lanthorn Library whilst also making it available to use in schools and libraries as required to showcase 3D printing.
- **Lego Robotics.** Public Library Information funding was used to deliver two Lego Robotics workshops at Blackburn library. The workshops were given to Lego Club children to support the club and extend the opportunities available to children attending to include digital skills.
- **Zinio.** Digital magazines downloads continue to perform strongly month on month. Consultation took place with Zinio customers on the digital magazine collection. Feedback was positive and new magazines were introduced as a result. The new collection went live in May.

- **The tables below show the performance of the e-service offerings.**

eBooks

| Months | Downloads | New Borrowers registered |
|--------|-----------|--------------------------|
| Apr 17 | 344 | 25 |
| May 17 | 403 | 110 |
| Jun 17 | 352 | 126 |

Digital Talking books

| Month | Downloads | New Borrowers registered |
|--------|-----------|--------------------------|
| Apr 17 | 343 | 85 |
| May 17 | 351 | 90 |
| Jun 17 | 347 | 44 |

eBooks and Digital Talking books combined - Borrowbox

| Months | Downloads combined | New Borrowers registered |
|--------|--------------------|--------------------------|
| Jul 17 | 731 | 139 |
| Aug 17 | 986 | 109 |
| Sep 17 | | |

Digital Magazine Services -Zinio

| Month | Downloads | New Borrowers registered |
|--------|-----------|--------------------------|
| Apr 17 | 1064 | 31 |
| May 17 | 1249 | 41 |

| | | |
|--------|------|----|
| Jun 17 | 1088 | 37 |
| Jul 17 | 1234 | 19 |
| Aug 17 | 1328 | 13 |
| Sep 17 | | |

Comic Plus

| Month | Downloads | New Borrowers registered |
|--------------|------------------|---------------------------------|
| Apr 17 | 43 | 3 |
| May 17 | 64 | 8 |
| Jun 17 | 60 | 1 |
| Jul 17 | 44 | 6 |
| Aug 17 | 9 | 1 |
| Sep 17 | | |

Ziptales

| Month | Unique Sessions | Total hits |
|--------------|------------------------|-------------------|
| Apr 17 | 22 | 1839 |
| May 17 | 14 | 658 |
| Jun 17 | 56 | 3775 |
| Jul 17 | 20 | 1209 |
| Aug 17 | 13 | 833 |
| Sep 17 | | |

3.2 Local History Library

- The Local History Library continues to work to support the community to discover their local history and ancestry. 2017 is the year of History, Heritage and Archaeology (HH&A), a Scottish Government initiative being led by VisitScotland. West Lothian's Local History Library has been working in partnership with the West Lothian Family History Society as part of the initiative. They have organised and publicised a series of Family History Workshops. The first workshop took place in Linlithgow Library and continued to run every month throughout West Lothian. Each workshop has engaged around 25-30 members of the public and feedback has been very positive. Other events planned as part of the initiative include, 'Loathsome Linlithgow', and 'Livi's Wicked Witches'. Local History will work in partnership with Archaeology Scotland to borrow their excavation kits, which they will use for HH&A events and school visits.
- Since April Local History has supported and help commemorate various events across West Lothian. They have commemorated the 100 year anniversary of the Battle of Arras, and the 100 year commemoration of the Battle of Passchendaele. Displays focused on local soldiers from West Lothian who paid the ultimate price and those local soldiers who were lucky to survive. They also supported the International Nurses Day and the 50th openings of St Mary's Primary School, Polbeth, Riverside Primary School and Linlithgow Primary School. Moving forward The Local History Library and Museum Service are currently working together on a Schools project which will include the 100 year anniversary of the start of school camps in West Lothian.

3.4 Museum Service

- Since the end of 2016, the council's Museum Service has been providing support to Linlithgow Heritage Trust with the Development Stage of their Heritage Lottery Fund project, A New Museum for Royal Linlithgow. This project will ultimately see the

relocation of Annet House Museum to the Linlithgow Partnership Centre. As part of this support, the council's Museum Development Officer has developed a number of key documents including an Interpretation Plan and Activity Plan as well as writing the Stage 2 HLF application on behalf of the Trust. The Museum Service has also been providing support with raising matched funding. Fundraising is making good progress and the Trust have very recently secured £42,660 from Viridor Credits and £96,732 from LEADER.

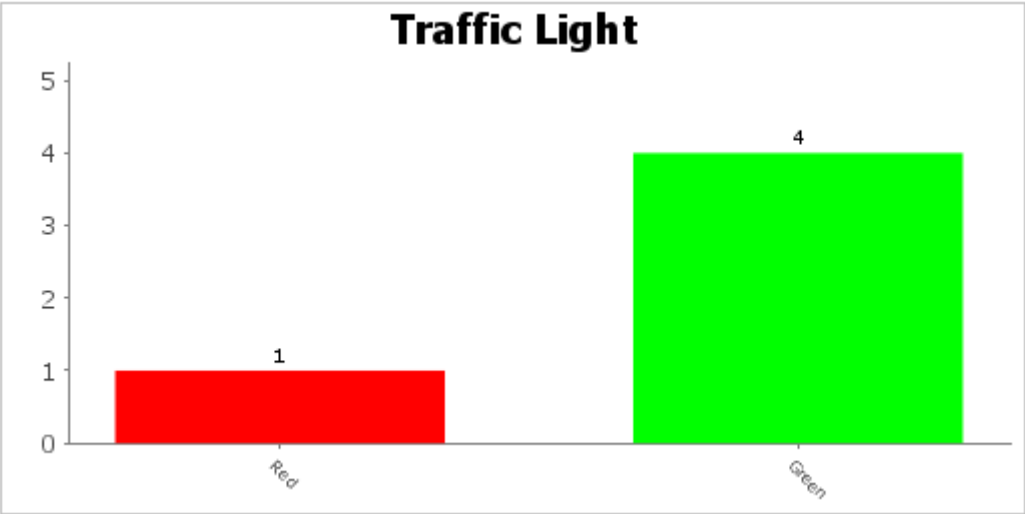
- Jura Consultants were appointed by West Lothian Museums Forum in June to carry out a review of the delivery of museums in West Lothian. Following consultation with the Council's Museums Service and the local independent museums, Jura have now developed a draft paper on a museum based heritage service. This paper explores the contribution of heritage to Community Planning Partnership and sets out draft objectives which could guide future service delivery. The consultants have also presented an initial long-list of options for the delivery of museums which will shortly be considered by the Steering Group of West Lothian Museums Forum. Jura plans to conduct a full analysis of key options agreed by the Museums Forum and this will guide the final recommendations. The consultancy study will be completed by November and recommendations will be made to the Council by the end of the year.
- The Broxburn Community Museum project is now complete and a recently deposited 1870s wedding dress is on display in a new case funded with grant support from Museum Galleries Scotland.
- The Museums Service has undertaken research for the Chief Executive's office for the 100th anniversary of Passchendaele; this was used for the service to commemorate Passchendaele and in the council's official press release.
- The museum cases at Armadale Community Museum have been emptied and demounted in preparation for the renovation of the library and museum space as part of the development of the new Partnership Centre.

Library PDSP Report

Report Author: Anne-Marie Vance

Generated on: 18 September 2017 09:50

Report Layout: Area Services .PDSP_PIs_All(Detail)_DL



PI Code & Short Name**CuCS012_6b.5 Libraries - Percentage of requested library books supplied within 7 calendar days****Description**

Library Services offer customers the ability to request books not immediately available. For a small charge (concessions apply) requests can be made to the library staff or online via the library catalogue. Where possible the book will be sourced from another West Lothian library, but out of stock books may be bought, or borrowed from elsewhere in the UK, to satisfy requests. We aim to fulfil the majority of customer requests within 7 days.

**Trend Chart Commentary:**

2017/18 - Target is set at 47% which reflects performance trends. This will be benchmarked at the end of the year against the Cipfa returns.

2016/17 - Performance was recorded at 46.68%. This is a decrease of 6.42% on the previous year and is 6.32% below the target for the year. There were no stock deliveries from suppliers between December 2016 and February 2017 in preparation for the new Library Management System being implemented . This contributed to the decrease.

2015/16 - There has been a further rise in performance from 52.13 % in 2014/15 to 53.1% in 2015/16. Just above the 53% target. This is due to books being ordered nearer to the publication date rather than being placed on the catalogue before publication.

2014/15 - There has been a slight rise in performance recorded in 2014/15. Performance is recorded at 52.13% due to the embedding of skills in the staff in the processing centres.

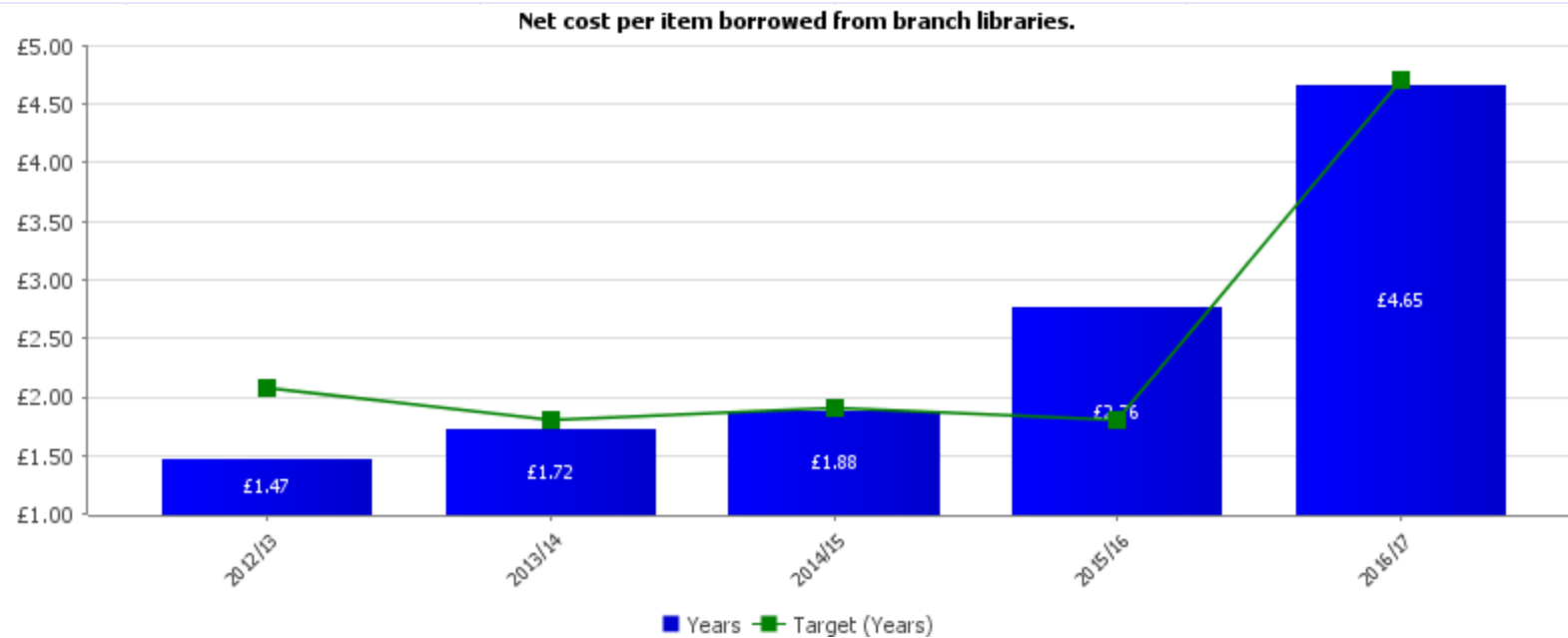
2013/14 - Performance was recorded at 51.32%. The lowest performance level recorded due to the fact that stock has to travel from four processing centres rather than one central location.

2012/13 - Performance for the year was recorded at 56%. The performance for 2012/13 improved over the year due to a change in procedures for obtaining books through interlibrary loan. A new level of spend was set for purchasing such stock which means we will buy items which cost below a set level rather than requesting them. Performance for the supply of requested books again improved over 2012/13 despite the changes in the move of back room functions to front line service points half way through the year. More books are bought for requests rather than going through the request process and this policy decision has resulted in higher performance for this indicator.

PI Code & Short Name**P:CuCS022_9a.1a Net cost per item borrowed from branch libraries.****Description**

This indicator is designed to show the efficiency of Library Services by taking the

annual libraries budget and dividing it against the total number of books issued, this includes electronic issues, secondary school and West Lothian College issues as they come through our Library Management system. This figure is an annual average across all branch libraries. The issues sent to CIPFA does not include schools or college and that is why the issue figure differs from the CIPFA returns.

**Trend Chart Commentary:**

2017-2018

Target has been set at £4.70. this reflects the cost from last year. Due to the make-up of the service it is challenging to find external benchmarking partners. The 2017/18 result will be available in July 2017.

2016/17 -

The net cost per items borrowed increased to £4.65 in 2016/2017. In 2016/2017 449,472 books were issued and it cost £2,093,051 to run the service. This is an increase on book issues on the previous year but the cost to run the service has also increased due to the restructure that took place on the 1st April 2016. We no longer have specific library staff so finance have taken a % average of who would work in the library. This is the reason for the increase in net cost per item borrowed.

2015/16

The net cost per items borrowed increased to £2.76 in 2015/2016 due to a decrease in the number of books issued from the libraries in this year. In 2015/2016 422,827 books were issued. This decrease is due to a number of factors including items borrowed per customers has changed from 20 to 10 and the opening hours of the libraries have decreased. The spend on libraries was also increased due to in year staffing cost pressures.

2014/15 - The net cost per item borrowed in 2014/2015 increased slightly to £1.88 per item. This is due to the decrease in the number of items which were borrowed from branch libraries which went down to 599,586 issues. This should be looked at along with the increase in the number of visits to libraries which shows that people are coming into libraries for more than books.

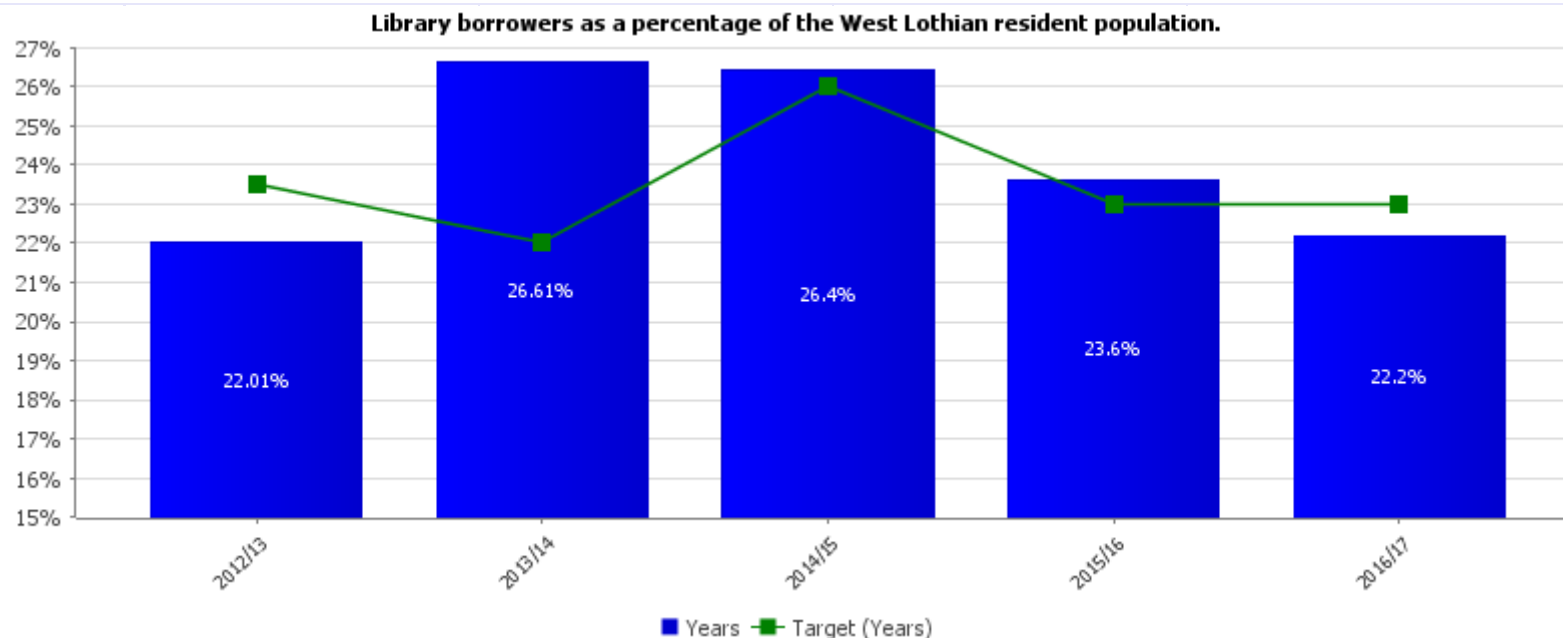
2013/14 - The net cost per item borrowed in 2013/14 was £1.72. Whilst this was below the target of £1.80, it was a deterioration on the performance of the previous year. This is due to the decrease in the number of items that have been borrowed during the year.

2012/13 - The costs of operating the public library service was reduced to £1.47 per item borrowed. This was due to the repositioning of the service in anticipation of a leaner

integrated service in the future. Investment was made in introducing self-issue terminals to enable a smaller staff cohort to concentrate on delivering assistance directly to customers.

PI Code & Short Name**P:CuCS027_9b.2a Library borrowers as a percentage of the West Lothian resident population.****Description**

This performance indicator measures the total number of active members who have either borrowed an item from, or used a computer in a library over the previous twelve months. An active borrower is a customer who has borrowed an item or used a public access library PC in the previous twelve months. This indicator does not count the people utilising libraries for learning and information purposes and using stock within the libraries. The calculation is an average percentage of the 12 monthly percentages.

**Trend Chart Commentary:**

2017/2018- The target for 2017/18 has been set at 23%. The target setting rational is based on previous years performance and focuses on continual improvement. Benchmarking is carried out with Cipfa and West Lothian performs increasingly well in this area. 2016/2017 benchmarking information will be available in November 2017.

2016/17 - Performance has been recorded at 22.2% which is a slight decrease on 2015/2016. This is a result of the West Lothian population increasing.

2015/16 - The 2015/16 target was reduced to 23% to reflect the removal of two mobile libraries and the change to Library opening hours. Performance is slightly above target at 23.60% which reflects this change.

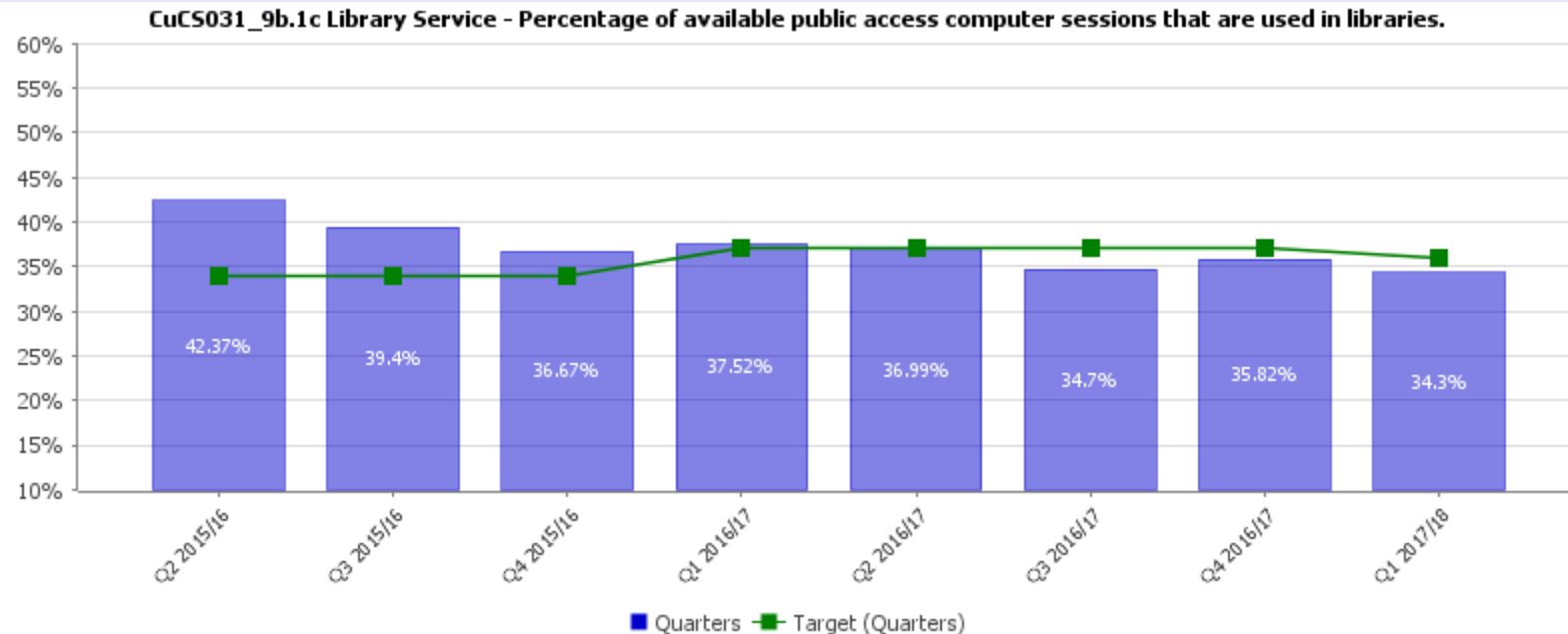
2014/15 - Performance has remained high with only a very small dip in active membership. This shows success in the service continuing to attract people to use library services.

2013/14 - Performance shows a significant rise in active membership, up to 26.61%, which is a 4.6% increase on 2012/13. This is due to an increased emphasis on digital inclusion and attracting more new members to our services.

2012/13 - Performance dipped to 22.01%, down 1.49% from 2011/12. This was partly due to the numbers of customers accessing books through e-readers, therefore not using the library. We launched our own e-book service to try and attract these customers back to the library. We also experienced an increased number of customers using the library on a one-off basis, using the computers for example to submit a job application. As these customers do not come back, this has a negative effect on this performance indicator as we cannot guarantee that these customers will consistently use the facilities.

PI Code & Short Name**CuCS031_9b.1c Library Service - Percentage of available public access computer sessions that are used in libraries.****Description**

This Performance Indicator describes how much the computers in libraries are used against the total availability. A key indicator for public libraries is how much engagement is provided in terms of digital literacy for the West Lothian wide population. This performance indicator covers all libraries and includes libraries located within partnership centres. The indicator gathers the number of available hours of 95 PCs and the number of issues of PCs in libraries and a percentage is calculated from this. There are a number of reasons for this which include the requirement for jobseekers to prove their online job hunting activities and the requirement to find house swap opportunities because of the changes in the welfare system.

**Trend Chart Commentary:**

2017/18

Target for 2017/18 is 36%. The target setting rational is based on the average performance of the previous year and focuses on improvement. Due to the make-up of the service it is challenging to find external benchmarking partners for this PI.

Quarter 1 - Performance is recorded at 34.30% and is 1.7% below the target of 36%. Customers are still accessing the library to use wifi but some customers bring their own devices to do this.

Quarter 4 - Performance has increased to 35.82% in the fourth quarter and is 1.18% below the target.

Quarter 3 - Performance has decreased to 34.70% in the third quarter and is 2.3% below the target. The reduction is due to the closure of Broxburn library on 19th December as preparation for relocation to Strathbrock Partnership Centre was undertaken.

Quarter 2 - Performance has decreased to 36.99% in the second quarter which is slightly below the 37% target.

