Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

2 April 2014

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 8 April 2014** at **10:00 a.m**.

For Chief Executive

BUSINESS

Public Session

1.   Apologies for Absence

2.   Order of Business, including notice of urgent business

3.   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.

4.   Confirm Draft Minute of Meeting of Education Policy Development and Scrutiny Panel held on Tuesday 25 February 2014 (herewith)

5.   Primary School Accommodation - Armadale - Report by Head of Schools with Education Support (herewith)

6.   SEEMiS Shared Service - Report by Head of Schools with Education Support (herewith)

7.   Extension to Free Breakfast Provision - Progress Report - Report by Head of Schools with Education Support (herewith)

8.   Education Services Management Plan - Report by Head of Schools with Education Support and Head of Education (Quality Assurance) (herewith)

9.   Implementation of the New Highers - Report by Head of Education (Quality Assurance) (herewith)

10.   Timetable of Meetings 2014-2015 (herewith)

11.   Workplan 2013-14 (herewith)

NOTE   **For further information please contact Elaine Dow on 01506 281594 or email elaine.dow@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE , on 25 FEBRUARY 2014.

Present – Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, John McGinty, Andrew Miller and Jim Walker; Appointed Representatives: Myra MacPherson, Lynne McEwen, Graham Stormont and Alan Wright (substituting for Eric Lumsden)

Apologies – Appointed Representatives - Elsie Aitken, John Hendrie and Eric Lumsden and Senior Peoples' Forum Representative – Elizabeth Hands

1.   DECLARATIONS OF INTEREST

        Agenda Item 12 (Active Schools Performance Management Review Term 1) – Lynne McEwen declared a non-financial interest in that her daughter was an Active Schools Co-ordinator but would participate in the item of business.

2.   MINUTE

        The Panel confirmed the Minute of its meeting held on 7 January 2014 as a correct record. The Minute was thereafter signed by the Chair.

3.   2012 BASE SCHOOL FORECASTS

        The Panel considered a report (copies of which had been circulated) by the Head of Planning and Economic Development advising of the 2012 base school forecast that would be used for future revenue and capital plans, pupil placement decisions, education planning and consultation and development plan consultations. The report also included an updated methodology summary.

        The Head of Planning and Economic Development explained that medium term primary and secondary school forecasts were critical elements in the forward planning of revenue and capital investment in West Lothian. The current base forecast covered a time range from school session 2012-13 with forecast school rolls from 2014-15 through to 2023-24. The housing component of the forecast was based on Audit 13.

        The 2012 Base had been updated with the 2013 school census and would also be updated when the session 2014 pupil placement applications for P1 and S1 were determined in late March 2014. There was also a requirement for ongoing monitoring to determine if revised methodological development were required and that any such changes were fit for purpose.

        The Head of Planning and Economic continued to advise that it was important to note that whilst the trend in primary school rolls was generally downward in the last decade, this was currently reversing, short term at

least, irrespective of economic conditions, as potential pupils had already been born and were living in West Lothian. Tracking pupil cohorts from birth to P1 entry indicated sustained growth in the short term and P1 intakes of a higher level than in previous years. And although the figures contained in the appendices attached to the report showed a reduction in the 2016 and 2017 P1 cohorts these cohorts were expected to increase before actual enrolment at P1 as exhibited by the current 2015 P1 intake cohort.

It was also likely that primary school rolls would increase and remain above the 2013 roll total of 14,888 for the next four years for demographic reasons irrespective of new housing development.

Information on the 2012 base school roll forecast was summarised in the report and whilst both secondary school roll forecasts showed some decline in the last two years of the forecast time period, the anticipated growth in the 2016 and 2017 cohorts could completely remove these current forecast reductions. It was also noted that the Base Auditable Forecast, as demonstrated in a series of appendices attached to the report, showed an increase in total primary rolls from 14,685 pupils in school session 2012-13 to 16,108 pupils in school session 2023-24.

In conclusion the forecasts showed a particular demand for school places with some schools likely to avoid the effect of school roll decline whilst others showed a significant increase/decrease. The council had recently completed a series of school consultations that had dealt with primary/secondary school associations and also primary school catchment boundary changes. Therefore ongoing school consultation and a review of education provision arrangements were essential to support the development plan at this time.