Quarter 1 - Performance has increased to 37.52% above the target of 37% and 2.91% above the same period last year. The target has been increased to reflect the trends of 2015/2016.

2015/16

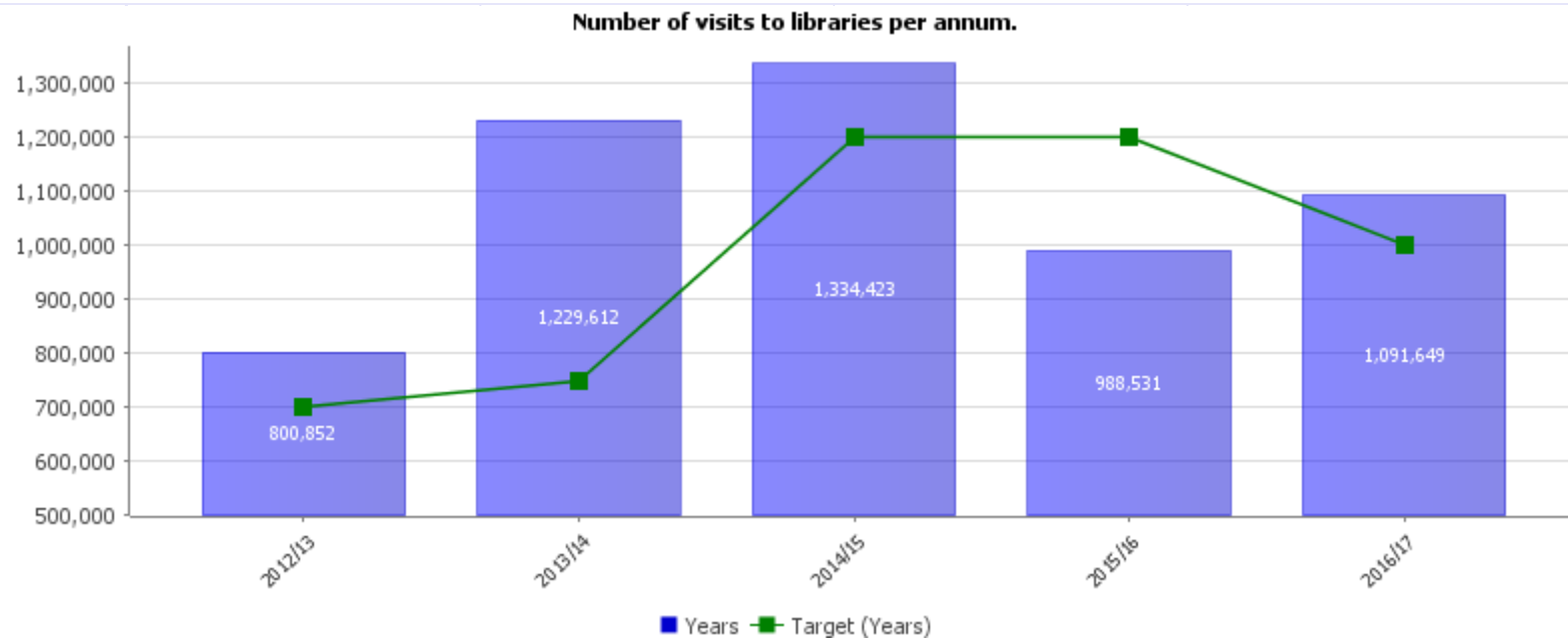
Quarter 4 - Performance has dipped slightly to 36.67 but remains above the 34% target.

Quarter 3 - Performance remains encouraging despite a slight drop from quarter 2. This is expected in Quarter 3 given the Christmas and New Year break.

Quarter 2 - Performance improved each month over quarter 2 bringing % PC usage up to 42.37%.

PI Code & Short Name**CuCS230_9b.1c Number of visits to libraries per annum.****Description**

The target set is the previous year's performance and the aim is to do better than the target and maximise the number of visits to libraries by West Lothian's population. This indicator counts both physical and online visits to the library service. This information is obtained from the fourteen libraries in the West Lothian council area.

**Trend Chart Commentary:**

2017-18 - Target is set at 1,100,000 to reflect previous performance and drive improvement. Benchmarking is undertaken nationally by Cipfa.

2016/17 - Performance is recorded at 1,091,649 and is an increase of 9% on the previous year and is 91,949 above the target for the year. Physical visits are recorded at 615,504, while virtual visits increase to 476,145 due to new online resources such as Ziptales, Comic plus, and the increase of the use of Zinio - the online magazines.

2015/16 - Performance has dipped to 988,531. This is a result of a drop in physical visits due to the removal of the two mobile libraries and the change of times to library opening.

2014/15 - The performance has improved from 2013/14. Physical visits increased to 719,663 and virtual visits to the catalogue and newspaper index, website and virtual resources offered as part of the eLibrary increased to 614,760.

2013/14 - The number of visitors to libraries increased significantly from the previous year. This increase is due to a greater number of people coming to the library to use the public access PCs and also an increase in the number of people using the online services that the library service provides. The number of physical visits is 745,445 and the number of virtual visits to the catalogue newspaper index and website totalled 484,167.

2012/13 - The total visitor numbers for 2012/13 has increased to 800,852, this is up 103,031 from 2011/12. The reasons for the increase are because libraries are increasingly seen as community hubs due to the joint working undertaken to support people needing help with literacy and numeracy through the Adult Basic Education service. People are accessing libraries for more than just books, and use of the network of public access PCs has grown in particular.



CULTURE AND LEISURE POLICY DEVELOPMENT AND SCRUTINY PANEL

LEARN TO SWIM PLUS UPDATE

REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)

A. PURPOSE OF REPORT

This report is to update members on the Learn To Swim Plus Programme over 2016-17.

B. RECOMMENDATION

To note 2,234 P4 and P5 children were assessed via the Learn to Swim Plus programme with 103 pupils completing the programme and now swimming at level 3 or above.

C. SUMMARY OF IMPLICATIONS

| | |
|---|--|
| I Council Values | Focusing on our customers' needs; Being honest, open and accountable; Providing equality of opportunities; Developing employees; Making best use of our resources Working in partnership. |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | None. |
| III Implications for Scheme of Delegations to Officers | None. |
| IV Impact on performance and performance Indicators | Our children have the best start in life and are ready to succeed; We are better educated and have access to increased and better quality learning and employment opportunities; We live longer, healthier lives and have reduced health inequalities. |
| V Relevance to Single Outcome Agreement | Our children have the best start in life and are ready to succeed We are better educated and have access to increased and better quality learning and employment opportunities. |

| | |
|--|--|
| | We live longer, healthier lives and have reduced health inequalities. |
| VI Resources - (Financial, Staffing and Property) | With the exception of transport, the cost of delivering the Learn to Swim Plus model is managed within £93k provided by West Lothian Council to West Lothian Leisure |
| VII Consideration at PDSP | None |
| VIII Other consultations | Finance Services, West Lothian Leisure |

D. TERMS OF REPORT

D.1 Introduction

This report provides an overview of performance within the delivery of the Learn to Swim Plus (LTS Plus) programme over 2016-17 since the previous report, as presented at the Culture and Leisure PDSP in October 2016.

The LTS Plus programme is delivered by West Lothian Leisure through partnership funding provided by West Lothian Council.

West Lothian primary schools have responsibility for issuing the West Lothian Leisure (WLL) letters, offering free swimming lessons, to the parents/carers of children identified as non-swimmers. WLL follow up any non-returns with a phone call and inform schools of the take up response of pupils from their respective schools.

D.2 2016-17 Performance

From May 2016 – April 2017 a total of 2,234 P4 and P5 children were assessed.

- 648 children (29%) were identified as non-swimmers.
- 205 children (31.6%) took up the offer of LTS Plus swimming lessons.
- After completion of LTS Plus swimming lessons, an additional 103 children could swim at level 3 or above.

Further information relating to the breakdown of the LTS Plus, inclusive of all primary schools and Xcite venues from 2015 to 2017 can be found in Appendix A.

E. CONCLUSION

2,234 children were assessed through the Learn to Swim (LTS) Plus programme over 2016/17 with 103 children swimming at level 3 or above after intervention.

F. BACKGROUND REFERENCES

None

Appendices/Attachments:

Appendix 1- LTS Swim Data 2015-2017 (included below)

Contact Person: Sheila McEwan, Senior Active Schools and Community Sport Coordinator
Telephone: 01506 281256 Email: sheila.mcewan@westlothian.gov.uk

James Cameron

Head of Education (Learning, Policy and Resources)

Date of meeting: 12 October 2017

Appendix 1- LTS Swim Data 2015-2017

| Primary Schools Grouped by Venue | Summer 2014-April 2015 | | | | Summer 2015-April 2016 | | | | Summer 2016-April 2017 | | |
|--|------------------------|------------------------|-----|--|------------------------|------------------------|-----|--|------------------------|------------------------|-----|
| | Number Assessed | Number of Non Swimmers | % | | Number Assessed | Number of Non Swimmers | % | | Number Assessed | Number of Non Swimmers | % |
| <u>Xcite Armadale</u> | | | | | | | | | | | |
| Armadale | 28 | 19 | 68% | | 81 | 29 | 36% | | 80 | 25 | 31% |
| Blackridge | 20 | 1 | 5% | | 24 | 11 | 46% | | 17 | 5 | 29% |
| Eastertoun | 37 | 9 | 24% | | 54 | 6 | 11% | | 43 | 8 | 19% |
| Southdale (open 2016) | | | | | | | | | 9 | 0 | 0% |
| St Anthony's | 63 | 7 | 11% | | 30 | 8 | 27% | | 29 | 10 | 34% |
| Westfield | 6 | 3 | 50% | | 6 | 3 | 50% | | 9 | 1 | 11% |
| | | | | | | | | | | | |
| <u>Xcite Bathgate</u> | | | | | | | | | | | |
| Balbardie | 54 | 6 | 11% | | 54 | 15 | 28% | | 65 | 19 | 29% |
| Boghall | 30 | 8 | 27% | | 43 | 20 | 47% | | 47 | 27 | 57% |
| Seafield | 19 | 4 | 21% | | 15 | 2 | 13% | | 15 | 6 | 40% |
| Simpson | 64 | 10 | 16% | | 60 | 12 | 20% | | 74 | 20 | 27% |
| St Columba's | 20 | 8 | 40% | | 12 | 7 | 58% | | 17 | 11 | 65% |
| St Marys(B'gate) | 63 | 15 | 24% | | 63 | 6 | 10% | | 55 | 14 | 25% |
| Torphichen | 9 | 0 | 0% | | 13 | 0 | 0% | | 14 | 2 | 14% |
| Windyknowe | 50 | 6 | 12% | | 58 | 8 | 14% | | 56 | 8 | 14% |
| | | | | | | | | | | | |
| <u>Xcite Broxburn</u> | | | | | | | | | | | |
| Broxburn | 60 | 9 | 15% | | 51 | 4 | 8% | | 66 | 6 | 9% |
| Holy Family | 12 | 6 | 50% | | 10 | 0 | 0% | | 11 | 2 | 18% |
| Kirkhill | 31 | 8 | 26% | | 34 | 11 | 32% | | 29 | 16 | 55% |
| Pumpherston | 32 | 6 | 19% | | 27 | 8 | 30% | | 25 | 12 | 48% |
| St Nicholas | 36 | 10 | 28% | | 44 | 12 | 27% | | 56 | 11 | 20% |
| Uphall | 32 | 12 | 38% | | 46 | 7 | 15% | | 46 | 4 | 9% |
| Winchburgh | 11 | 5 | 45% | | 14 | 9 | 64% | | 16 | 3 | 19% |
| | | | | | | | | | | | |
| <u>Fauldhouse</u> | | | | | | | | | | | |
| Addiewell | 18 | 6 | 33% | | 14 | 2 | 14% | | 16 | 6 | 38% |
| Falla Hill | 29 | 6 | 21% | | 20 | 10 | 50% | | 33 | 14 | 42% |
| Longridge | 16 | 4 | 25% | | 11 | 4 | 36% | | 12 | | 0% |
| Our Lady's RC | 17 | 2 | 12% | | 25 | 3 | 12% | | 18 | 3 | 17% |
| St John the Baptist | 29 | 3 | 10% | | 25 | 11 | 44% | | 32 | 4 | 13% |
| St Thomas RC | 5 | 1 | 20% | | 2 | 0 | 0% | | | | |
| Stoneyburn | 13 | 4 | 31% | | 18 | 7 | 39% | | 7 | | 0% |
| Woodmuir | 7 | 3 | 43% | | 3 | 0 | 0% | | 6 | | 0% |
| | | | | | | | | | | | |
| <u>Xcite Linlithgow</u> | | | | | | | | | | | |
| Bridgend | 15 | 6 | 40% | | 12 | 5 | 42% | | 19 | 7 | 37% |
| Linlithgow Bridge | 31 | 3 | 10% | | 31 | 2 | 6% | | 29 | 0 | 0% |
| Linlithgow | 60 | 6 | 10% | | 61 | 2 | 3% | | 60 | 3 | 5% |
| Lowport | 33 | 2 | 6% | | 27 | 2 | 7% | | 29 | 0 | 0% |
| Springfield | 45 | 5 | 11% | | 58 | 2 | 3% | | 48 | 4 | 8% |
| St Josephs RC(Linlithgow) | 17 | 3 | 18% | | 15 | 3 | 20% | | 24 | 1 | 4% |
| | | | | | | | | | | | |
| <u>xcite Livingston/DCHS/ICHS</u> | | | | | | | | | | | |
| Bankton | 39 | 21 | 54% | | 51 | 26 | 51% | | 55 | 20 | 36% |
| Bellsquarry | 27 | 11 | 41% | | 27 | 2 | 7% | | 33 | 2 | 6% |
| Carmondean | 40 | 5 | 13% | | 62 | 20 | 32% | | 49 | 20 | 41% |
| Deans | 30 | 12 | 40% | | 44 | 11 | 25% | | 34 | 18 | 53% |
| Dedridge | 33 | 18 | 55% | | 28 | 7 | 25% | | 22 | 9 | 41% |
| East Calder | 35 | 14 | 40% | | 35 | 5 | 14% | | 35 | 12 | 34% |
| Harrysmuir | 61 | 26 | 43% | | 64 | 41 | 64% | | 60 | 41 | 68% |
| Howden St Andrews | 38 | 5 | 13% | | 50 | 36 | 72% | | 57 | 15 | 26% |
| Kirknewton | 28 | 7 | 25% | | 30 | 2 | 7% | | 27 | 2 | 7% |
| Knightsridge | 43 | 24 | 56% | | 38 | 28 | 74% | | 42 | 15 | 36% |
| Letham | 30 | 14 | 47% | | 29 | 14 | 48% | | 24 | 20 | 83% |
| Livingston Village | 32 | 7 | 22% | | 30 | 10 | 33% | | 28 | 3 | 11% |
| Meldrum | 30 | 7 | 23% | | 29 | 3 | 10% | | 30 | 8 | 27% |
| Mid Calder | 40 | 10 | 25% | | 40 | 12 | 30% | | 39 | 5 | 13% |
| Parkhead P5 | 53 | 19 | 36% | | 54 | 19 | 35% | | 45 | 21 | 47% |
| Peel | 45 | 11 | 24% | | 56 | 14 | 25% | | 56 | 11 | 20% |
| Riverside | 33 | 23 | 70% | | 38 | 31 | 82% | | 40 | 31 | 78% |
| St John Ogilvie | 47 | 16 | 34% | | 53 | 15 | 28% | | 51 | 25 | 49% |
| St Ninians | 31 | 11 | 35% | | 36 | 8 | 22% | | 38 | 14 | 37% |
| St Pauls | 13 | 4 | 31% | | 11 | 0 | 0% | | 27 | 5 | 19% |
| Toronto | 29 | 21 | 72% | | 47 | 25 | 53% | | 40 | 15 | 38% |
| Williamston | 53 | 1 | 2% | | 47 | 6 | 13% | | 57 | 13 | 23% |
| | | | | | | | | | | | |
| <u>Xcite Whitburn</u> | | | | | | | | | | | |
| Blackburn | 3 | 1 | 33% | | 6 | 0 | 0% | | 5 | 2 | 40% |
| Croftmalloch | 27 | 5 | 19% | | 30 | 6 | 20% | | 31 | 9 | 29% |
| Greenrigg | 14 | 4 | 29% | | 18 | 9 | 50% | | 18 | 11 | 61% |
| Murrayfield | 38 | 22 | 58% | | 33 | 10 | 30% | | 29 | 13 | 45% |
| Our Lady of Lourdes | 17 | 1 | 6% | | 25 | 4 | 16% | | 21 | 5 | 24% |
| Polkemmet | 22 | 9 | 41% | | 27 | 9 | 33% | | 22 | 14 | 64% |
| St Josephs RC(Whitburn) | 25 | 2 | 8% | | 45 | 7 | 16% | | 45 | 3 | 7% |
| St Marys RC(P'beth) P5 | 18 | 11 | 61% | | 23 | 2 | 9% | | 14 | 7 | 50% |
| Whitdale | 55 | 9 | 16% | | 62 | 10 | 16% | | 48 | 7 | 15% |
| | | | | | | | | | | | |
| TOTALS | 2041 | 557 | 27% | | 2229 | 623 | 28% | | 2234 | 648 | 29% |



CULTURE & LEISURE POLICY DEVELOPMENT AND SCRUTINY PANEL

COMMUNITY LEARNING AND DEVELOPMENT YOUTH SERVICES PERFORMANCE REPORT

REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)

A. PURPOSE OF REPORT

This report provides an update on Community Learning and Development (CLD) Youth Services (Work with Young People (WwYP) and More Choices More Chances (MCMC) teams) performance from 1 April 2017 to 31 August 2017.

B. RECOMMENDATION

It is recommended that the panel notes the content of the report.

C. SUMMARY OF IMPLICATIONS

| | |
|---|---|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; and working in partnership. |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | None. |
| III Implications for Scheme of Delegations to Officers | None. |
| IV Impact on performance and performance Indicators | <p>The percentage of MCMC clients supported to move into a positive destination.</p> <p>The number of antisocial behaviour calls regarding young people registered with the Community Safety Unit.</p> <p>The number of young people who have been entered on the electoral register who would not have been otherwise.</p> |
| V Relevance to Single Outcome Agreement | <p>SOA 2 – We are better educated and have access to increased and better quality learning and employment opportunities.</p> <p>SOA 4 - We live in resilient, cohesive and safe communities.</p> |

SOA 7 - We live longer, healthier lives and have reduced health inequalities

- | | |
|--|--|
| VI Resources - (Financial, Staffing and Property) | Delivered within existing service revenue budgets with additional funding provided by the European Social Fund, Community Education Association/ Centre Management Committees and Twinning Associations. |
| VII Consideration at PDSP | Performance reports will be provided to Culture & Leisure PDSP twice a year. |
| VIII Other consultations | Young people, partners and parents/carers. |

D. TERMS OF REPORT

The report outlines the performance of CLD Youth Services over the period 1 April to 31 August 2017; highlighting several initiatives and projects delivered by the service.

Children's Holiday Lunch Clubs

The service ran seven successful holiday lunch club provisions in identified areas of need. The selected venues included: Addiewell and Uphall Station/Pumpherston primary schools, Armadale, Forest Bank, Livingston Station, Stoneyburn and Winchburgh Community Centres. These provisions offered a range of learning and fun holiday opportunities including, sports, arts and crafts, cookery, multi-media, team games and day trips away. The activities were planned in partnership with families and communities, with excellent support from young people and adult volunteers. 337 children participated and attendance was very good. Effective partnership working enabled children from Syrian refugee families to engage. 96.7% of participants rated the clubs as good to excellent, and 95.8% expressed interest in future lunch club provisions.

Career Ready Programme

22 young people from Armadale and Broxburn Academies and The James Young High School took part in the Career Ready programme. Activities include mentoring, wrapped around a high quality paid internship, as well as masterclasses from business professionals and visits to a wide range of employers. 14 employers, including the council, are supporting the West Lothian programme, which aims to raise aspirations and bridge the gap between education and work by giving the young people access to real experience of the world of work. After completing a four week internship with a local employer, one young person commented:

"Overall the experience was beneficial because it's given us an insight to possible career aspects in the future and allows us to further develop our CVs which should make us more employable."

Going forward, Whitburn Academy, and Deans and Inveralmond Community High schools will join the programme with a further 36 students beginning their first year of the programme in September 2017. Ten new employers have offered support by participating in the programme.

Skills Training Programme

Positive destinations from the Skills Training Programme from 1 April 2017 – June 2017, are lower than performance during the same time period in 2016. In 2017, ten young people were referred to the programme (five males and five females). Eight young people have left the programme, six of whom have progressed to a positive destination (75%). This represents a 25 percentage point decrease on Skills Training

Programme outcomes compared to quarter one in the previous year.

MCMC Keyworker support to schools

From 1 April 2017 – June 2017, 34 young people have been referred to the MCMC school keyworkers. During this same time period, 21 young people progressed to a positive destination, and 23 left the service. This equates to a 91% positive destination, which is a nine percentage point increase on the previous year's performance, 1 April – 30 June 2016.

Activity Agreements

In the reporting period, 1 April 2017 – June 2017, 14 young people have been referred to and engaged in an Activity Agreement. 11 young people have moved on from Activity Agreements, eight of whom have moved to a positive destination (73%). This is a six percentage point decrease on Activity Agreement outcomes compared to the previous year during the same quarter.

Helping Young People Engage (HYPE Summer Programme)

HYPE is part of the Activity Agreement programme. All young people participating in HYPE learning and development activities are supported by a MCMC Keyworker.

This year the HYPE summer programme ran multi-activity hub style sessions where young people had the opportunity to take part in a range of activities similar to the activities offered during HYPE term-time courses; for example, photography, working with animals and cookery. The HYPE programme ran 12 sessions over a six week period on Tuesdays and Wednesdays from Livingston Station Community Centre with 24 learners. The programmes aims:

- Young people build capacity and confidence
- Young people develop personal and physical skills
- Young people engaged in learning
- Improving wellbeing
- Continuity of provision for existing HYPE participants
- Taster of HYPE for new participants

Young people participated in planning the summer programme, including trips to Crammond beach, Kelvin Grove Gallery, River Transport Museum and Edinburgh Royal Mile. For several young people, this was their first visit to Edinburgh and Glasgow. Attendance was high and young people fully engaged in the positive learning experiences. Overall, the approach introduced this year provided better value for money.

Schools Vocational Programme

The Schools Vocational Programme introduced several successful new learning opportunities, including the council's multi-trade programme which aims to provide young people with a practical and realistic introduction to the construction industry. Eight young people from across West Lothian participated in the multi-trade programme, which is organised by Education and mentored by qualified trade operatives from the council's Building Services team. The young people had the opportunity to observe and take part in a number of trades such as plumbing, joinery and electrical.

The young people were also given classroom lessons by qualified trade operatives as well as completing the British Safety Council's Health and Safety Course. Throughout the programme the young people were given advice and support on how to apply for an apprenticeship in the construction industry, with guidance on the council's apprentice application process and exam.

Three pupils from the programme have already been accepted to the council's apprenticeship scheme as a direct result of taking part in the programme.

Young people's statements:

"I really enjoyed how the course covered various trades as this confirmed my decision that I wanted to be a Plumber.

"I learned a lot during this time including fitting plugs, switches and new circuit boards. I applied for an electrical apprenticeship which I got and am very pleased about. I can't wait to start."

E. CONCLUSION

The service continues to offer effective support and a good range of youth learning opportunities and interventions. There are effective measures in place to evidence impact across the varied learning offer. Young people are supported to reflect on their learning and the service gathers and responds appropriately to feedback from young people as well as other stakeholders; this information informs future provision planning.

F. BACKGROUND REFERENCES

CLD Youth Services Performance Report 1 June 2017

Contact Person: Beverley Akinlami, CLD Youth Services Manager
Tel: 01506 281093 Email: beverley.akinlami@westlothian.gov.uk

James Cameron

Head of Education (Learning, Policy & Resources)

Date: 12 October 2017



CULTURE AND LEISURE POLICY DEVELOPMENT AND SCRUTINY PANEL

ADULT LEARNING PERFORMANCE REVIEW

REPORT BY HEAD OF EDUCATION (LEARNING, POLICY AND RESOURCES)

A. PURPOSE OF REPORT

The report provides an update on the performance Adult Learning team activity for the period 1 April 2017 - 31 August 2017.

B. RECOMMENDATION

It is recommended that the panel notes the content of the report. In particular:

1. 495 adult learners engaging in a range of learning activity within the period of the report
2. 15% gaining accreditation through their learning including 44% of IT learners and 22% of ESOL learners receiving awards
3. Positive outcomes being achieved by learners involved in family learning provision, in particular through the development of summer activity.

C. SUMMARY OF IMPLICATIONS

| | |
|---|--|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; and working in partnership |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | None. |
| III Implications for Scheme of Delegations to Officers | None. |
| IV Impact on performance and performance Indicators | An update on key performance indicators for the service is included in the report. |
| V Relevance to Single Outcome Agreement | Adult Learning services contribute mainly to the following outcomes: <ul style="list-style-type: none"> • We are better educated and have access to increased and better quality learning and employment opportunities. • We live longer, healthier lives and have reduced health inequalities |

| | |
|--|--|
| VI Resources - (Financial, Staffing and Property) | Services delivered within existing resources. One year Scottish Funding Council contributes to ESOL provision. |
| VII Consideration at PDSP | The Adult Learning performance report is provided to the PDSP twice a year. |
| VIII Other consultations | None. |

D. TERMS OF REPORT

D1 Background

The Adult Learning team is responsible for developing a range of activity which:

- delivers positive outcomes on health and wellbeing;
- supports digital and financial inclusion;
- improves accredited learning and wider achievement opportunities;
- works with parents, including family learning; and
- supports improved skills in literacy, numeracy and English for Speakers of Other Languages (ESOL).

Development

D2 Within the period, Adult Learning have worked with 495 learners to achieve positive outcomes relating to their work, family, community and personal experiences. 30% of learners reside in SIMD datazones 1 and 2 which is in line with the annual high level performance indicator.

A range of accredited opportunities are offered as part of both group and individual learning programmes. Qualifications offered through group delivery are popular options for IT and ESOL learners, whereas literacies learners are more likely to embed accreditation into individualised learning which matches their own personal contexts. Overall, 15% of all learners have achieved one or more qualification within the period of the report.

Family learning develop has continued to develop with activity over the summer linked to holiday lunch club provision. This had positive outcomes relating to engagement and attendance with parents identifying an increase in confidence in supporting their children, in particular relating to language, literacy & numeracy.

E. CONCLUSION

The PDSP is asked to note the progress that has been made by Adult Learning in working towards enabling adults to acquire and use their skills effectively.

F. BACKGROUND REFERENCES

The Requirements for Community Learning and Development (Scotland) Regulations 2013

http://www.educationscotland.gov.uk/images/cldregulationslaquidance_tcm4-829886.pdf

Scottish Government, Adult Literacies in Scotland 2020: Strategic Guidance, 2011

<http://www.scotland.gov.uk/Resource/Doc/339854/0112382.pdf>

Scottish Government, The Adult ESOL Strategy for Scotland, 2007
<http://www.scotland.gov.uk/Resource/Doc/176977/0050036.pdf>

Scottish Government, Adult Learning in Scotland: Statement of Ambition, 2014
<https://www.education.gov.scot/Documents/adult-learning-statement.pdf>

Appendices/Attachments: one

Appendix one: Adult Learning Performance Report: April 2017 – August 2017

Contact Person: Jenny Reekie, Adult Learning Manager
Telephone: 01506 282936 email: jenny.reekie@westlothian.gov.uk

James Cameron
Head of Education (Learning, Policy and Resources)

Date of meeting: 12 October 2017

Adult Learning Performance Review April 2017-August 2017

Jenny Reekie

Adult Learning Manager

12.10.2017

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1 Overview

1.1 Adult Learning

The creation of an Adult Learning team was implemented on 1st September 2016 with responsibility for developing a range of activity which:

- delivers positive outcomes on health and wellbeing;
- supports digital and financial inclusion;
- improves accredited learning and wider achievement opportunities;
- works with parents, including family learning; and
- supports improved skills in literacy, numeracy and English for Speakers of Other Languages (ESOL).

Adult Learning is funded through a core budget, European Social Fund and the Scottish Funding Council. Strategic guidance and principles for effective teaching and learning are contained in the Scottish Government's

- The Requirements for Community Learning and Development (Scotland) Regulations 2013
- Adult Learning in Scotland: Statement of Ambition (2014)
- Adult Literacy and Numeracy in Scotland: 2020
- Adult ESOL Strategy for Scotland

The team works across the whole of West Lothian but targets key groups within the population, namely:

- 26.7% of adults who face 'constrained opportunities' due to poor levels of literacies.
- 27% of adults in West Lothian who do not have all five Basic Digital Skills.
- Adults for whom English is not a first language: migrant workers, asylum seekers and refugees and settled ethnic communities.
- Families who reside in the bottom 20% datazones in the Scottish Index of Multiple Deprivation (SIMD).
- 1 in 7 adults who will experience an acquired hearing loss through illness, age or accident.

2 Performance

Within the period 1st April 2017 – 31st August 2017, Adult Learning worked with 495 adult learners with 30% of learners residing in SIMD datazones 1 and 2 and 63% of working age learners who are unemployed.

2.1 Literacies

127 learners have engaged with learning to improve their literacy and numeracy skills with 80% identifying an improvement in their skills and confidence in one or more area. Developing personal literacies skills has supported progression with 23% of learners progressing into one or more of the positive destinations of further learning, training, work or volunteering. As part of their participation in the Adult Achievement Awards, a group of 6 learners identified that they would like to progress to further numeracy learning with West Lothian College. The college worked with Adult Learning to support the transition to further learning with the group brushing up on their skills prior to starting a college group based in the community in the autumn. Adult Learning continue to offer support to the CLD Youth Services Helping Young People Engage (HYPE) programme with 5 young learners gaining employability accreditation. The team have also developed a partnership to provide literacies support to a new employability fund provider. As part of the West Lothian Dyslexia Network, Adult Learning are looking to gain a better understanding of when and how adults disclose needs relating to dyslexia. The network has developed a survey to gather the views of adults with dyslexia and have had 44 responses to date.

2.2 Digital Inclusion

94 learners have participated in IT learning, 24 participants were aged 65+ and 74% of adults of working age were unemployed. 80% of IT learners identified an improvement in their IT skills with 44% of learners gaining one or more qualifications in IT. Adult learners have been working with local partners to embed digital learning including a co-delivered group with the Community Inclusion Team and IT accreditation being delivered as progression to those attending A2E's Women Onto Work programme. The team are currently working with local partners to develop further IT learning opportunities that support employability, in particular, in preparation for the full roll out of Universal Credit in West Lothian in early 2018.

2.3 Family Learning

A range of family learning activity has been delivered in the period with 100% of learners identifying an improvement in their skills. A programme of family learning has been delivered over the summer break. Adult Learning worked with CLD Youth Services to link family learning with the holiday lunch clubs at Addiewell and Deans which provided a free meal to children during school holidays. At Addiewell, nine families participated in a range of creative and fun activities which encouraged reading and storytelling, linked to the book 'We're going on a Bear Hunt'. Thirty adults and children attended the course with participants identifying a positive impact on learning at home. One participant stating "Before this my children went to bed

with a DVD, but I now read bedtime stories to them". Adult Learning are now looking to develop further learning to provide progression for these families.

Meanwhile, 4 families being supported by the Refugee Resettlement Programme linked in with a youth group running at Livingston Station Community Centre. This enabled the adult learners to continue to develop their English Language skills without any barriers to childcare. Their children participated both in ESOL learning with their families and multi-cultural activities with the youth club. This provision was very positively received and a number of the children have continued to attend the youth club. Eleven families participated in a range of fun family activities over the summer at Bridgend. Each session was linked to a fun theme and embedded word and number learning which provided ongoing support to families who had participated in family learning at Bridgend Primary School in the summer term. Two new Adult Learning Workers have now been appointed to provide family learning support based in schools, as part of programmes funded through the Pupil Equity Fund and will start work in the autumn term.

2.4 ESOL

163 learners participated in English for Speakers of Other Languages learning across a range of levels from pre-beginner up to National 2 with 22% of learners achieving one or more ESOL qualification at National 2 level. Adult Learning continue to work with West Lothian College to support the transition between basic and higher level learning with a number of learners signing up to summer school at the college. The support for Syrian refugees is continuing with learners beginning to integrate into community groups and develop IT skills as part of their English language learning.

2.5 Lipreading

Within the period, 39 adults with hearing loss have participated in lipreading learning. The lipreading team have been developing systems to better support learners to plan and evaluate their progress through the use of individual learning plans and these are currently being piloted. Around 15 learners attended an event during lipreading awareness week which helped them to find out about the support that they could receive from a range of other organisations.

2.6 Accreditation

15% of learners have achieved a qualification in the period as part of their learning plan. A range of accreditation is on offer that supports the development of a number of skills including IT, literacy, numeracy, ESOL, employability and health. Further learners have gained an Adult Achievement Award as part of phase 2 of the qualification's pilot. This has supported reflection and progression to further opportunities.

2.6 Team Development

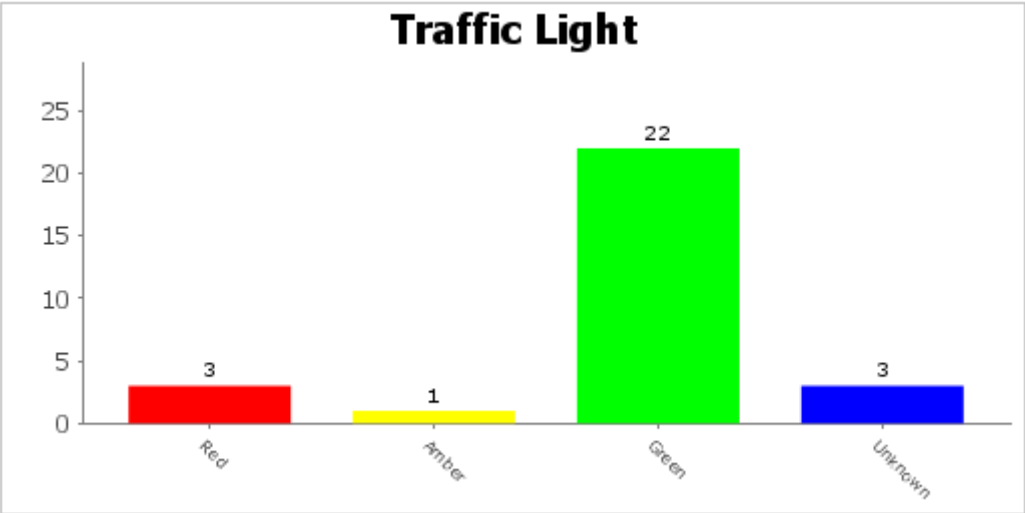
Staff have participated in a range of national networking and CPD opportunities relating to literacies, ESOL and family learning. A system for peer support has been

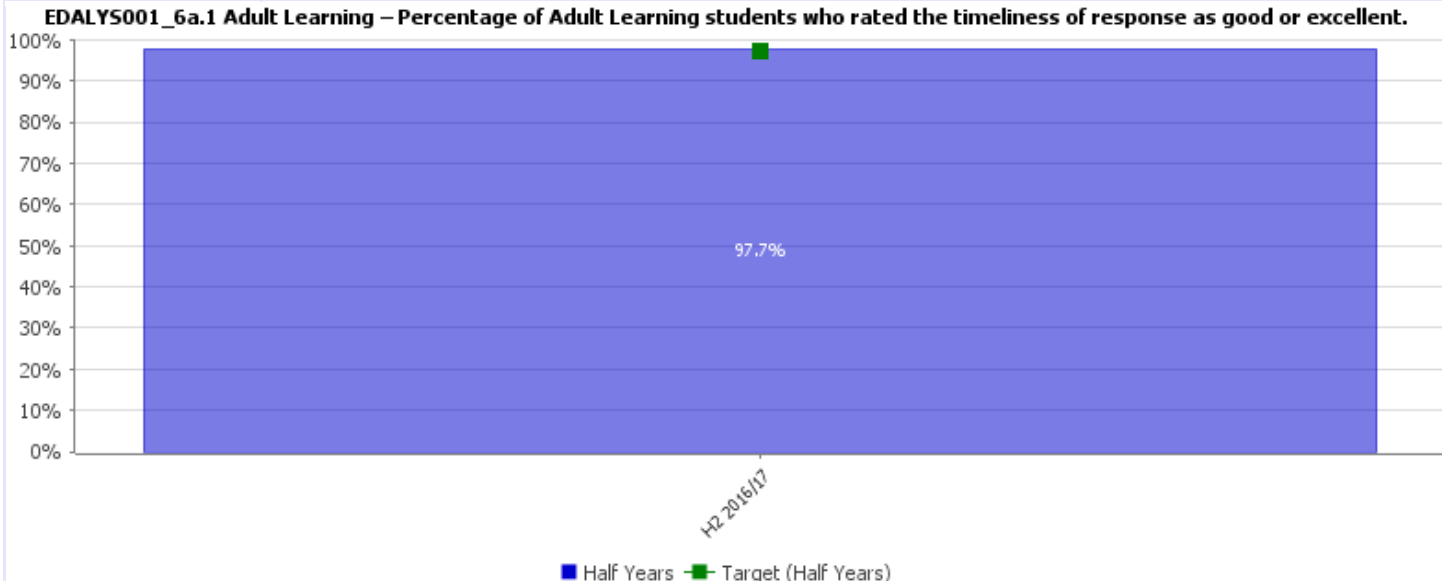


developed to encourage practice sharing and continual quality improvement across the team.

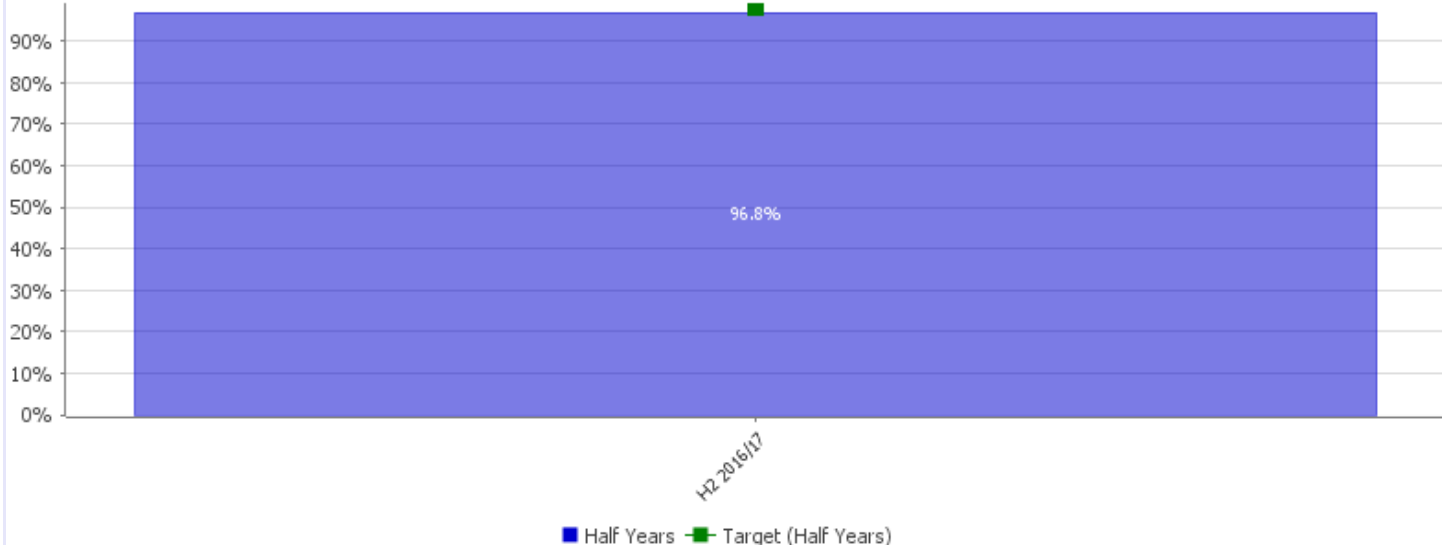


Adult Learning Pls

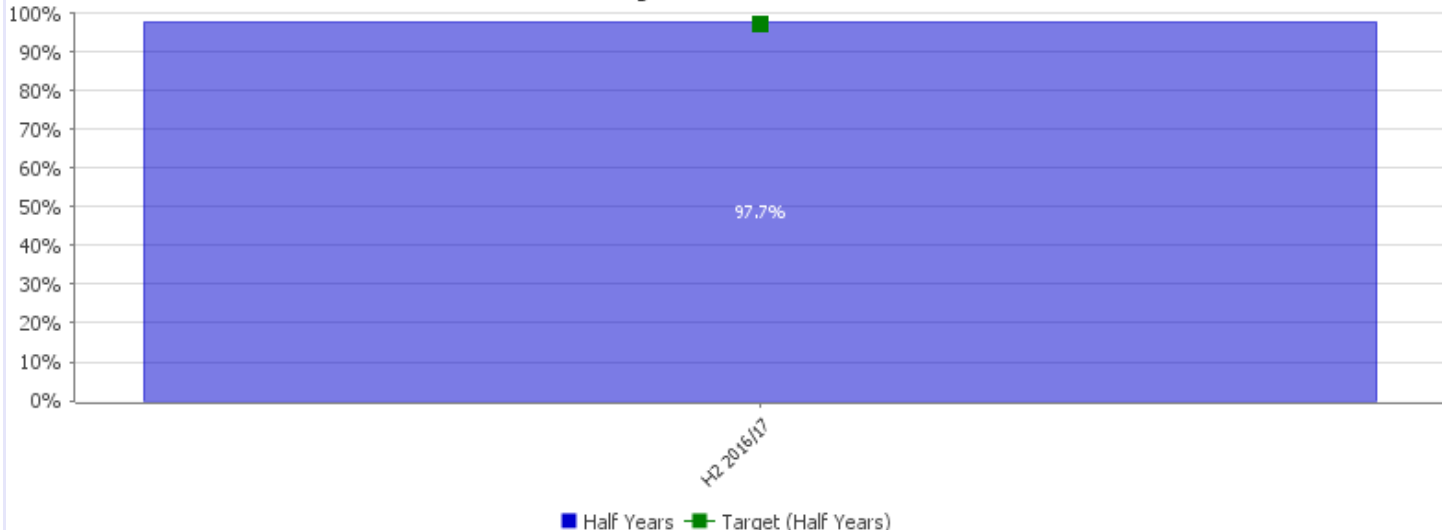


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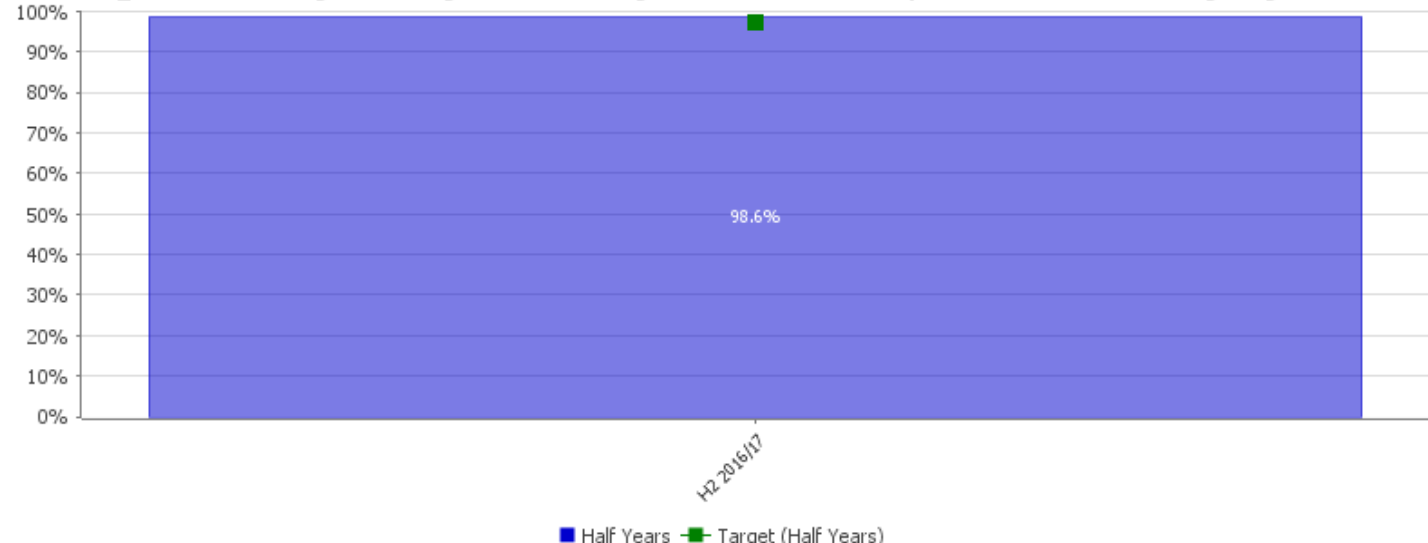




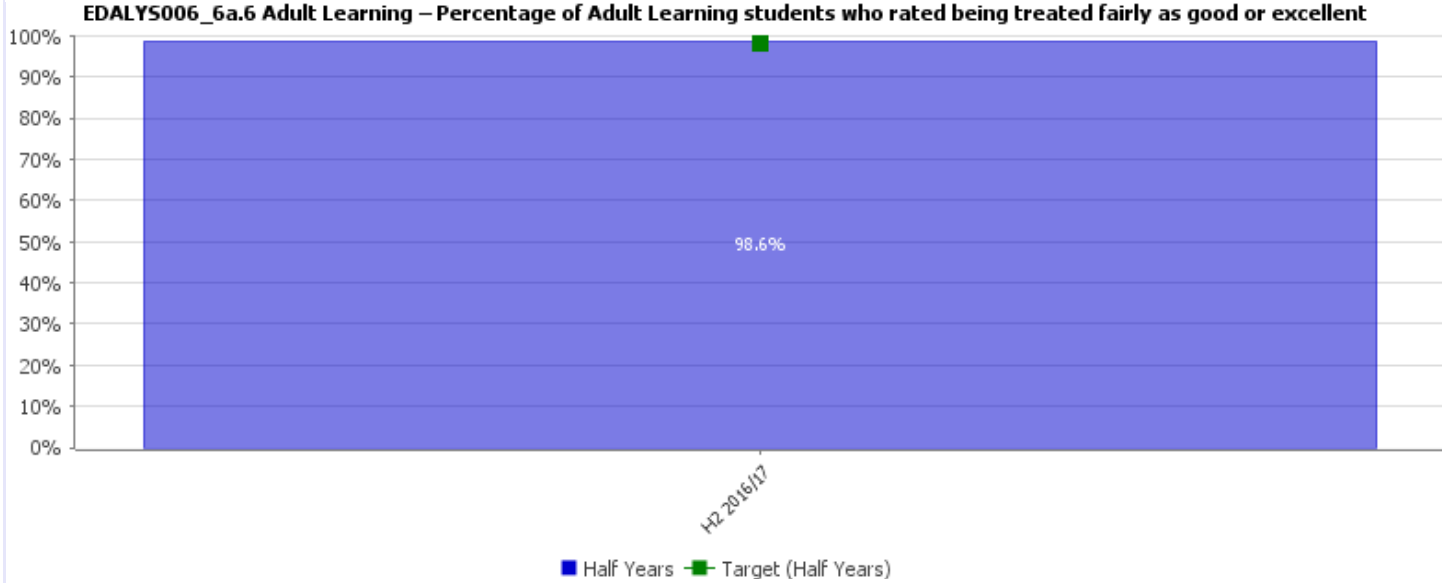
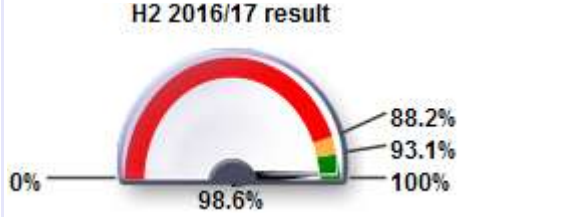