It was recommended that the Education Policy Development and Scrutiny Panel consider the content of the report and present the following recommendations to the Education Executive :-

   i.   Agree the forecast update on pupil rolls, including the assumptions and methodology applied in producing this data; and

   ii. Agree the school roll forecasts as being the basis for future education provision planning and consultation on development planning.

Decision

   1. To approve the terms of the report;

   2. Noted that an "Exception Report" would be brought to a future meeting of the Panel and that in the meantime would be added to the Work Plan; and

   3. Agreed to forward the report to the next appropriate meeting of the Education Executive with the recommendation that it be approved.

4.   PARTNERSHIP AGREEMENT WITH EDUCATION SCOTLAND

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) and Head of Schools with Education Support advising of a proposed Partnership Agreement with Education Scotland.

Education Scotland was committed to working more closely with all local authorities. To take this forward Education Scotland intended to establish a broad national agreement with all authorities over a period of time. Each agreement would be unique to every authority and would form the basis of the work Education Scotland would undertake within each authority.

West Lothian's Partnership Agreement for session 2013-14 was developed with Education Scotland and was attached to the report at Appendix 1.

The partnership agreement :-

- Would be aligned with council priorities and Education Scotland objectives;

- Would have clear, measurable outcomes that would have a positive impact on all learners; and

- Would engage all staff within schools (and other partners) in collaborative work to extend the skills base in our schools.

There were four priorities detailed in the partnership agreement and these were summarised as follows :-

- ❖ Develop a curriculum framework from 3-18 to ensure consistency in approach across all schools. This would include ensuring progression at all stages but in particular from the broad general education into the senior phase;

- ❖ Improve collaborative working within and between schools to enable greater consistency in the learning experiences for children and young people;

- ❖ Build capacity in schools and staff to carry out self evaluation that was rigorous, accurate and positively impacted on outcomes for children and young people; and

- ❖ To improve the quality of education provision as evidenced in Education Scotland inspections and school Validated Self-Evaluations (VSE). This priority was linked to improving the skills of all staff in self evaluation.

The new partnership approach was recommended since it would ensure that there continued to be a clear focus on improved outcomes for children and young people.

It was recommended that the Panel note the report and recommend to the Education Executive that it approve the Partnership Agreement with Education Scotland.

Decision

1. To approve the terms of the report;

2. Noted that the Partnership Agreement for 2014-15 would be presented to a future meeting of the Panel; and

3. Agreed to forward the report to the next appropriate meeting of the Education Executive with the recommendation that it be approved.

5. SCHOOL ESTATE PERFORMANCE 2012-2013 - CONDITION & SUITABILITY

The Panel considered a joint report (copies of which had been circulated) by the Head of Finance and Estates and Head of Schools with Education Support providing an update on the condition and suitability of the school estate for 2012-13 on the basis of the latest audited figures.

The report advised that within the school estate there were 96 establishments consisting of 66 primary school (including 3 PPP and 2 co-located schools), 11 secondary schools (including 5 PPP), 5 additional support needs schools and 14 nursery schools. The school estate extended to approximately 303,899m^2.

Within the school estate the following project milestones and planned improvements were key highlights during 2012-13:-

- Meldrum Primary School completed;

- Uphall Station and Pumpherston Primary School completed;

- New Woodmuir Primary School and Community Space started on site (completed by August 2014);

- Burnhouse School Campus Improvements Phase 1 completed;

- West Calder High School Undercroft refurbishment completed; and

- Funding secured for West Calder High School extension for new PE Facilities and Planned Improvements from the Scottish Government.

With regards to the Condition of the School Estate overall, it was measured as outlined in Appendix 1 attached to the report. Condition was also reported on an annual basis to the Scottish Government as part of the council's School Estate Core Facts submission. It was also to be noted that Core Facts nursery schools were not submitted. However nursery schools were considered in the council's measure of condition

across the school estate. Overall condition based on gross internal floor area in satisfactory or better condition was currently 98.8% (2012-13) which was an increase from 97.5% in 2011-12.