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|---|---|---|---|
| Performance Indicator | EDALYS001_6a.1 Adult Learning – Percentage of Adult Learning students who rated the timeliness of response as good or excellent. | Responsible Officer(s) | zEDALYS_PIAAdmin; Jenny Reekie |
| Description | Adult Learning – Percentage of Adult Learning students who rated the timeliness of response as good or excellent. This value comes from a six monthly survey of learners who rate the timeliness of response as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | Data Collection Officer(s) | Jenny Reekie |
| EDALYS001_6a.1 Adult Learning – Percentage of Adult Learning students who rated the timeliness of response as good or excellent. | | H2 2016/17 result | |
|  | |  | |
| | | Gauge Type | Aim to Maximise |
| | | Last Update | H2 2016/17 |
| | | Status |  |
| | | Categories | WLAM |
| Trend Chart Commentary: | | Notes on Latest Data Entry | |
| H2 2016/17- The target of 97% was achieved with 97.7% of the 219 respondents rating the timeliness of response as good or excellent | | | |
| The target for 2017/18 has been set at 97% taking into account to the first half year's data and previous targets set by Adult Basic Education and Community Learning and Development (Working with Adults) | | | |
| Document(s) | | | |
| Formula Guidance | | | |
| Data Source | | | |

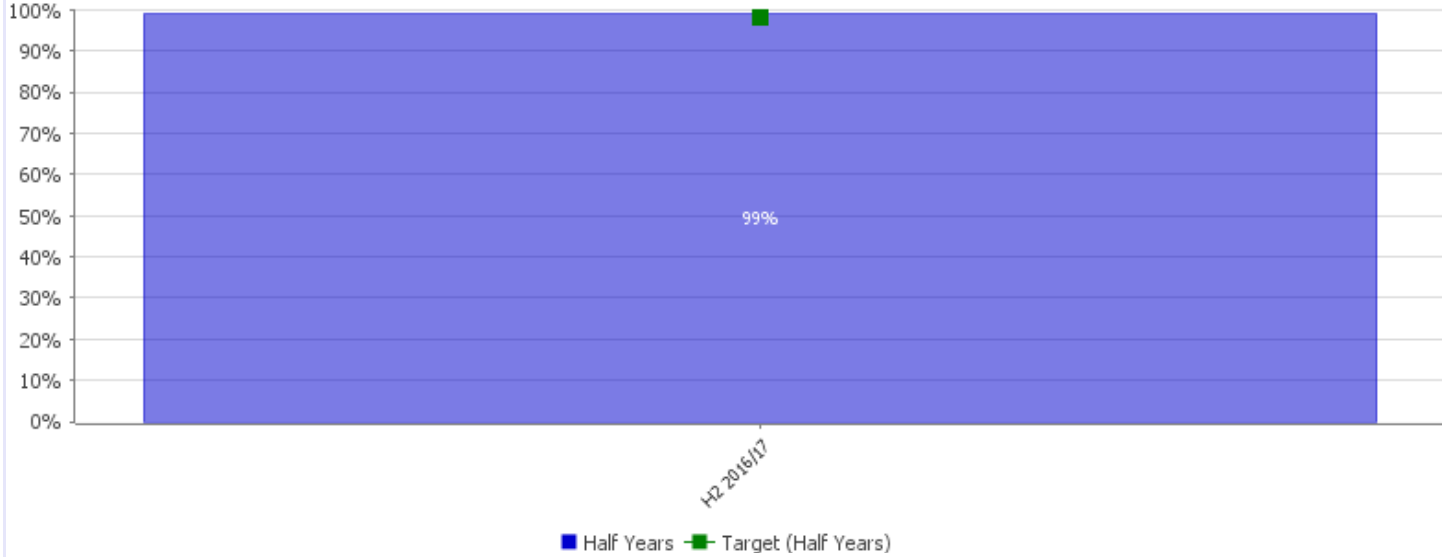


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| Performance Indicator | EDALYS002_6a.2 Adult Learning – Percentage of Adult Learning students who rated the service delivered as good or excellent. | Responsible Officer(s) | zEDALYS_PIAAdmin; Neil Sharp |
| Description | Adult Learning – Percentage of Adult Learning students who rated the service delivered as good or excellent. This value comes from a six monthly survey of learners who rate the service delivered as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | Data Collection Officer(s) | Jenny Reekie |
| <div>EDALYS002_6a.2 Adult Learning – Percentage of Adult Learning students who rated the service delivered as good or excellent.</div>  | | <div>H2 2016/17 result</div>  | |
| | | Gauge Type | Aim to Maximise |
| | | Last Update | H2 2016/17 |
| | | Status |  |
| | | Categories | WLAM |
| <div><u>Trend Chart Commentary:</u></div> <div>H2 2016/17- The target of 98% was not achieved with 96.8% of the 220 respondents rating service delivery as good or excellent</div> <div>The target for 2017/18 has been set at 98% taking into account to the first half year's data and previous targets set by Adult Basic Education and Community Learning and Development (Working with Adults)</div> | | <div>Notes on Latest Data Entry</div> | |
| Document(s) | | | |
| Formula Guidance | | | |
| Data Source | | | |

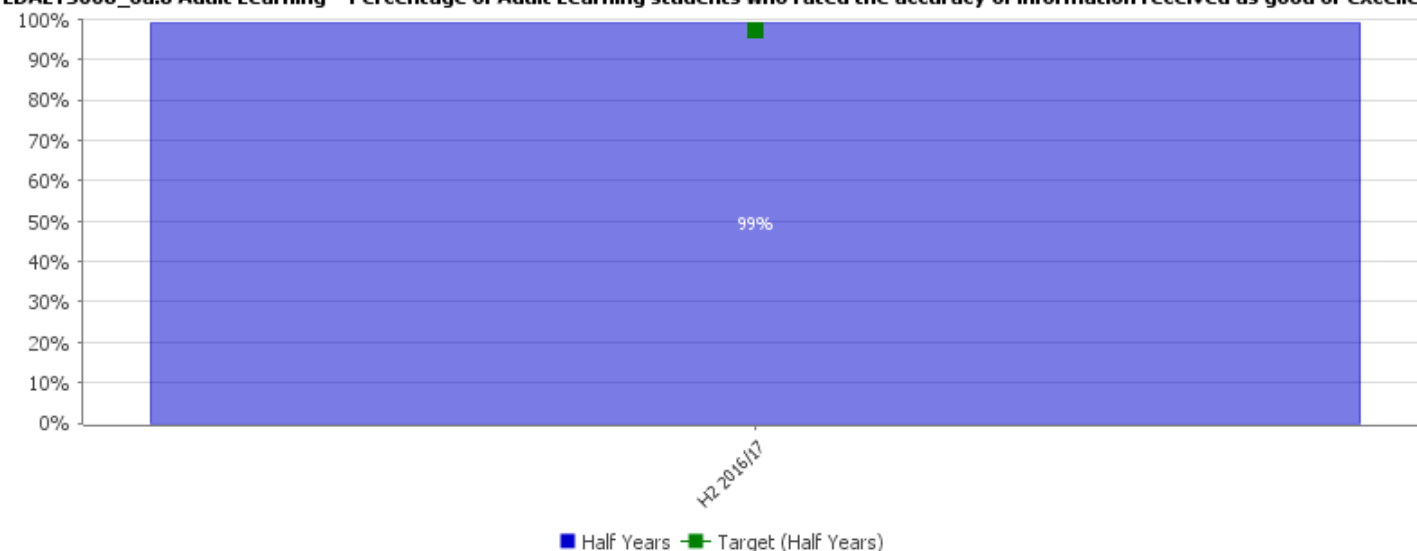


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| Performance Indicator | EDALYS003_6a.3 Adult Learning – Percentage of Adult Learning students who rated the service performance of keeping them informed as good or excellent | | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | |
| Description | Adult Learning – Percentage of Adult Learning students who rated the service performance of keeping them informed as good or excellent. This value comes from a six monthly survey of learners who rate the performance of keeping them informed service delivered as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | | Data Collection Officer(s) | Jenny Reekie | |
| EDALYS003_6a.3 Adult Learning – Percentage of Adult Learning students who rated the service performance of keeping them informed as good or excellent | | | H2 2016/17 result | | |
|  | | |  | | |
| | | | Gauge Type | Aim to Maximise | |
| | | | Last Update | H2 2016/17 | |
| | | | Status |  | |
| | | | Categories | WLAM | |
| Trend Chart Commentary: H2 2016/17- The target of 97% was achieved with 97.7% of the 220 respondents rating the performance of keeping them informed as good or excellent The target for 2017/18 has been set at 97% taking into account to the first half year's data and previous targets set by Adult Basic Education and Community Learning and Development (Working with Adults) | | | Notes on Latest Data Entry | | |
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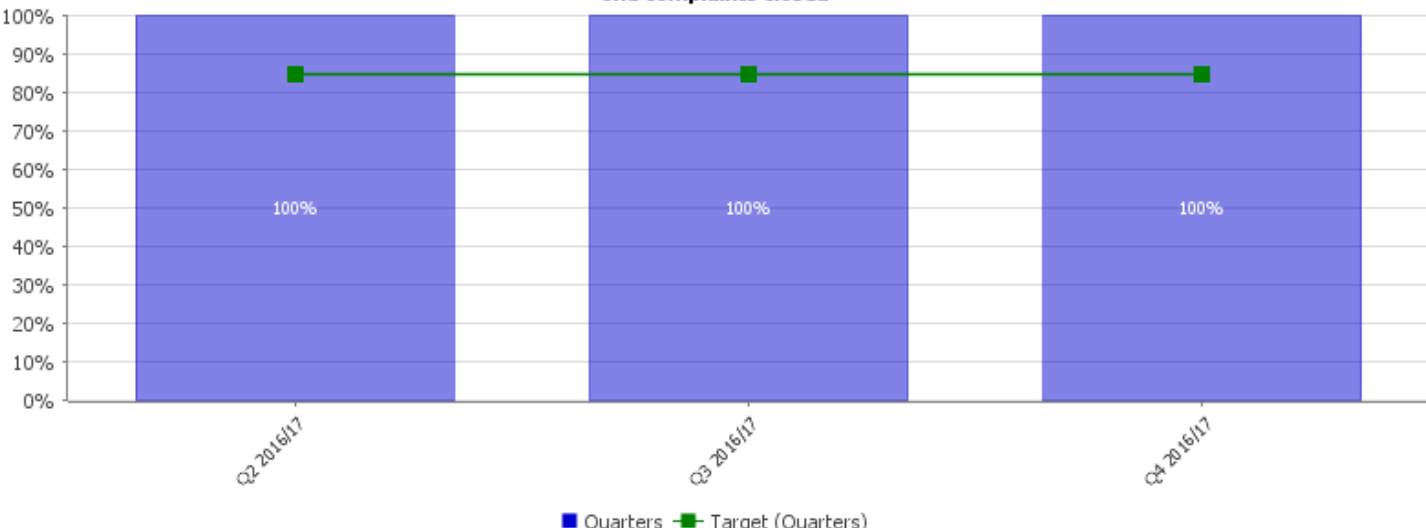

| Performance Indicator | EDALYS004_6a.4 Adult Learning – Percentage of Adult Learning students who rated the staff attitude as good or excellent | Responsible Officer(s) | zEDALYS_PIAAdmin; Neil Sharp | | | | | | | | | | |
|---|--|-----------------------------------|------------------------------|------------|------|---------------------|-------|--|--|-------|-------|--------|------|
| Description | Adult Learning – Percentage of Adult Learning students who rated the staff attitude as good or excellent. This value comes from a six monthly survey of learners who rated the staff attitude delivered as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | Data Collection Officer(s) | Jenny Reekie | | | | | | | | | | |
| <div>EDALYS004_6a.4 Adult Learning – Percentage of Adult Learning students who rated the staff attitude as good or excellent</div> <table border="1"><caption>Chart Data</caption><thead><tr><th>Category</th><th>Value</th></tr></thead><tbody><tr><td>Half Years</td><td>100%</td></tr><tr><td>Target (Half Years)</td><td>98.1%</td></tr></tbody></table> | | Category | Value | Half Years | 100% | Target (Half Years) | 98.1% | <div>H2 2016/17 result</div> <table border="1"><caption>Gauge Data</caption><thead><tr><th>Value</th></tr></thead><tbody><tr><td>93.1%</td></tr><tr><td>95.06%</td></tr><tr><td>100%</td></tr></tbody></table> | | Value | 93.1% | 95.06% | 100% |
| Category | Value | | | | | | | | | | | | |
| Half Years | 100% | | | | | | | | | | | | |
| Target (Half Years) | 98.1% | | | | | | | | | | | | |
| Value | | | | | | | | | | | | | |
| 93.1% | | | | | | | | | | | | | |
| 95.06% | | | | | | | | | | | | | |
| 100% | | | | | | | | | | | | | |
| | | Gauge Type | Aim to Maximise | | | | | | | | | | |
| | | Last Update | H2 2016/17 | | | | | | | | | | |
| | | Status | | | | | | | | | | | |
| | | Categories | WLAM | | | | | | | | | | |
| Trend Chart Commentary: <p>H2 2016/17- The target of 98% was achieved with 100% of the 221 respondents rating the staff attitude as good or excellent</p> <p>The target for 2017/18 has been set at 98% taking into account to the first half year's data and previous targets set by Adult Basic Education and Community Learning and Development (Working with Adults)</p> | | Notes on Latest Data Entry | | | | | | | | | | | |
| Document(s) | | | | | | | | | | | | | |
| Formula Guidance | | | | | | | | | | | | | |
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|---|--|--|---|---|--|
| Performance Indicator | EDALYS005_6a.5 Adult Learning – Percentage of Adult Learning students who rated staff professionalism and knowledge as good or excellent | | Responsible Officer(s) | zEDALYS_PIAAdmin; Neil Sharp | |
| Description | Adult Learning – Percentage of Adult Learning students who rated staff professionalism and knowledge as good or excellent. This value comes from a six monthly survey of learners who rated staff professionalism delivered as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | | Data Collection Officer(s) | Jenny Reekie | |
| EDALYS005_6a.5 Adult Learning – Percentage of Adult Learning students who rated staff professionalism and knowledge as good or excellent | | | H2 2016/17 result | | |
|  | | |  | | |
| | | | Gauge Type | Aim to Maximise | |
| | | | Last Update | H2 2016/17 | |
| | | | Status |  | |
| | | | Categories | WLAM | |
| Trend Chart Commentary: H2 2016/17- The target of 97% was achieved with 98.6% of the 221 respondents rating staff professionalism as good or excellent The target for 2017/18 has been set at 97% taking into account to the first half year's data and previous targets set by Adult Basic Education and Community Learning and Development (Working with Adults) | | | Notes on Latest Data Entry | | |
| Document(s) | | | | | |
| Formula Guidance | | | | | |
| Data Source | | | | | |

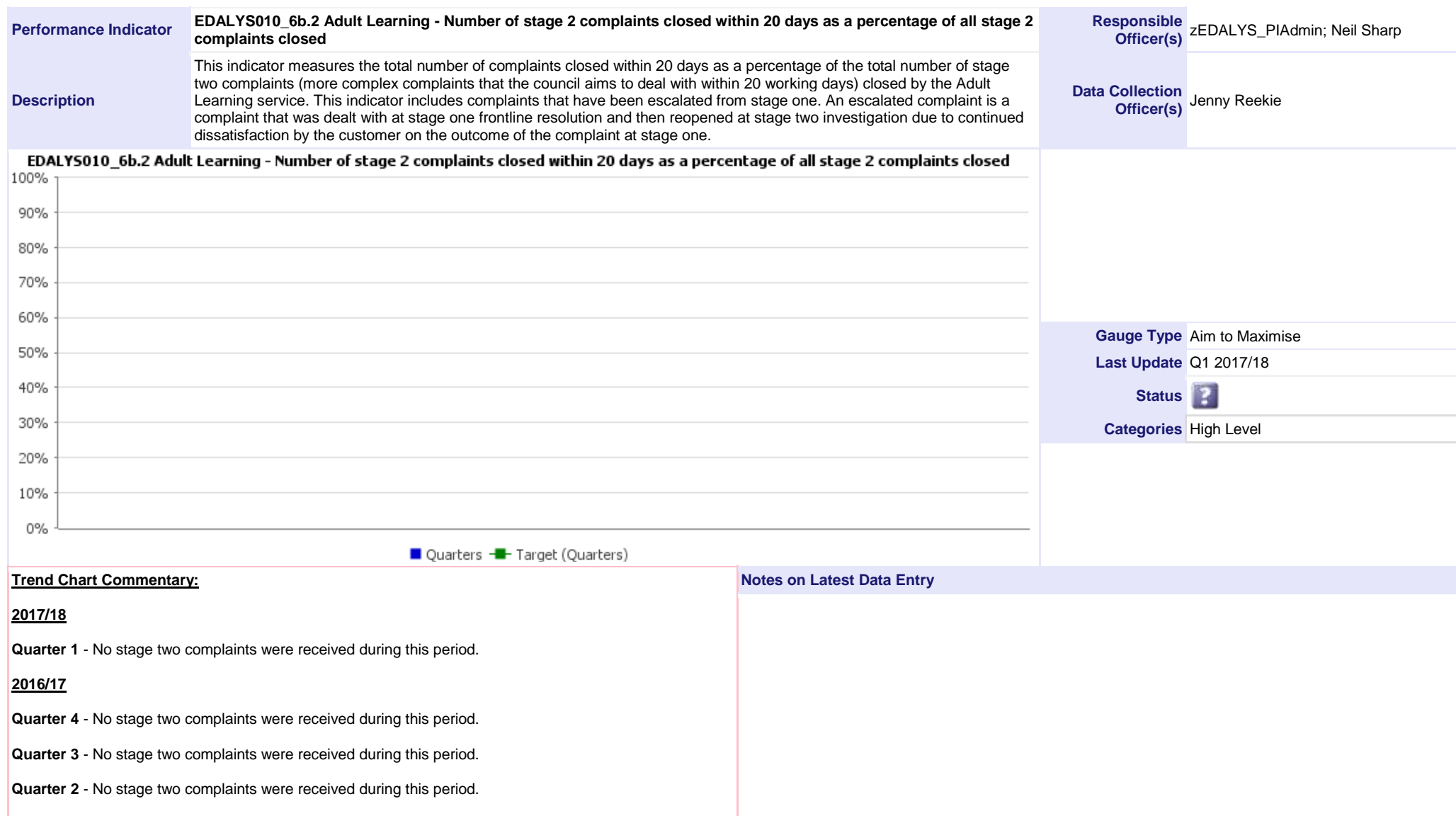
| | | | |
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| Performance Indicator | EDALYS006_6a.6 Adult Learning – Percentage of Adult Learning students who rated being treated fairly as good or excellent | Responsible Officer(s) | zEDALYS_PIAAdmin; Neil Sharp |
| Description | Adult Learning – Percentage of Adult Learning students who rated being treated fairly as good or excellent. This value comes from a six monthly survey of learners who rated being treated fairly as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | Data Collection Officer(s) | Jenny Reekie |
| <div>EDALYS006_6a.6 Adult Learning – Percentage of Adult Learning students who rated being treated fairly as good or excellent</div>  <div>■ Half Years ■ Target (Half Years)</div> | | <div>H2 2016/17 result</div>  <div><div>Gauge Type</div>Aim to Maximise</div> <div><div>Last Update</div>H2 2016/17</div> <div><div>Status</div></div> <div><div>Categories</div>WLAM</div> | |
| <div>Trend Chart Commentary:</div> <div>H2 2016/17- The target of 98% was achieved with 98.6% of the 219 respondents rating the being treated fairly as good or excellent</div> <div>The target for 2017/18 has been set at 98% taking into account to the first half year's data and previous targets set by Adult Basic Education and Community Learning and Development (Working with Adults)</div> | | <div>Notes on Latest Data Entry</div> | |
| Document(s) | | | |
| Formula Guidance | | | |
| Data Source | | | |

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|---|--|---|---|--|
| Performance Indicator | EDALYS007_6a.7 Adult Learning – Percentage of Adult Learning students who rated the overall quality of the service as good or excellent | Responsible Officer(s) | zEDALYS_PIAAdmin; Neil Sharp | |
| Description | Adult Learning – Percentage of Adult Learning students who rated the overall quality of the service as good or excellent. This value comes from a six monthly survey of learners who rated overall quality of the service as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | Data Collection Officer(s) | Jenny Reekie | |
| EDALYS007_6a.7 Adult Learning – Percentage of Adult Learning students who rated the overall quality of the service as good or excellent | | H2 2016/17 result | | |
|  | |  | | |
| | | Gauge Type | Aim to Maximise | |
| | | Last Update | H2 2016/17 | |
| | | Status |  | |
| | | Categories | WLAM | |
| <u>Trend Chart Commentary:</u> | | Notes on Latest Data Entry | | |
| H2 2016/17- The target of 98% was achieved with 99% of the 219 respondents rating the overall quality of the service as good or excellent | | | | |
| The target for 2017/18 has been set at 98% taking into account to the first half year's data and previous targets set by Adult Basic Education and Community Learning and Development (Working with Adults) | | | | |
| Document(s) | | | | |
| Formula Guidance | | | | |
| Data Source | | | | |

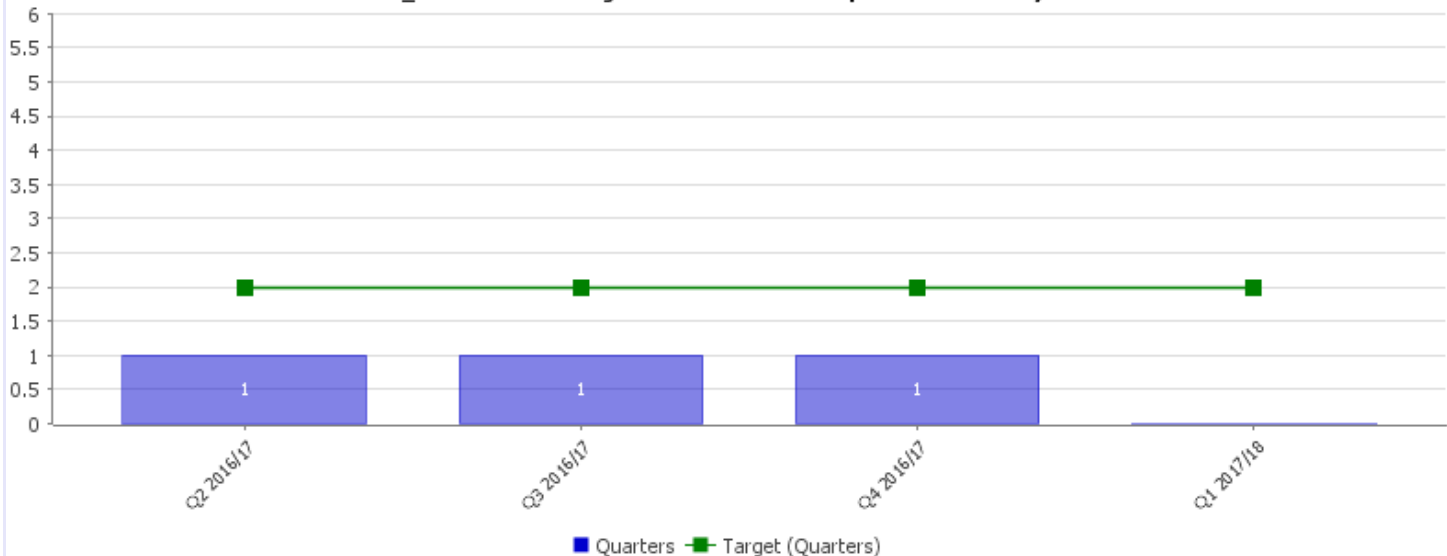

| | | | | |
|--|--|---|---|--|
| Performance Indicator | EDALYS008_6a.8 Adult Learning – Percentage of Adult Learning students who rated the accuracy of information received as good or excellent | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | |
| Description | Adult Learning – Percentage of Adult Learning students who rated the accuracy of information received as good or excellent. This value comes from a six monthly survey of learners who rated the accuracy of information received as excellent, good, adequate, poor or very poor. All learners will complete the survey annually. Initial reporting period is September 2016 – February 2017, aligned with the implementation of the Adult Learning team. | Data Collection Officer(s) | Jenny Reekie | |
| EDALYS008_6a.8 Adult Learning – Percentage of Adult Learning students who rated the accuracy of information received as good or excellent | | H2 2016/17 result | | |
|  | |  | | |
| | | Gauge Type | Aim to Maximise | |
| | | Last Update | H2 2016/17 | |
| | | Status |  | |
| | | Categories | WLAM | |
| Trend Chart Commentary: H2 2016/17- The target of 97% was achieved with 99% of the 160 respondents rating the performance of keeping them informed as good or excellent The target for 2017/18 has been set at 97% taking into account to the first half year's data and the previous target set by Adult Basic Education | | Notes on Latest Data Entry | | |
| Document(s) | | | | |
| Formula Guidance | | | | |
| Data Source | | | | |

| Performance Indicator | EDALYS009_6b.1 Adult Learning - Number of complaints closed at stage one within 5 working days as a percentage of total number of stage one complaints closed | | Responsible Officer(s) zEDALYS_PIAAdmin; Neil Sharp | | | | | | | | | | | | | |
|---|---|------------|---|-----------------|------------|------------|-----|----|------------|-----|----|------------|-----|----|--|--|
| Description | This indicator measures the total number of stage one complaints (complaints that the council aims to deal with within 5 working days) which are closed within 5 working days as a percentage of the total number of stage one complaints closed by the Adult Learning Service. | | Data Collection Officer(s) Jenny Reekie | | | | | | | | | | | | | |
| EDALYS009_6b.1 Adult Learning - Number of complaints closed at stage one within 5 working days as a percentage of total number of stage one complaints closed | | | | | | | | | | | | | | | | |
|  <p>The chart displays three blue bars representing quarterly performance, each labeled '100%'. A green line with square markers indicates a target of 85% across all quarters. The y-axis ranges from 0% to 100% in 10% increments. The x-axis labels are Q2 2016/17, Q3 2016/17, and Q4 2016/17. A legend at the bottom identifies blue squares as 'Quarters' and green squares as 'Target (Quarters)'.</p> <table border="1"><thead><tr><th>Quarter</th><th>Performance (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>Q2 2016/17</td><td>100</td><td>85</td></tr><tr><td>Q3 2016/17</td><td>100</td><td>85</td></tr><tr><td>Q4 2016/17</td><td>100</td><td>85</td></tr></tbody></table> | | | Quarter | Performance (%) | Target (%) | Q2 2016/17 | 100 | 85 | Q3 2016/17 | 100 | 85 | Q4 2016/17 | 100 | 85 | | |
| Quarter | Performance (%) | Target (%) | | | | | | | | | | | | | | |
| Q2 2016/17 | 100 | 85 | | | | | | | | | | | | | | |
| Q3 2016/17 | 100 | 85 | | | | | | | | | | | | | | |
| Q4 2016/17 | 100 | 85 | | | | | | | | | | | | | | |
| Trend Chart Commentary: | | | Gauge Type Aim to Maximise | | | | | | | | | | | | | |
| <u>2017/18</u> | | | Last Update Q1 2017/18 | | | | | | | | | | | | | |
| Quarter 1 - No complaints were received during this quarter. | | | Status  | | | | | | | | | | | | | |
| <u>2016/17</u> | | | Categories High Level | | | | | | | | | | | | | |
| Quarter 4 - 1 complaint received, which was resolved within 5 working days. | | | | | | | | | | | | | | | | |
| Quarter 3 - 1 complaint received, which was resolved within 5 working days. | | | | | | | | | | | | | | | | |
| Quarter 2 - 1 complaint received, which was resolved within 5 working days. | | | | | | | | | | | | | | | | |
| The Target figure for 2016/17 is 85%, which is the Corporate Target. | | | | | | | | | | | | | | | | |
| Document(s) | | | | | | | | | | | | | | | | |

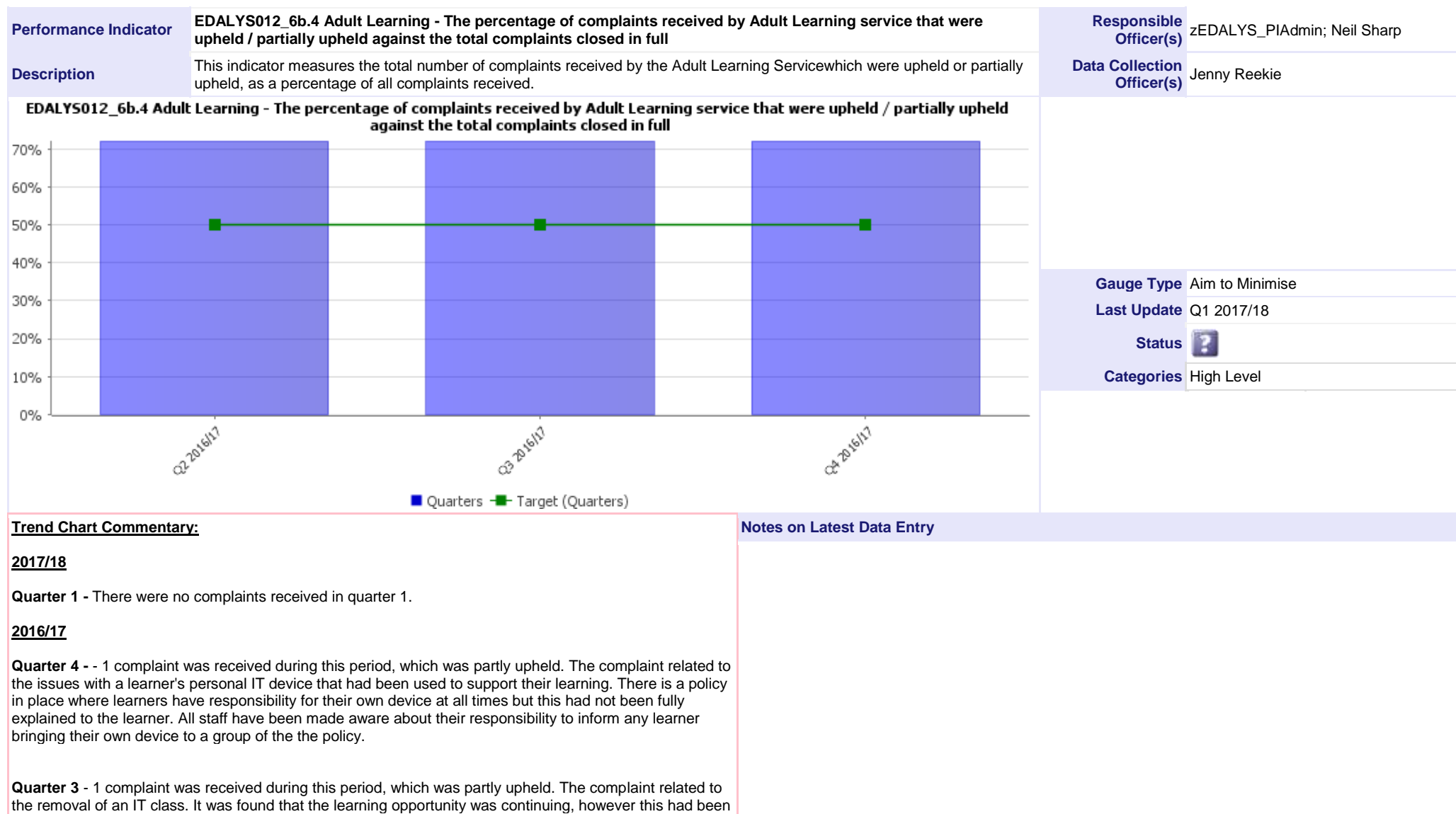
| | |
|-------------------------|---|
| Formula Guidance | The total number of stage one complaints which are closed within 5 working days as a percentage of the total number of stage one complaints closed by the Adult Learning Service. |
| Data Source | The council's Customer Relationship Management (CRM) system is used to capture complaints. A complaint report is provided to each Head of Service and Group Complaints Officer monthly and this provides the information that is required to manage, monitor and report complaints. |



| | |
|--|--|
| The Target figure for 2016/17 is 85%, which is the Corporate Target. | |
| Document(s) | |
| Formula Guidance | The total number of complaints closed within 20 days as a percentage of the total number of stage two complaints closed by the Adult Learning service. This indicator includes complaints that have been escalated from stage one. An escalated complaint is a complaint that was dealt with at stage one frontline resolution and then reopened at stage two investigation due to continued dissatisfaction by the customer on the outcome of the complaint at stage one. |
| Data Source | The council's Customer Relationship Management (CRM) system is used to capture complaints. A complaint report is provided to each Head of Service and Group Complaints Officer monthly and this provides the information that is required to manage, monitor and report complaints. |

| Performance Indicator | EDALYS011_6b.3 Adult Learning - Total number of complaints received by the service | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|----------------------------|-------------------|------------|---|---|------------|---|---|------------|---|---|------------|---|---|--|--|-------|---------|-----|-------|-----|-----|
| Description | <p>This indicator measures the total number of complaints received by the Adult Learning service. It is the total number of complaints received by "WLAM Unit" at stage one (complaints that the council aims to deal with within 5 working days) and those received directly at stage two (more complex complaints that the council aims to deal with within 20 working days).</p> <p>Note: This is to ensure complaints escalated from stage 1 and stage 2 are not double counted.</p> | Data Collection Officer(s) | Jenny Reekie | | | | | | | | | | | | | | | | | | | | | |
| <p>EDALYS011_6b.3 Adult Learning - Total number of complaints received by the service</p>  <table><caption>Complaints Received by Quarter</caption><thead><tr><th>Quarter</th><th>Quarters</th><th>Target (Quarters)</th></tr></thead><tbody><tr><td>Q2 2016/17</td><td>1</td><td>2</td></tr><tr><td>Q3 2016/17</td><td>1</td><td>2</td></tr><tr><td>Q4 2016/17</td><td>1</td><td>2</td></tr><tr><td>Q1 2017/18</td><td>0</td><td>2</td></tr></tbody></table> | | Quarter | Quarters | Target (Quarters) | Q2 2016/17 | 1 | 2 | Q3 2016/17 | 1 | 2 | Q4 2016/17 | 1 | 2 | Q1 2017/18 | 0 | 2 | <p>Q1 2017/18 result</p>  <table><caption>Gauge Chart Data</caption><thead><tr><th>Value</th><th>Section</th></tr></thead><tbody><tr><td>2.1</td><td>Green</td></tr><tr><td>2.2</td><td>Red</td></tr></tbody></table> | | Value | Section | 2.1 | Green | 2.2 | Red |
| Quarter | Quarters | Target (Quarters) | | | | | | | | | | | | | | | | | | | | | | |
| Q2 2016/17 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | |
| Q3 2016/17 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | |
| Q4 2016/17 | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | |
| Q1 2017/18 | 0 | 2 | | | | | | | | | | | | | | | | | | | | | | |
| Value | Section | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 | Green | | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 | Red | | | | | | | | | | | | | | | | | | | | | | | |
| | | Gauge Type | Aim to Minimise | | | | | | | | | | | | | | | | | | | | | |
| | | Last Update | Q1 2017/18 | | | | | | | | | | | | | | | | | | | | | |
| | | Status | ✓ | | | | | | | | | | | | | | | | | | | | | |
| | | Categories | High Level | | | | | | | | | | | | | | | | | | | | | |
| <p>Trend Chart Commentary:</p> <p>2017/18</p> <p>Quarter 1 - No complaints were received this quarter.</p> <p>2016/17</p> <p>Quarter 4 - 1 complaint was received during this quarter, this related to the use of a personal IT device in an IT class.</p> <p>Quarter 3 - 1 complaint was received during this quarter, this related to changes to an IT class.</p> <p>Quarter 2 - 1 Complaint received during this quarter, this related to a learner awaiting a response to and enquiry.</p> | | <p>Notes on Latest Data Entry</p> | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|---|
| Target figure is set at 2 complaints per quarter, this will be reviewed annually. | |
| Document(s) | |
| Formula Guidance | The total number of complaints received by the Adult Learning service. It is the total number of complaints received by the Adult Learning service at stage one and those received directly at stage two. |
| Data Source | The council's Customer Relationship Management (CRM) system is used to capture complaints. A complaint report is provided to each Head of Service and Group Complaints Officer monthly and this provides the information that is required to manage, monitor and report complaints. |

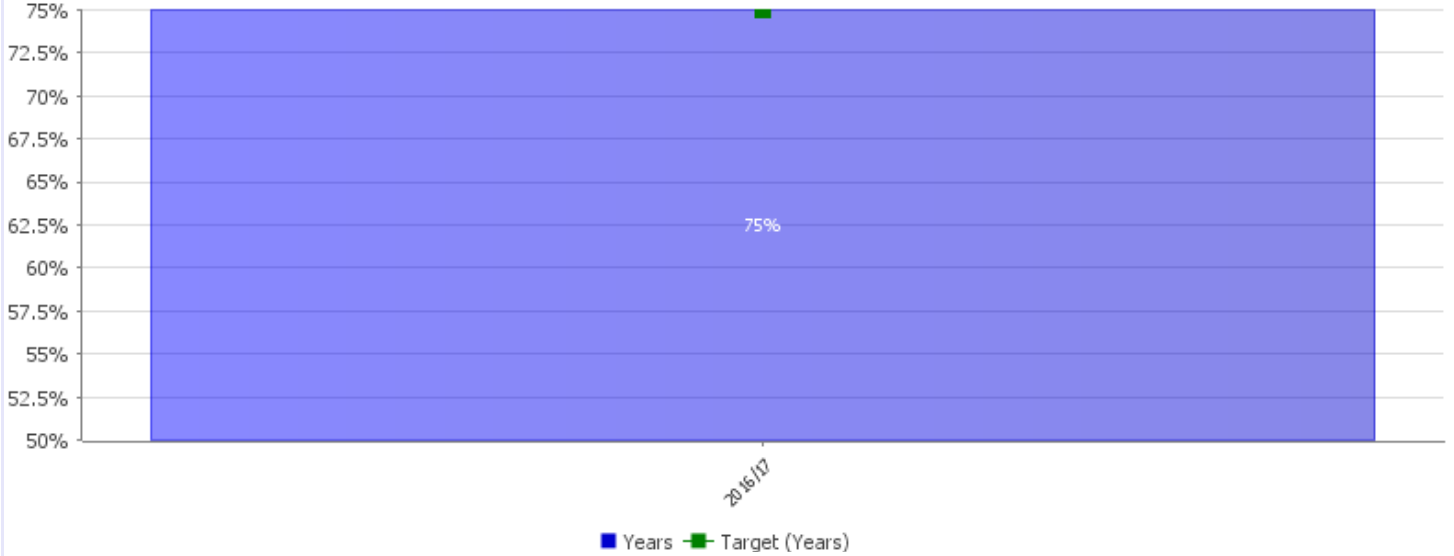
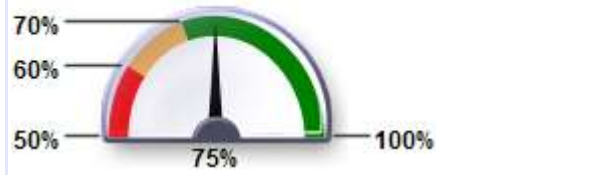



poorly communicated to the group. This has resulted in a change of procedure in how groups are planned and placements communicated to learners.

Quarter 2 - 1 complaint was received during this period, which was upheld. It was found that there was no evidence that staff had replied to a customer query. As part of the implementation of the Adult Learning team, procedures have been put in place to ensure that all enquiries are logged and responded to.

The Target figure for 2017/18 has been set at 50%, this will be reviewed annually.

| | |
|-------------------------|---|
| Document(s) | |
| Formula Guidance | The total number of complaints received by the Adult Learning Service which were upheld or partially upheld, as a percentage of all complaints received. |
| Data Source | The council's Customer Relationship Management (CRM) system is used to capture complaints. A complaint report is provided to each Head of Service and Group Complaints Officer monthly and this provides the information that is required to manage, monitor and report complaints. |

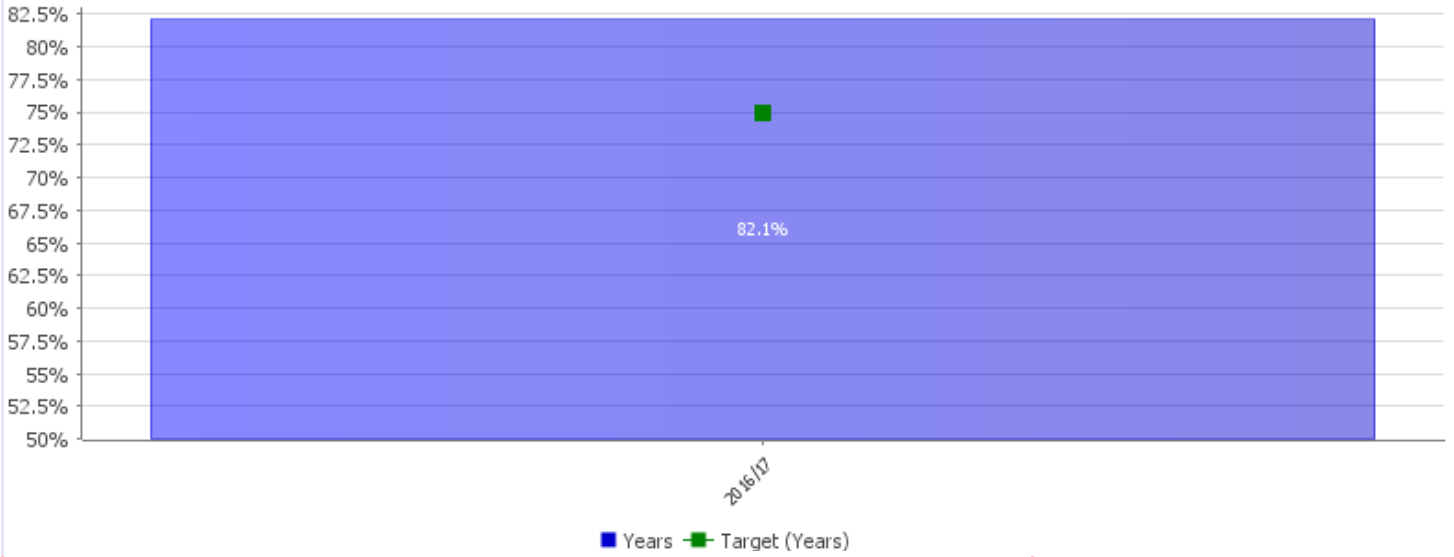


| | | |
|---|---|--|
| Performance Indicator | EDALYS013_7a.1 Adult Learning - Percentage of Adult Learning team employees who agree or strongly agree that there is effective workforce planning | Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp |
| Description | <p>This performance indicator is a measure of the level of employee satisfaction with workforce planning within the Adult Learning team.</p> <p>Percentage of respondents who strongly agreed or agreed:</p> <ul style="list-style-type: none"> - That they know what is expected of them at work (Q1) - They have the right materials, information and support they need (Q2) - They can meet the conflicting demands on time (Q3) - Feel safe and secure in their working environment (Q4) <p>Collected by Human Resources Services who carry out the corporate annual survey however, it is the responsibility of the individual service/WLAM unit to manage, analyse and record the data on Covalent, selecting the most meaningful data to develop into the key performance indicators of employee satisfaction.</p> | Data Collection Officer(s) Jenny Reekie |
| <p>Adult Learning - Percentage of Adult Learning team employees who agree or strongly agree that there is effective workforce planning</p>  <p>75% 72.5% 70% 67.5% 65% 62.5% 60% 57.5% 55% 52.5% 50%</p> <p>2016/17</p> <p>■ Years ■ Target (Years)</p> | | <p>2016/17 result</p>  <p>70% 60% 50% 75% 100%</p> <p>Gauge Type Aim to Maximise</p> <p>Last Update 2016/17</p> <p>Status </p> <p>Categories WLAM</p> |
| <p>Trend Chart Commentary</p> <p>The results are taken from the Council's Corporate Survey issued by HR and staff satisfaction with workforce planning has remained high. The statements "I can meet the conflicting demands on my time at work", "I feel safe and secure in my working environment", "I know what is expected of me at work" and "I have the right materials, information and support I need to do my work".</p> <p>2016/17 - The joint percentage for Adult Learning is 75% of 14 respondents. This is the combined score of</p> | | <p>Notes on Latest Data Entry</p> |

surveys conducted in Adult Basic Educations (88.9% from 9 respondents) and Community Learning and Development Working with Adults and Communities (65% from 5 respondents)

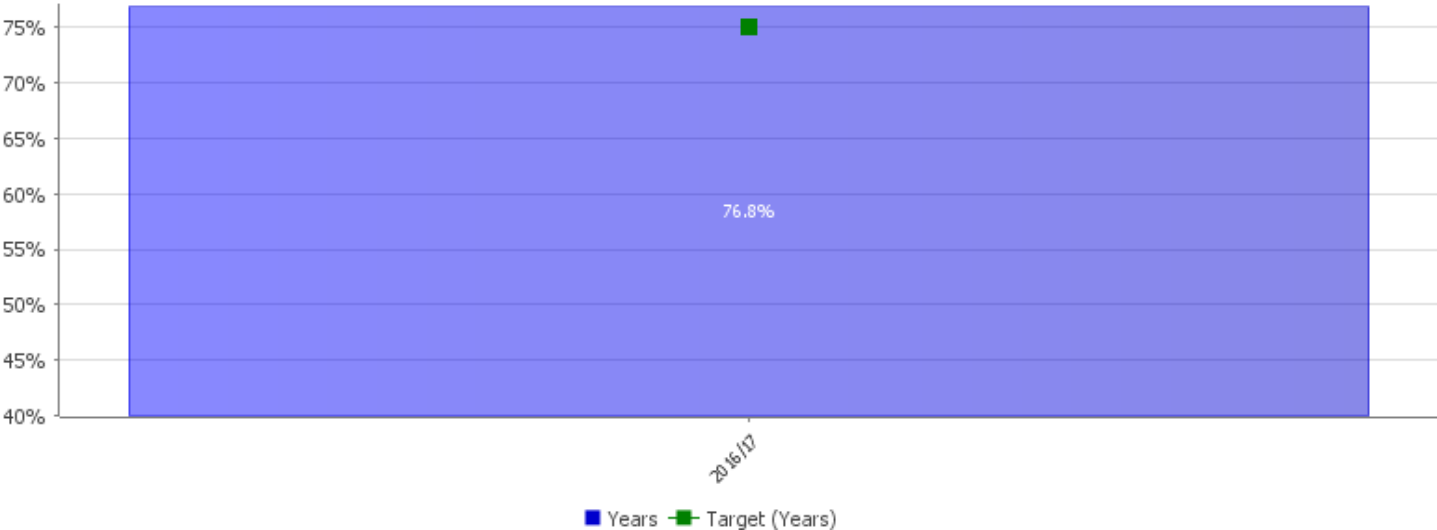




The Council Average for 2016/17 was **82%**.

The Council Average for 2015/16 was **79%**.

| Document(s) | |
|------------------|--|
| Formula Guidance | |
| Data Source | |

| | | |
|--|--|--|
| Performance Indicator | EDALYS014_7a.2 Adult Learning - Percentage of Adult Learning team employees who agree or strongly agree that there is reward and recognition This performance indicator measures the level of employee satisfaction with the reward and recognition in the Adult Learning team. This is calculated by measuring the percentage of respondents to the council staff survey who strongly agreed or agreed: - That they feel their job is important (Q5) - That they receive regular praise or recognition (Q6) The survey response is collected annually by Human Resource Services however, it is the responsibility of the service to manage, analyse and record the data on Covalent, selecting the most meaningful data to develop into the key performance indicators of employee satisfaction and set targets. | Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp Data Collection Officer(s) Jenny Reekie |
| <p>Adult Learning - Percentage of Adult Learning team employees who agree or strongly agree that there is reward and recognition</p>  <p>82.5% 80% 77.5% 75% 72.5% 70% 67.5% 65% 62.5% 60% 57.5% 55% 52.5% 50%</p> <p>82.1%</p> <p>2016/17</p> <p>■ Years ■ Target (Years)</p> | | <p>2016/17 result</p>  <p>70% 60% 50% 82.1% 100%</p> <p>Gauge Type Aim to Maximise Last Update 2016/17 Status  Categories WLAM</p> |
| <p>Trend Chart Commentary</p> <p>The results are taken from the Council's Corporate Survey issued by HR and staff satisfaction with reward and recognition has remained high. The statements "I feel that my job is important" and "I receive recognition or praise for doing good work" are measured by this indicator.</p> <p>2016/17 - The joint percentage for Adult Learning is 82.1% of 14 respondents. This is the combined score of surveys conducted in Adult Basic Educations (100% from 9 respondents) and Community Learning and Development Working with Adults and Communities (50% from 5 respondents)</p> | | <p>Notes on Latest Data Entry</p> |

| | |
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| The Council average for 2016/17 was 75% . | |
| The Council average for 2015/16 was 76% . | |
| Document(s) | |
| Formula Guidance | |
| Data Source | |

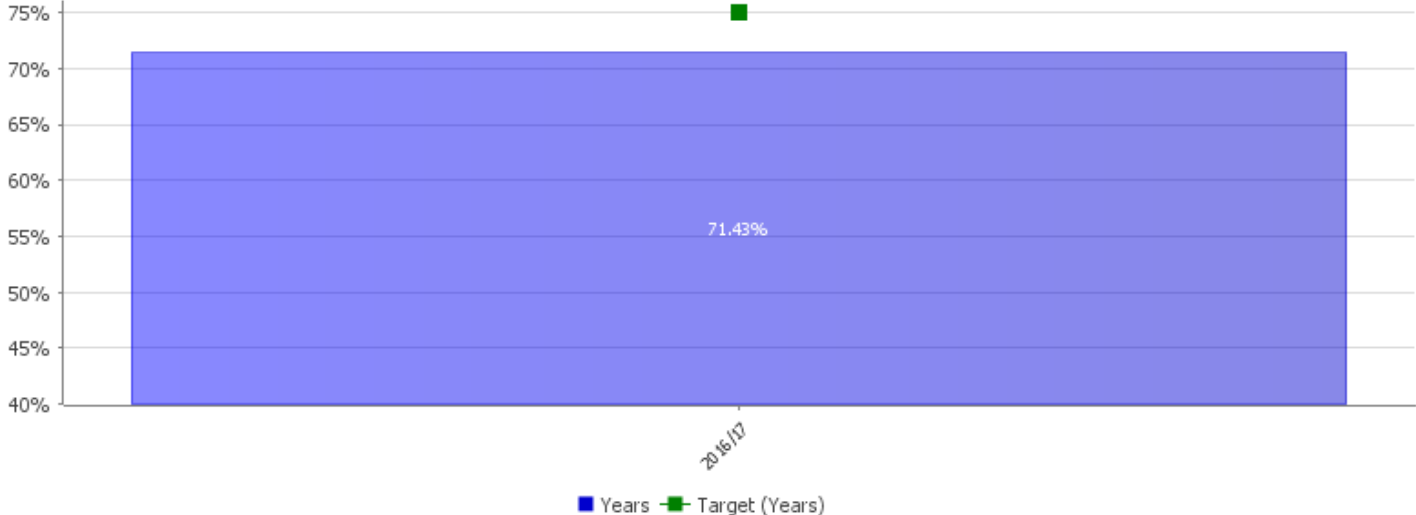


| Performance Indicator | EDALYS015_7a.3 Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is effective leadership and management in the service This performance indicator measures the level of employee satisfaction within the Adult Learning team with leadership and management. Percentage of respondents who strongly agreed or agreed that their line manager: -Gives clear feedback on their work (Q7) -Encourages them to develop their skills and abilities (Q8) -Considers their personal welfare and helps them find a good work-life balance (Q9) -Clearly outlines their tasks and priorities (Q10) Collected by Human Resources Services who carry out the corporate annual survey however, it is the responsibility of the individual service/WLAM unit to manage, analyse and record the data on Covalent, selecting the most meaningful data to develop into the key performance indicators of employee satisfaction. | Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp | | | | | | | | | | | | | | | | |
|--|---|--|-------|-------|-------|----------------|-------|---|----------|-------|------------|-----------------|-------------|---------|--------|---|------------|------|
| Description | | Data Collection Officer(s) Jenny Reekie | | | | | | | | | | | | | | | | |
| Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is effective leadership and management in the service  <table border="1"><thead><tr><th>Category</th><th>Value</th></tr></thead><tbody><tr><td>Years</td><td>76.8%</td></tr><tr><td>Target (Years)</td><td>76.8%</td></tr></tbody></table> | | Category | Value | Years | 76.8% | Target (Years) | 76.8% | 2016/17 result  <table border="1"><thead><tr><th>Property</th><th>Value</th></tr></thead><tbody><tr><td>Gauge Type</td><td>Aim to Maximise</td></tr><tr><td>Last Update</td><td>2016/17</td></tr><tr><td>Status</td><td></td></tr><tr><td>Categories</td><td>WLAM</td></tr></tbody></table> | Property | Value | Gauge Type | Aim to Maximise | Last Update | 2016/17 | Status |  | Categories | WLAM |
| Category | Value | | | | | | | | | | | | | | | | | |
| Years | 76.8% | | | | | | | | | | | | | | | | | |
| Target (Years) | 76.8% | | | | | | | | | | | | | | | | | |
| Property | Value | | | | | | | | | | | | | | | | | |
| Gauge Type | Aim to Maximise | | | | | | | | | | | | | | | | | |
| Last Update | 2016/17 | | | | | | | | | | | | | | | | | |
| Status |  | | | | | | | | | | | | | | | | | |
| Categories | WLAM | | | | | | | | | | | | | | | | | |
| Trend Chart Commentary The results are taken from the Council's Corporate Survey issued by HR and staff satisfaction with reward and recognition have remained high. Responses were rated against the statements "my line manager give me clear feedback on my work", "my line manager encourages me to develop my skills and abilities", "my line manager considers my personal welfare and helps me find a good work-life balance" and "my line manager clearly outlines my tasks and priorities". | | Notes on Latest Data Entry | | | | | | | | | | | | | | | | |

2016/17 - The joint percentage for Adult Learning is 76.8% of 14 respondents. This is the combined score of surveys conducted in Adult Basic Educations (83.3% from 9 respondents) and Community Learning and Development Working with Adults and Communities (60% from 5 respondents)

The Council average for 2015/16 was **68%**.

The Council average for 2015/16 was **69%**.

| | |
|------------------|--|
| Document(s) | |
| Formula Guidance | |
| Data Source | |

| | | |
|--|--|--|
| Performance Indicator | EDALYS016_7a.4 Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is involvement and empowerment in the service | Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp |
| Description | <p>This performance indicator measures the level of employee satisfaction with the level of staff involvement and empowerment in the Adult Learning team.</p> | |
| | <p>This is calculated by measuring the percentage of respondents to the council staff survey who strongly agreed or agreed that they were:</p> <ul style="list-style-type: none"> - Involved in reviewing and improving the service (Q11) - Encouraged to make suggestions to improve the service and/or make it more efficient (Q12) - Regularly allowed to make decisions with the scope of their role (Q13) <p>The survey response is collected annually by Human Resource Services however, it is the responsibility of the service to manage, analyse and record the data on Covalent, selecting the most meaningful data to develop into the key performance indicators of employee satisfaction and set targets.</p> | |
| <p>Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is involvement and empowerment in the service</p>  <p>75% 70% 65% 60% 55% 50% 45% 40%</p> <p>71.43%</p> <p>2016/17</p> <p>■ Years ■ Target (Years)</p> | | <p>2016/17 result</p>  <p>60% 70% 100% 40%</p> <p>71.43%</p> <p>Gauge Type Aim to Maximise</p> <p>Last Update 2016/17</p> <p>Status </p> <p>Categories WLAM</p> |
| <p>Trend Chart Commentary</p> <p>The results are taken from the Council's Corporate Survey issued by HR and staff satisfaction with involvement and empowerment have improved. The statements "I am involved in reviewing and improving the service", "I am encouraged to make suggestions to improve the service and/or make it more efficient" and "I am regularly allowed to make decisions within the scope of my role".</p> <p>2016/17 - The joint percentage for Adult Learning is 71.43% of 14 respondents. This is the combined score</p> | | <p>Notes on Latest Data Entry</p> |

of surveys conducted in Adult Basic Educations (88.9% from 9 respondents) and Community Learning and Development Working with Adults and Communities (40% from 5 respondents)


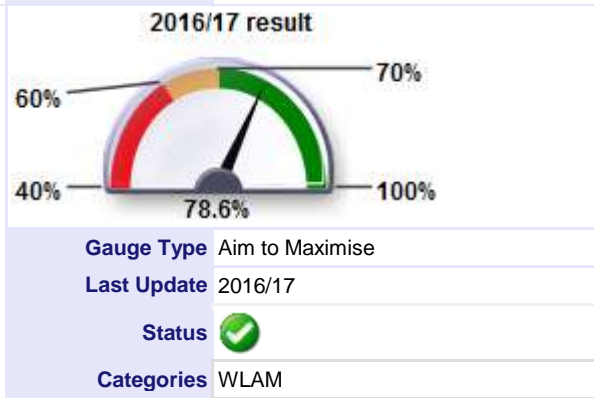

The Council average for 2016/17 was **89%**.

The Council average for 2015/16 was **78%**.

Document(s)

Formula Guidance

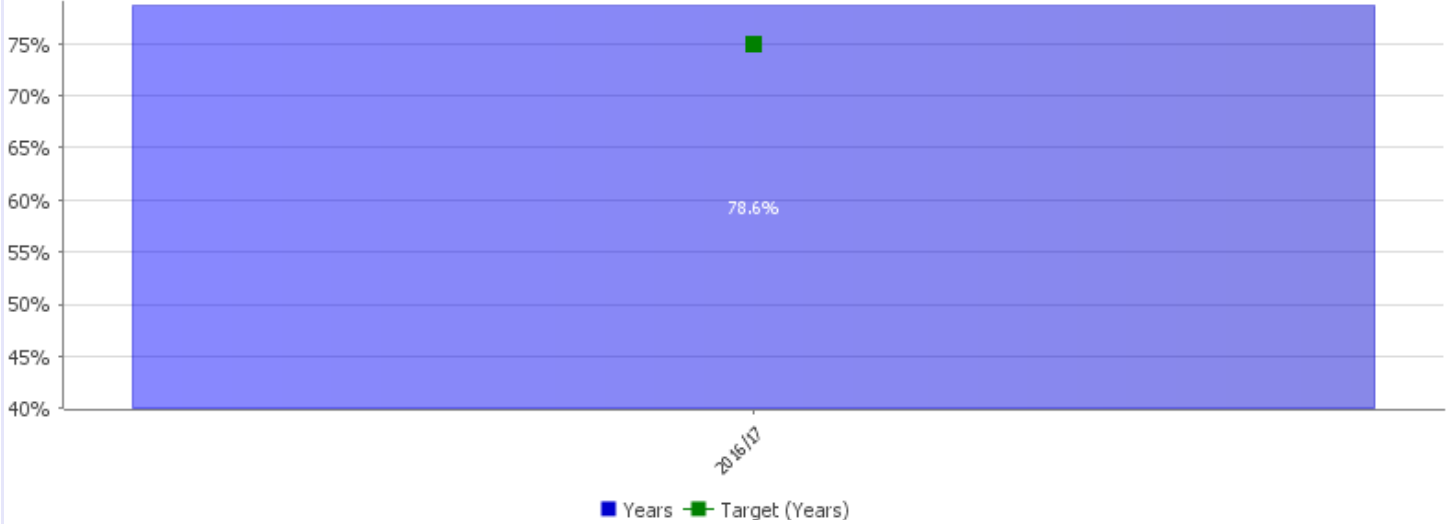


Data Source

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| Performance Indicator | EDALYS017_7a.5 Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is team work in the service | Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp |
| Description | This performance indicator measures employee satisfaction with the effectiveness of team work in Adult Learning. | |
| | <p>This is calculated by measuring the percentage of respondents to the council staff survey who strongly agreed or agreed that their:</p> <ul style="list-style-type: none"> - Colleagues are committed to providing a good service (Q14) - Team has regular meetings (Q15) <p>The survey response is collected annually by Human Resource Services however, it is the responsibility of the service to manage, analyse and record the data on Covalent, selecting the most meaningful data to develop into the key performance indicators of employee satisfaction and set targets.</p> | Data Collection Officer(s) Jenny Reekie |
| <p>Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is team work in the service</p>  <p>■ Years ■ Target (Years)</p> | | <p>2016/17 result</p>  <p>Gauge Type Aim to Maximise</p> <p>Last Update 2016/17</p> <p>Status </p> <p>Categories WLAM</p> |
| <p>Trend Chart Commentary</p> <p>The results are taken from the Council's Corporate Survey issued by HR and staff satisfaction with teamwork. Responses for the statements "my colleagues are committed to providing a good service" and "my team has regular meetings" have shown improvement. Regular team meetings are in place across all services within Customer & Communities.</p> <p>2016/17 - The joint percentage for Adult Learning is 78.6% of 14 respondents. This is the combined score of surveys conducted in Adult Basic Educations (100% from 9 respondents) and Community Learning and Development Working with Adults and Communities (70% from 5 respondents)</p> | | <p>Notes on Latest Data Entry</p> |

The Council average for 2016/17 was **70%**.

The Council average for 2015/16 was **70%**.

| | |
|------------------|--|
| Document(s) | |
| Formula Guidance | |
| Data Source | |

| | | |
|--|---|---|
| <p>Performance Indicator</p> | <p>EDALYS018_7a.6 Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is learning and development and performance review</p> <p>This performance indicator measures employee satisfaction with the effectiveness of learning and development and the performance review process for staff in Adult Learning.</p> <p>This is calculated by measuring the percentage of respondents to the council staff survey who strongly agreed or agreed that:</p> <ul style="list-style-type: none"> - In the last 12 months their line manager has talked to them about their performance at work (Q16) - In the last 12 months they have had opportunities to learn and develop (Q17) - Their service offers opportunities to develop their career (Q18) - Their training, learning and development has helped them do their job better (Q19) <p>The survey response is collected annually by Human Resource Services however, it is the responsibility of the service to manage, analyse and record the data on Covalent, selecting the most meaningful data to develop into the key performance indicators of employee satisfaction and set targets.</p> | <p>Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp</p> <p>Data Collection Officer(s) Jenny Reekie</p> |
| <p>Adult Learning - Percentage of Adult Learning team employees who strongly agree or agree that there is learning and development and performance review</p>  <p>75% 70% 65% 60% 55% 50% 45% 40%</p> <p>78.6%</p> <p>2016/17</p> <p>■ Years ■ Target (Years)</p> | | <p>2016/17 result</p>  <p>60% 70% 100% 40%</p> <p>78.6%</p> <p>Gauge Type Aim to Maximise</p> <p>Last Update 2016/17</p> <p>Status </p> <p>Categories WLAM</p> |
| <p>Trend Chart Commentary</p> <p>The results are taken from the Council's Corporate Survey issued by HR. Responses were gathered against the statements "my line manager has talked to me about my performance at work", "I have had opportunities to learn and develop", "my training, learning and development has helped me do my job better" and "my service offers me opportunities to develop my career".</p> <p>2016/17 - The joint percentage for Adult Learning is 78.6% of 14 respondents. This is the combined score</p> | | <p>Notes on Latest Data Entry</p> |

of surveys conducted in Adult Basic Educations (97.2% from 9 respondents) and Community Learning and Development Working with Adults and Communities (60% from 5 respondents)

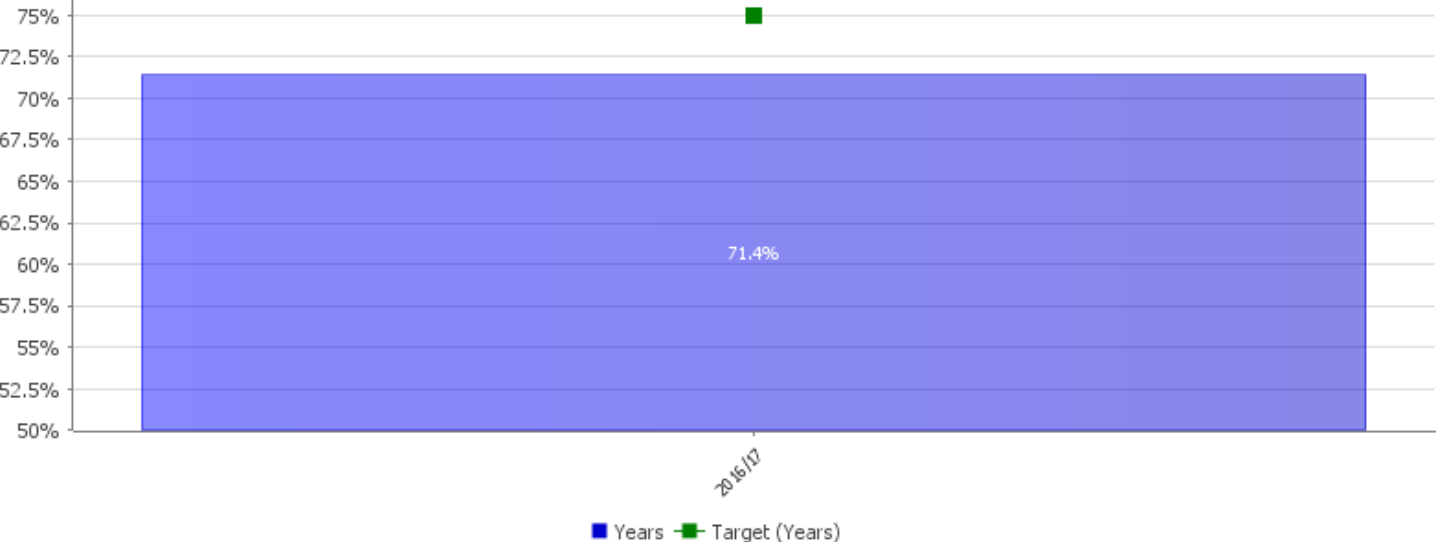


The Council average for 2016/17 was **85%**.

The Council average for 2015/16 was **84%**.

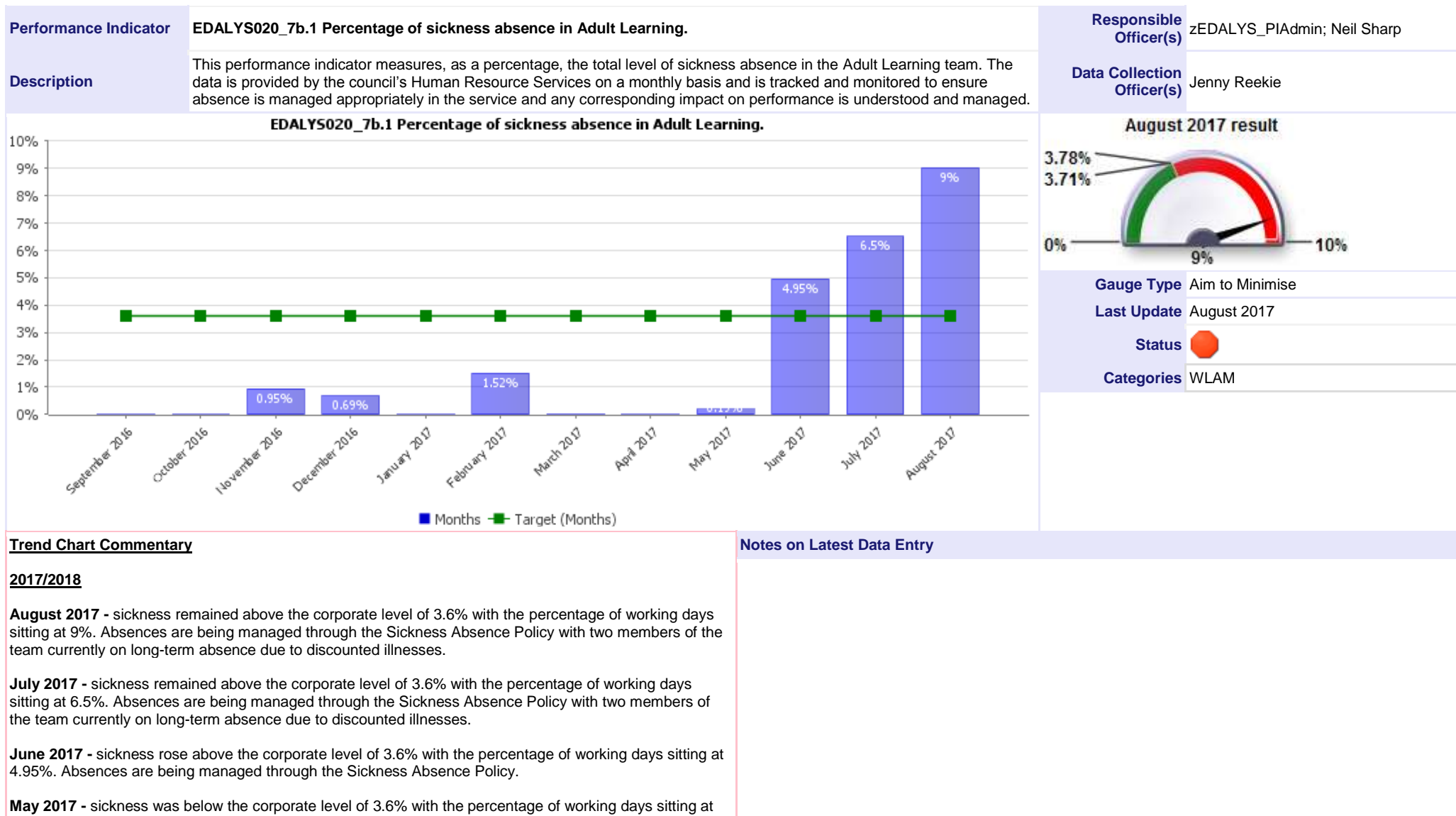
Document(s)

Formula Guidance

Data Source

| | | |
|---|---|---|
| Performance Indicator | EDALYS019_7a.7 Adult Learning - Percentage of Adult Learning employees who strongly agree or agree that the service promotes equality | Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp |
| Description | This performance indicator measures employee satisfaction with the fair and equitable treatment of staff in Adult Learning in regard to the protected characteristics. | Data Collection Officer(s) Jenny Reekie |
| | This is calculated by measuring the percentage of respondents who strongly agreed or agreed that their service acts fairly with regard to career progression and promotion regardless of ethnic background, gender, religion, sexual orientation, disability or age (Q20). | |
| | The survey response is collected annually by Human Resource Services however, it is the responsibility of the service to manage, analyse and record the data on Covalent, selecting the most meaningful data to develop into the key performance indicators of employee satisfaction and set targets. | |
| Adult Learning - Percentage of Adult Learning employees who strongly agree or agree that the service promotes equality | | 2016/17 result |
|  | |  |
| | | Gauge Type Aim to Maximise |
| | | Last Update 2016/17 |
| | | Status  |
| | | Categories WLAM |
| Trend Chart Commentary The results are taken from the Council's Corporate Survey issued by HR to gauge staff satisfaction with equality and diversity by asking staff "my service acts fairly with regard to career progression and promotion". 2016/17 - The joint percentage for Adult Learning is 71.4% of 14 respondents. This is the combined score of surveys conducted in Adult Basic Educations (88.9% from 9 respondents) and Community Learning and Development Working with Adults and Communities (40% from 5 respondents) | | Notes on Latest Data Entry |

| | |
|--|--|
| The Council average for 2016/17 was 71% . | |
| The Council average for 2015/16 was 68% . | |
| Document(s) | |
| Formula Guidance | |
| Data Source | |



0.19%

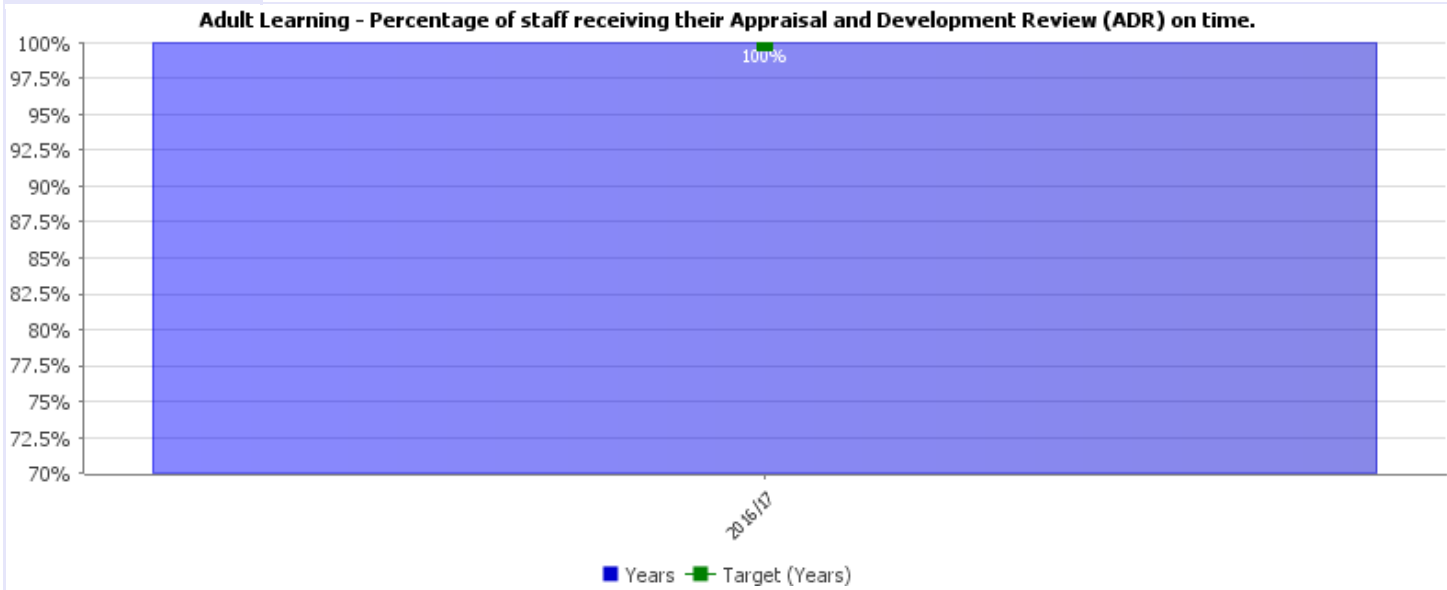
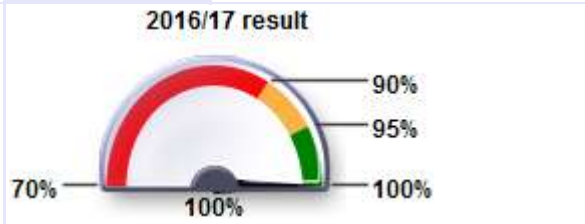

April 2017 - sickness was below the corporate level of 3.6% with the percentage of working days sitting at 0%

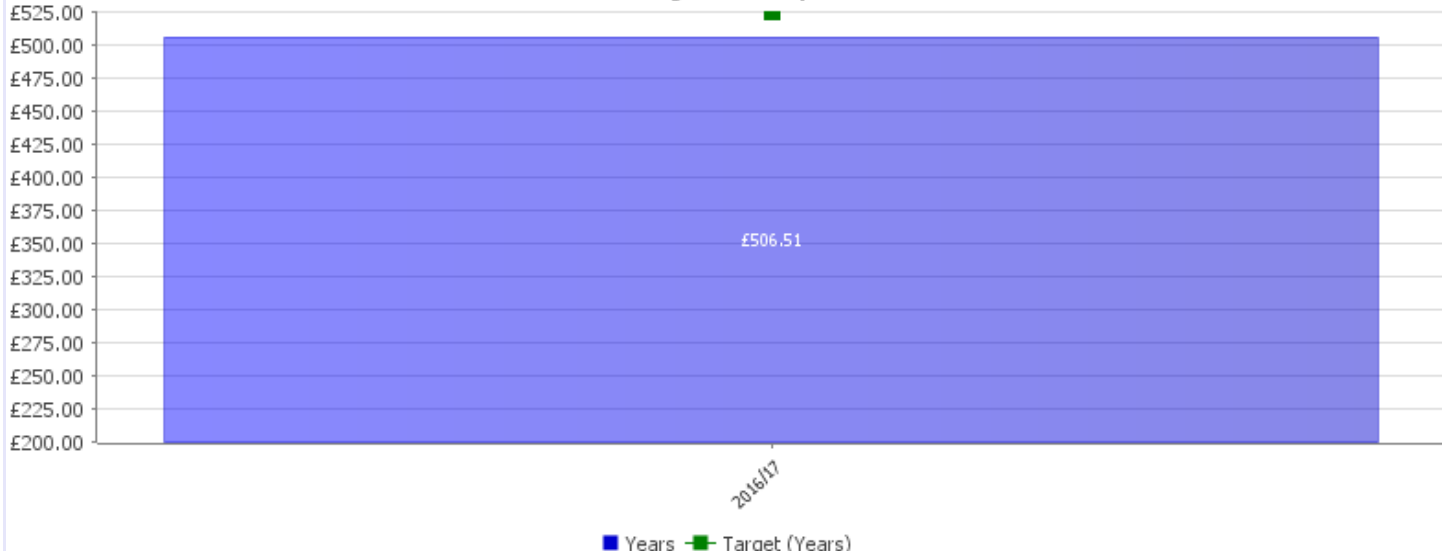


2016/2017 - Sickness levels have remained below the corporate level for all seven months from September 2016 to March 2017 following the implementation of the Adult Learning Team from 1st September 2016.

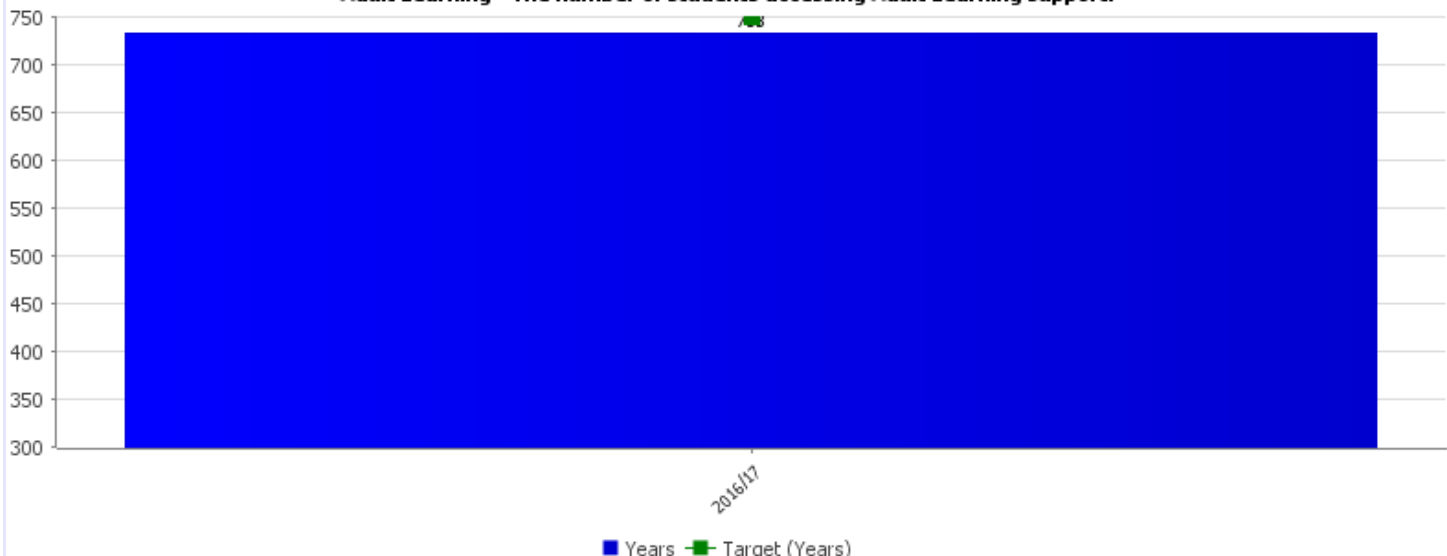

Sickness levels are monitored on a monthly basis and the service takes the appropriate action in compliance with the Council's Sickness Absence Policy and procedures to manage all periods of absence.

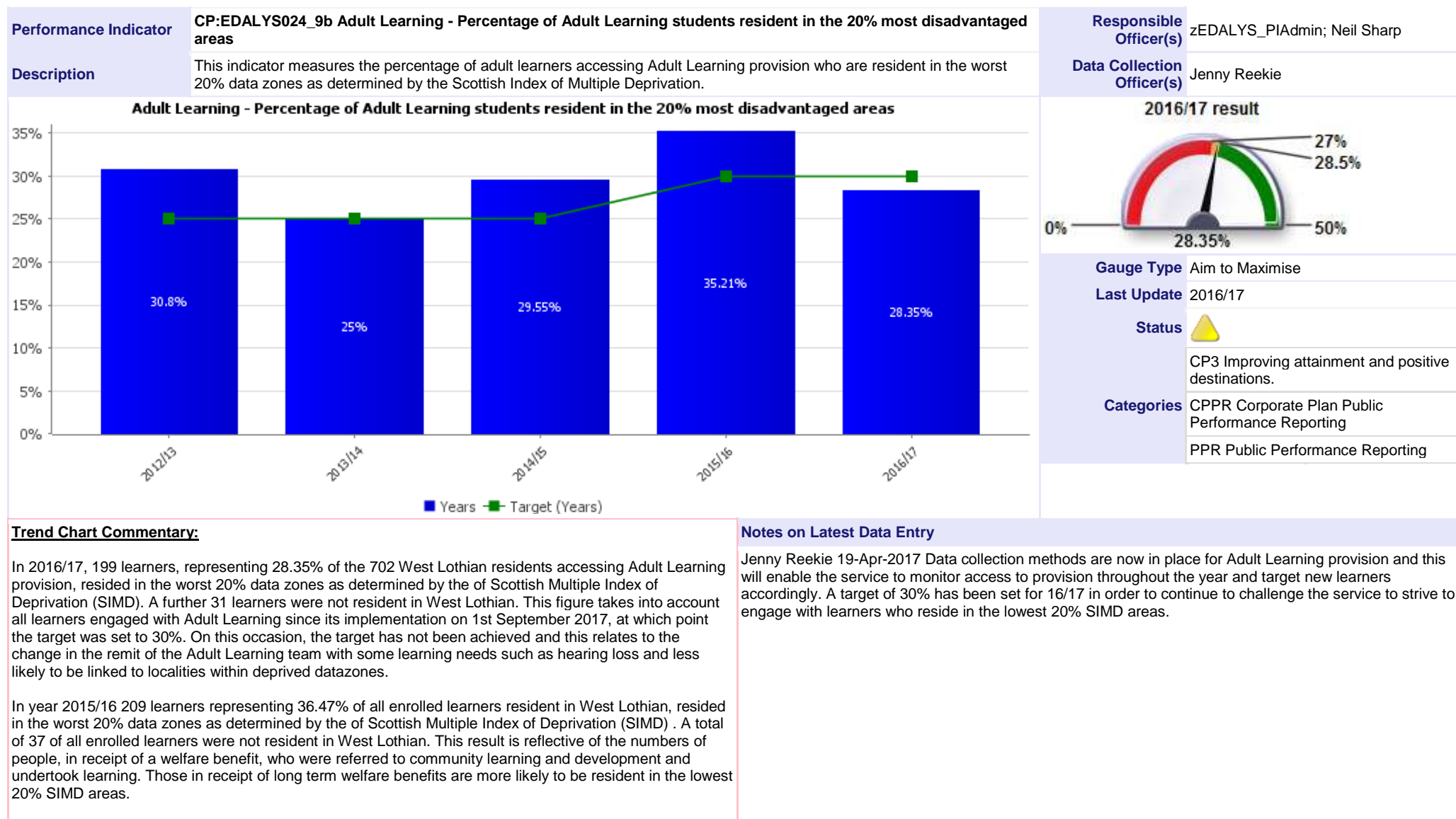
The target for 2016/17 was set using the corporate target of 3.6% and will remain at this level for 2017/18.

| Document(s) | |
|------------------|---|
| Formula Guidance | Number of recorded absences per month from employees within Adult Learning services expressed as %. |
| Data Source | Date received monthly from HR, based on weekly absence return. Report saved to meridio Performance Management |

| | | | | | |
|---|---|--|---|----------------------------|--|
| Performance Indicator | EDALYS021_7b.2 Adult Learning - Percentage of staff receiving their Appraisal and Development Review (ADR) on time. | | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | |
| Description | Percentage of staff receiving their Appraisal Development Review (ADR) as well as receiving a formal face to face meeting with their line manager to discuss performance and related development requirements. The results of ADR completion levels are analysed in order to ensure employees are receiving formal one-to-one time focussing on performance review with their line manager. | | Data Collection Officer(s) | Jenny Reekie | |
| <div>Adult Learning - Percentage of staff receiving their Appraisal and Development Review (ADR) on time.</div>  <p>■ Years ■ Target (Years)</p> | | | <div>2016/17 result</div>  <div><div>Gauge Type</div>Aim to Maximise</div> <div><div>Last Update</div>2016/17</div> <div><div>Status</div></div> <div><div>Categories</div>WLAM</div> | | |
| <div>Trend Chart Commentary:</div> <div>2016/17 - 100% of the 21 members of staff in the Adult Learning team received an Appraisal Development Review alongside a formal face to face meeting. This meets the corporate target of 100%.</div> | | | <div>Notes on Latest Data Entry</div> | | |
| Document(s) | | | | | |
| Formula Guidance | All staff within the Adult Learning service receive annual PRPDP with their Line Manager. | | | | |
| Data Source | Annual review forms completed, signed by supervisor and member of staff. Scanned to Meridio saved to performance file. | | | | |

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|--|--|---|--|--|--|
| Performance Indicator | | EDALYS022_9a.1c Adult Learning - Unit cost per learner. | | Responsible Officer(s) zEDALYS_PAdmin; Neil Sharp | |
| Description | | This performance indicator measures the unit cost per adult learner and is calculated by dividing the annual service cost by the total number of learners. This indicator helps to identify trends regarding the efficiency of the services and helps inform management decisions on resource allocation. | | Data Collection Officer(s) Jenny Reekie | |
| <div><p>Adult Learning - Unit cost per learner.</p><p>£525.00 £500.00 £475.00 £450.00 £425.00 £400.00 £375.00 £350.00 £325.00 £300.00 £275.00 £250.00 £225.00 £200.00</p><p>£506.51</p><p>2016/17</p><p>■ Years ■ Target (Years)</p></div> | | | | <div><p>2016/17 result</p><p>£530.25 £540.75 £200.00 £506.51 £725.00</p><p>Gauge Type Aim to Minimise Last Update 2016/17 Status  Categories WLAM</p></div> | |
| Trend Chart Commentary: <p><u>2016/17</u> - The unit cost per learner for the period 1st September 2016 to 31st March 2017 is £506.51, achieving the target of £525. This figure only represents 7 months of delivery and is based on service transactions within that period divided the total number of learners.</p> <p>This is a new PI following the implementation of the Adult Learning Team on 1st September 2016 therefore there is no historic data. The target set for 2017/18 is £525, it is expected that the unit cost will increase as the 2016/17 figure doesn't account for learners that remain within provision for the full year.</p> | | | | Notes on Latest Data Entry | |
| Document(s) | | | | | |
| Formula Guidance | | | | | |
| Data Source | | | | | |

| | | | | | | | | | | | |
|--|---|---|------------------------------|------------|-----------------|-------------|---------|--------|---|------------|------|
| Performance Indicator | EDALYS023_9a.2a Adult Learning - The number of students accessing Adult Learning support. | Responsible Officer(s) | zEDALYS_PIAAdmin; Neil Sharp | | | | | | | | |
| Description | This performance indicator shows the number of adults who accessed learning through the Adult Learning team. Adult Learning offer targeted delivery which Delivers positive outcomes on health and wellbeing; supports digital and financial inclusion; improves accredited learning and wider achievement opportunities; works with parents, including family learning; and supports improved skills in literacy, numeracy and English for Speakers of Other Languages (ESOL). | Data Collection Officer(s) | Jenny Reekie | | | | | | | | |
| <div>Adult Learning - The number of students accessing Adult Learning support.</div>  <p>■ Years ■ Target (Years)</p> | | <div>2016/17 result</div>  <table><tr><td>Gauge Type</td><td>Aim to Maximise</td></tr><tr><td>Last Update</td><td>2016/17</td></tr><tr><td>Status</td><td>✔</td></tr><tr><td>Categories</td><td>WLAM</td></tr></table> | | Gauge Type | Aim to Maximise | Last Update | 2016/17 | Status | ✔ | Categories | WLAM |
| Gauge Type | Aim to Maximise | | | | | | | | | | |
| Last Update | 2016/17 | | | | | | | | | | |
| Status | ✔ | | | | | | | | | | |
| Categories | WLAM | | | | | | | | | | |
| <div>Trend Chart Commentary:</div> <p>2016/17 733 learners engaged with the Adult Learning team within the period 1st September 2016 to 31st March 2017. This year's target of 750 was not achieved due to the shortened period for data collection.</p> <p>This is a new PI following the implementation of the Adult Learning Team on 1st September 2016 therefore there is no historic data. The target set for 2017/18 is 850.</p> | | <div>Notes on Latest Data Entry</div> | | | | | | | | | |
| Document(s) | | | | | | | | | | | |
| Formula Guidance | | | | | | | | | | | |
| Data Source | | | | | | | | | | | |



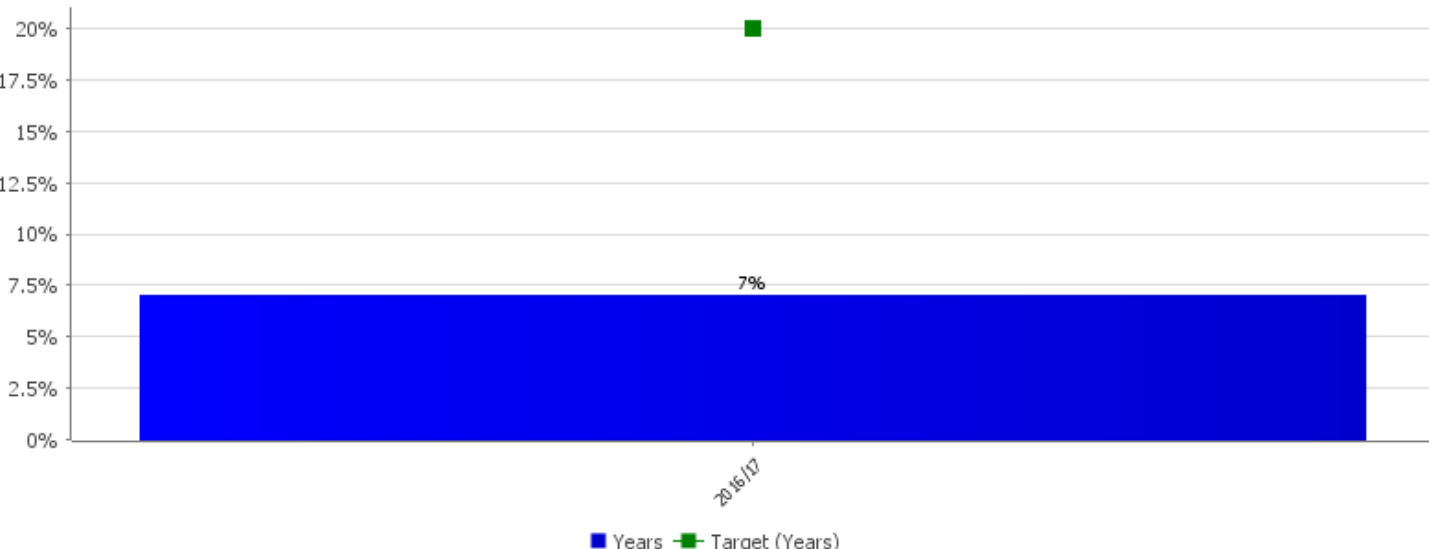


In year 2014/15 186 learners, representing 29.55% of all enrolled learners resident in West Lothian, resided in the worst 20% data zones as determined by the of Scottish Multiple Index of Deprivation.

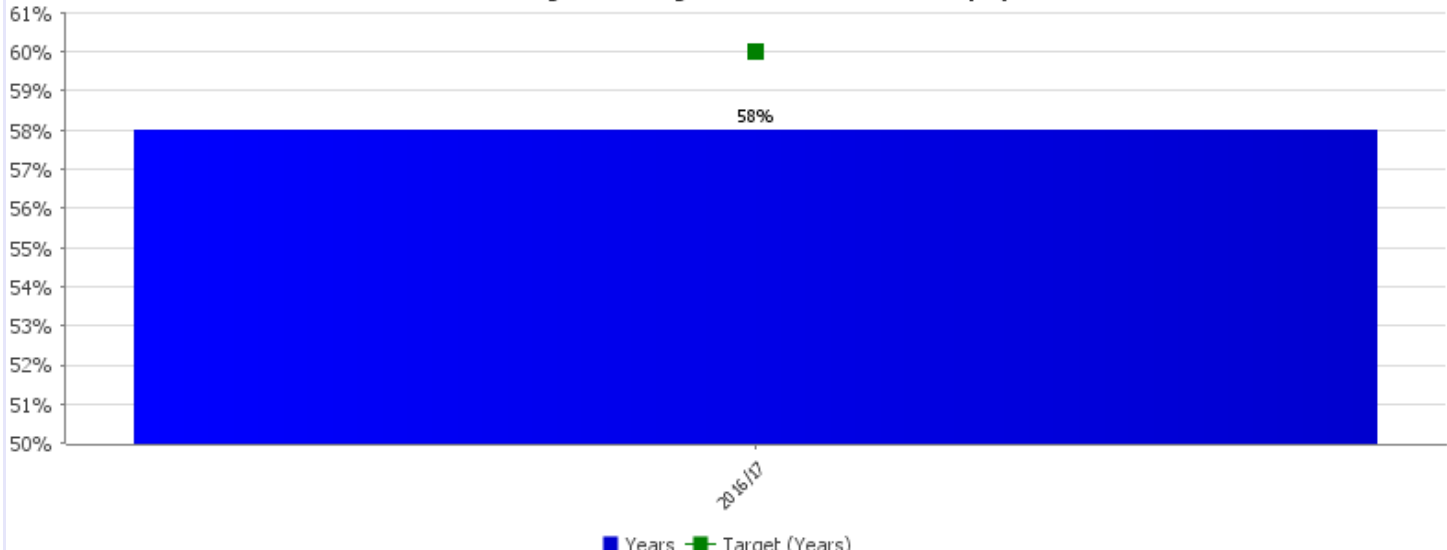


Year 2013/14 234 learners, representing 24.69% of all enrolled learners resident in West Lothian, resided in the worst 20% data zones as determined by the of Scottish Multiple Index of Deprivation.

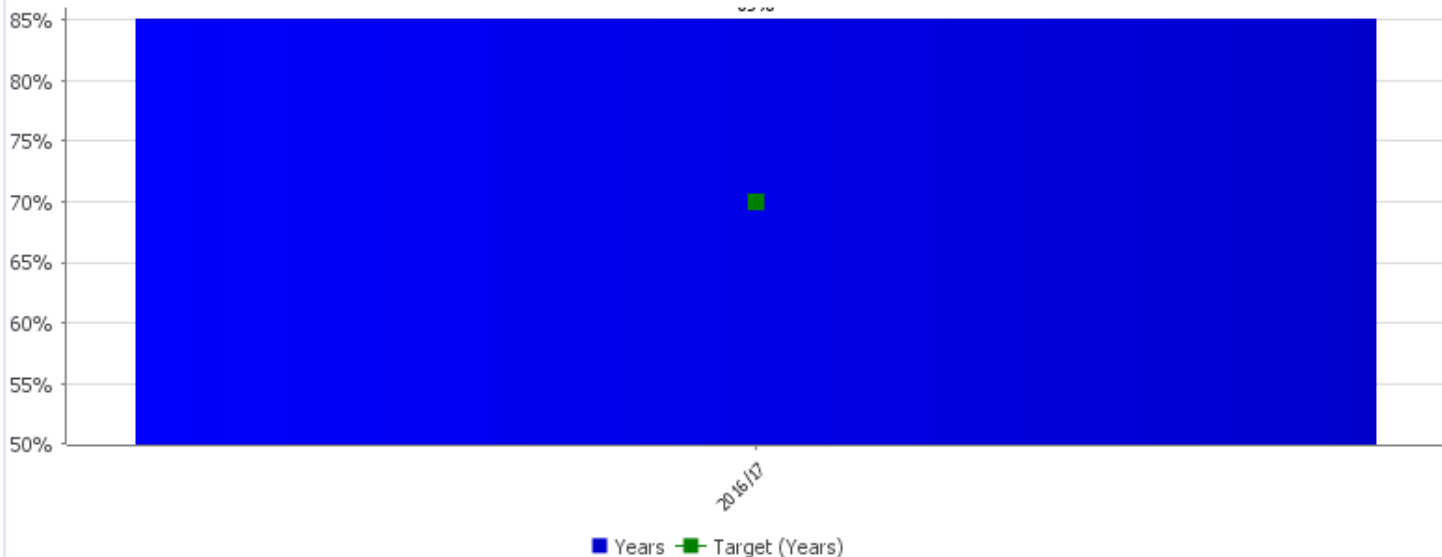


Year 2012/13 recorded only those enrolled to gain a Scottish Qualification Authority award. This totalled 115 learners and the result of 30.8% represented 36 learners from this total.

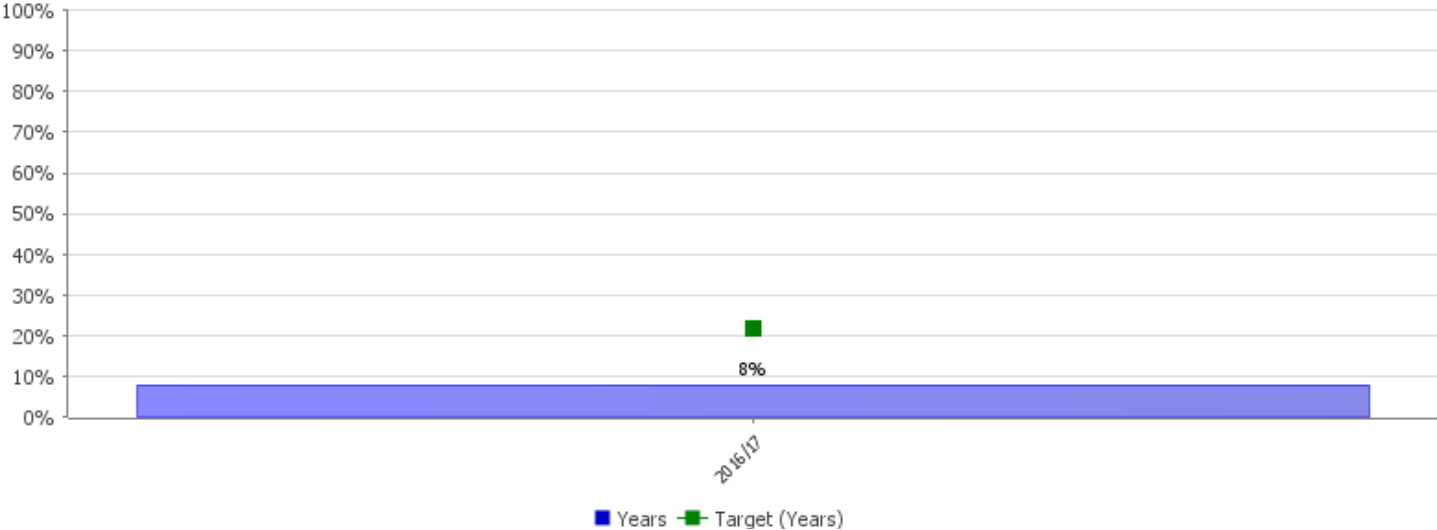


For 2017/2018, the target remains at 30% to encourage further targeting of provision to those experiencing multiple areas of deprivation. Analysis of data from 2016/17 and throughout 2017/18 will support the targeting of provision to ensure that learners in areas of multiple deprivation are supported to access provision.

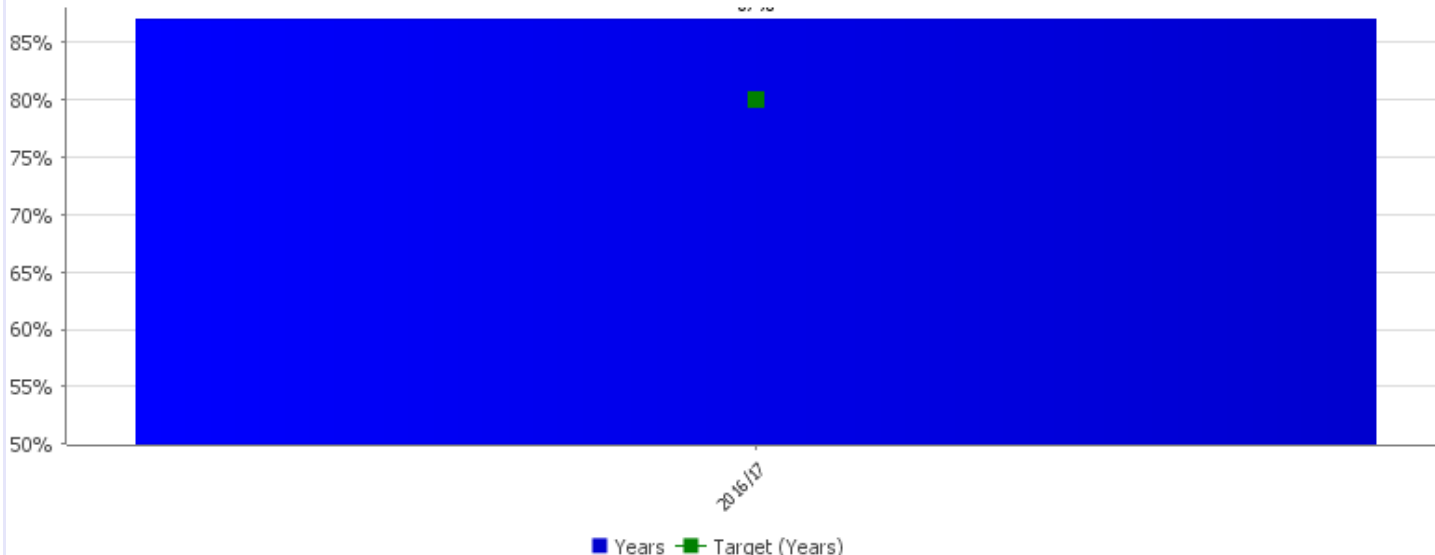


| | |
|-------------------------|---|
| Document(s) | |
| Formula Guidance | Number of registered learners resident in West Lothian who's postcode identifies them as living within West Lothian and in the lowest 20% of Datazones. This generates the percentage of all learners resident within the county. |
| Data Source | Enrolment registers held on EDRMS. Data from master register also provides course type, gender, age and ethnicity of learners. |

| Performance Indicator | EDALYS025_9b.1a Adult Learning - Percentage of Adult Learning students achieving accreditation. | | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | | | | | | | | | | | | | |
|---|---|--|---------------------------------------|----------------------------|-------|----|----------------|-----|---|--|--|-------|----|-----|-------|----|------|
| Description | This indicator measures the percentage of adult learners who achieve a relevant qualification as part of their learning activity. Relevant accreditation includes core skills, ESOL, IT and health qualifications and Youth and Adult Achievement Awards, contributing to increased confidence and enhanced employability skills. | | Data Collection Officer(s) | Jenny Reekie | | | | | | | | | | | | | |
| <div>Adult Learning - Percentage of Adult Learning students achieving accreditation.</div>  <table border="1"><thead><tr><th>Category</th><th>Value</th></tr></thead><tbody><tr><td>Years</td><td>7%</td></tr><tr><td>Target (Years)</td><td>20%</td></tr></tbody></table> | | | Category | Value | Years | 7% | Target (Years) | 20% | <div>2016/17 result</div>  <table border="1"><thead><tr><th>Value</th></tr></thead><tbody><tr><td>0%</td></tr><tr><td>19%</td></tr><tr><td>19.4%</td></tr><tr><td>7%</td></tr><tr><td>100%</td></tr></tbody></table> <div><div>Gauge Type</div>Aim to Maximise</div> <div><div>Last Update</div>2016/17</div> <div><div>Status</div></div> <div><div>Categories</div>WLAM</div> | | | Value | 0% | 19% | 19.4% | 7% | 100% |
| Category | Value | | | | | | | | | | | | | | | | |
| Years | 7% | | | | | | | | | | | | | | | | |
| Target (Years) | 20% | | | | | | | | | | | | | | | | |
| Value | | | | | | | | | | | | | | | | | |
| 0% | | | | | | | | | | | | | | | | | |
| 19% | | | | | | | | | | | | | | | | | |
| 19.4% | | | | | | | | | | | | | | | | | |
| 7% | | | | | | | | | | | | | | | | | |
| 100% | | | | | | | | | | | | | | | | | |
| <div><div>Trend Chart Commentary:</div><div>2016/17 - 7% of the 733 adults who engaged in learning between 1st September 2016 and 31st March 2017 gained a qualification. This does not meet the target of 20% because the data doesn't cover a full year's delivery with an imbalance throughout the year of when learners achieve a qualification. A greater number of learners achieve accreditation in June than at any other time in the year and this wasn't covered in the period since the implementation of Adult Learning. The 2017/18 PI will collect data for the full period and an increase can be expected.</div><div>This is a new PI following the implementation of the Adult Learning Team on 1st September 2016 therefore there is no historic data. The target set for 2017/18 is 20%.</div></div> | | | <div>Notes on Latest Data Entry</div> | | | | | | | | | | | | | | |
| Document(s) | | | | | | | | | | | | | | | | | |
| Formula Guidance | | | | | | | | | | | | | | | | | |
| Data Source | | | | | | | | | | | | | | | | | |

| Performance Indicator | EDALYS026_9b.1a Adult Learning - Percentage of learners who are unemployed. | | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | | | | | | | | | | | | | |
|---|--|--|---------------------------------------|----------------------------|---------|-----|--|--|--|--------|-------|---------------|-----|--------|-----|-----------------|-------|
| Description | This performance indicator measures the percentage of learners who are unemployed. Through a targeted approach, working with appropriate referral agencies, Adult Learning engages with unemployed individuals to progress towards gaining employment. | | Data Collection Officer(s) | Jenny Reekie | | | | | | | | | | | | | |
| <div>Adult Learning - Percentage of learners who are unemployed.</div>  <table border="1"><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2016/17</td><td>58%</td></tr></tbody></table> | | | Year | Percentage | 2016/17 | 58% | <div>2016/17 result</div>  <table border="1"><thead><tr><th>Metric</th><th>Value</th></tr></thead><tbody><tr><td>Actual Result</td><td>58%</td></tr><tr><td>Target</td><td>60%</td></tr><tr><td>Previous Result</td><td>55.8%</td></tr></tbody></table> <div><div>Gauge Type</div><div>Aim to Maximise</div><div>Last Update</div><div>2016/17</div><div>Status</div><div></div><div>Categories</div><div>Management</div></div> | | | Metric | Value | Actual Result | 58% | Target | 60% | Previous Result | 55.8% |
| Year | Percentage | | | | | | | | | | | | | | | | |
| 2016/17 | 58% | | | | | | | | | | | | | | | | |
| Metric | Value | | | | | | | | | | | | | | | | |
| Actual Result | 58% | | | | | | | | | | | | | | | | |
| Target | 60% | | | | | | | | | | | | | | | | |
| Previous Result | 55.8% | | | | | | | | | | | | | | | | |
| <div><div>Trend Chart Commentary:</div><div>2016/17 - 58% of the 619 working aged learners were unemployed. This is based on the period from 1st September 2016 to 31st March 2017. The target set was not achieved, this is due to the variation in employability status of learners accessing different types of learning. The lowest percentage of unemployed learners is for those attending ESOL and Health and Wellbeing courses (both 43%) compared to 82% unemployed learners accessing literacies learning.</div><div>This is a new PI following the implementation of the Adult Learning Team on 1st September 2016 therefore there is no historic data. The target set for 2017/18 remains at 60%.</div></div> | | | <div>Notes on Latest Data Entry</div> | | | | | | | | | | | | | | |
| Document(s) | | | | | | | | | | | | | | | | | |
| Formula Guidance | | | | | | | | | | | | | | | | | |
| Data Source | | | | | | | | | | | | | | | | | |

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|--|--|---|----------------------------|
| Performance Indicator | EDALYS027_9b.1c Adult Learning - Percentage of learners initially engaging with the service who commence a learning opportunity. | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp |
| Description | This performance indicator measures the percentage of learners initially engaging with the service, through an appointment with a team member or by attending a group sign-up session, who go on to commence a learning opportunity. This helps to identify attendance trends demonstrating the removal of barriers to learning. | Data Collection Officer(s) | Jenny Reekie |
| <p>Adult Learning - Percentage of learners initially engaging with the service who commence a learning opportunity.</p>  <p>■ Years ■ Target (Years)</p> | | <p>2016/17 result</p>  <p>Gauge Type Aim to Maximise</p> <p>Last Update 2016/17</p> <p>Status </p> <p>Categories Management</p> | |
| <p>Trend Chart Commentary:</p> <p>2016/17 - 85% of the 547 learners who engaged with the service from 1st September 2016 to 31st March 2017 went on to commence learning. This achieves the initial target set of 70%.</p> <p>This is a new PI following the implementation of the Adult Learning Team on 1st September 2016 therefore there is no historic data. The target set for 2016/17 is increased to 80%.</p> | | <p>Notes on Latest Data Entry</p> | |
| Document(s) | | | |
| Formula Guidance | | | |
| Data Source | | | |

| | | | | | |
|--|---|--|---|---|--|
| Performance Indicator | EDALYS028_9b.1c Adult Learning - Percentage of working age Adult Learning students progressing to a positive destination of further learning, training, volunteering or paid employment. | | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | |
| Description | This indicator measures the percentage of working age adult learners (aged 16-65) improving their employability by progressing to one or more positive destinations from further learning, training, volunteering or paid employment. | | Data Collection Officer(s) | Jenny Reekie | |
| Adult Learning - Percentage of working age Adult Learning students progressing to a positive destination of further learning, training, volunteering or paid employment. | | | 2016/17 result | | |
|  | | |  | | |
| | | | Gauge Type | Aim to Maximise | |
| | | | Last Update | 2016/17 | |
| | | | Status |  | |
| | | | Categories | WLAM | |
| Trend Chart Commentary: 2016/17 - 8% of the 624 working age adults progressed onto one or more positive destination. This does not meet the target set of 22%. Processes will be put in place to ensure that all learners progression is tracked through the use of group and individual learning plans, with outcomes recorded through CRM. Learning pathways are also being developed to ensure smoother progression to further education opportunities. This is a new PI following the implementation of the Adult Learning Team on 1st September 2016 therefore there is no historic data. The target set for 2017/18 is 12%. | | | Notes on Latest Data Entry | | |
| Document(s) | | | | | |
| Formula Guidance | | | | | |
| Data Source | | | | | |

| | | | | | |
|--|---|--|--|----------------------------|--|
| Performance Indicator | EDALYS029_9b.1c Adult Learning - Percentage of Adult Learning students improving skills relating to their personal learning goals. | | Responsible Officer(s) | zEDALYS_PAdmin; Neil Sharp | |
| Description | This indicator measures the percentage of adult learners who make progress towards their personal learning goals by improving related knowledge, skills and understanding. Learning goals relate to individual or group learning activities including digital and financial inclusion, literacy, numeracy , ESOL, lipreading and health and well-being. | | Data Collection Officer(s) | Jenny Reekie | |
| <div>Adult Learning - Percentage of Adult Learning students improving skills relating to their personal learning goals.</div>  <p>■ Years ■ Target (Years)</p> | | | <div>2016/17 result</div>  <p>50% 87% 100%</p> <p>76% 77.6%</p> <div><div>Gauge Type</div><div>Aim to Maximise</div></div> <div><div>Last Update</div><div>2016/17</div></div> <div><div>Status</div><div></div></div> <div><div>Categories</div><div>WLAM</div></div> | | |
| <div>Trend Chart Commentary:</div> <p>2016/17 - 87% of the 733 adult learners accessing learning opportunities between 1st September 2016 and 31st March 2017 made progress towards their personal learning goals. This achieves the target set of 80%.</p> <p>This is a new PI following the implementation of the Adult Learning Team on 1st September 2016 therefore there is no historic data. The target set for 2017/18 is 85%. This increase challenges the team to continue to support learners to set, work towards and evaluate personal learning goals.</p> | | | <div>Notes on Latest Data Entry</div> | | |
| Document(s) | | | | | |
| Formula Guidance | | | | | |
| Data Source | | | | | |

CULTURE AND LEISURE PDSP WORKPLAN

| | TITLE | PURPOSE | LEAD OFFICER | FREQUENCY | PDSP | COUNCIL EXECUTIVE |
|----|---|---|-------------------|-----------|----------|-------------------|
| 1 | Performance Report – Community Arts | To provide an update on Community Arts activities and performance and highlight notable achievements and developments. | Laura Tyrrell | Bi-annual | 12/10/17 | No |
| 2 | Performance Report – Libraries | To provide an update on the performance and achievements of the Library and Heritage Services over the previous six months. | Ann Marie Vance | Bi-annual | 12/10/17 | No |
| 3 | Update on LTS Plus | To update members on the learning to swim programme. | Sheila McEwan | Yearly | 12/10/17 | No |
| 4 | Performance Report – Community Youth Services | To provide an update on progress with the delivery of the management plan in relation to community youth services. | Beverley Akinlami | Bi-annual | 12/10/17 | No |
| 5 | Performance Report – Adult Learning | To provide an update on progress on service delivery as per the Management Plan. | Jenny Reekie | Bi-annual | 12/10/17 | No |
| 6 | Twinning Report | To provide an update on Twinning programme and exchange with our partners. | Steven Gray | Bi-annual | 01/02/18 | Yes |
| 7 | Scottish Book Week | To highlight the range of activities. | Ann Marie Vance | Yearly | 01/02/18 | No |
| 8 | Youth Music Initiative Application | To report on the annual YMI Funding application to Creative Scotland. | Laura Tyrrell | Yearly | 01/02/18 | No |
| 9 | Performance Report – Community Arts | To provide an update on Community Arts activities and performance and highlight notable achievements and developments | Laura Tyrrell | Bi-annual | 21/06/18 | No |
| 10 | Performance Report – Libraries | To provide an update on the performance and achievements of the Library and Heritage Services over the previous six months. | Ann Marie Vance | Bi-annual | 21/06/18 | No |

DATA LABEL : OFFICIAL

CULTURE AND LEISURE PDSP WORKPLAN

| | | | | | | |
|----|---|--|-------------------|-----------|----------|-----|
| 11 | Twinning Report | To provide an update on Twinning programme and exchange with our partners. | Steven Gray | Bi-annual | 21/06/18 | Yes |
| 12 | Management Plan – Housing Building and Community Services | To report on main activities and actions to be delivered by the service in 2017/18. | Alistair Shaw | Yearly | 21/06/18 | No |
| 13 | Performance Report – Community Youth Services | To provide an update on progress with the delivery of the management plan in relation to community youth services. | Beverley Akinlami | Bi-annual | 21/06/18 | No |
| 14 | Performance Report – Adult Learning | To provide an update on progress on service delivery as per the Management Plan. | Jenny Reekie | Bi-annual | 21/06/18 | No |
| 15 | Arts Grant | To update panel on the Arts Grant Scheme and the grants awarded in the previous year. | Laura Tyrrell | Yearly | 21/06/18 | No |
| 16 | Sports Grant | To update panel on the Sports Grant Scheme and the grants awarded in the previous year. | Paul Stark | Yearly | 21/06/18 | No |