With regards to Suitability of the School Estate this was measured as outlined in Appendix 2 attached to the report. Suitability was also reported on an annual basis to the Scottish Government as part of the council's School Estate Core Facts submission. It was also to be noted that Core Facts nursery schools were not submitted. However nursery schools were considered in the council's measure of condition across the school estate. Overall Suitability was based on the total number of schools considered satisfactory or better in terms of suitability. Those considered satisfactory or better in terms of suitability totalled 91 and represented 94.8% of the estate for 2012-13 which was an increase from 92.7% in 2011-12.

It was proposed that the reporting of performance on the School Estate for condition, suitability and other performance measures as detailed in the approved Property Asset Management Plan 2013-14 to 2017-18 be provided to the Panel on an annual basis at the same time as reporting wider property portfolio performance to ensure the inclusion of the latest audited performance figures. On this basis a further report would be presented to the Panel in the Autumn of 2014.

It was recommended that the Panel note :-

i.   The overall property condition of the School Estate for 2012-13;

ii.   The overall property suitability of the School Estate for 2012-13; and

iii. The proposed reporting arrangements for the School Estate Property Performance for future years.

Decision

1. Noted the contents of the report; and

2. Noted that the future report would contain further details of the feasibility studies that would be undertaken on Peel Primary School, Carmondean Primary School and Broxburn Academy.

6.   STATISTICS FOR SCHOOLS - PUPIL TEACHER RATIOS

The Panel considered a report (copies of which had been circulated) by the Head of Schools with Education Support advising of the statistics published by the Scottish Government in relation to pupil teacher ratios and class size reduction as per the annual census in publicly funded schools in Scotland conducted on 18 September 2013, details of which were attached to the report at Appendix 1.

The Head of Schools with Education Support explained that the Scottish Government required all local authorities to provide information in relation to pupils and teachers in publicly funded schools on an annual basis with

the census being undertaken in September each year. The results of the latest census were published on 11 December 2013.

The pupil teacher ratio for West Lothian Council in 2013 was 14:1 and compared favourably with the ratios being provided by other local authorities of a similar size. Pupil teacher ratios in 2013 across Scotland ranged from 12:4 to 14:8 (disregarding island authorities) with the average being 13:5. The pupil teacher ratio in West Lothian met the commitment made as part of the local government settlement for 2012-2015 to maintain teacher numbers in line with pupil numbers.

Additionally the percentage of P1-P3 pupils in classes of 18 pupils or less or in two teacher classes with a pupil teacher ratio of 18 or less was 20.8% for West Lothian schools in 2013. This percentage varied considerably between local authorities with the existence of a large number of small schools in some areas as one of the main reasons for this. The national level for 2013 was 13.6%.

In conclusion West Lothian Council's statistics for pupil teacher ratio and class size reduction compared favourably with similar local authorities and reflected the high level of investment in early education in West Lothian.

Decision

1. Noted the contents of the report; and

2. Agreed that the statistics specifically to West Lothian would be circulated to all Panel Members.

7.   EDUCATIONAL OUTCOMES OF LOOKED AFTER CHILDREN (LAC)

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing national and local performance information of the educational outcomes for West Lothian's Looked After Children (LAC).

The Head of Education (Quality Assurance) advised that in June 2013, the Scottish Government published official statistics, which summarised the Educational Outcomes for Scotland's Looked After Children 2011-12. The publication contained statistics linking Looked After Children's data provided by local authority social work service departments with education data provided by publicly funded schools, the Scottish Qualifications Authority (SQA) and Skills Development Scotland (SDS).

The publication presented key findings on a range of educational outcomes for children and young people who were looked after continuously during the 12 month period, in different types of care placements and for pupils with multiple care placements.

The report provided national and local authority statistics and information comparing West Lothian statistics with comparator councils had also been included; comparator authorities were North Lanarkshire, South Lanarkshire, Fife, Clackmannanshire and Midlothian.

A series of charts were attached to the report and the report summarised the main findings under the headings of Attendance, Exclusion, Attainment and Positive Destinations.

The report also provided details of a number of strategies which were being employed and which contributed to improvements and these included :-

- Enterprise group work activities;

- Primary 7 transition group work;

- A *Give us a Break* group work (a grief and loss programme)

- Involvement in the *My Netopian* project.

The report concluded that the statistical evidence indicated that West Lothian had achieved better outcomes than both the national average and the average for our comparator authorities in the areas of attendance, average educational tariff scores and positive destinations. However areas identified for further analysis and action within West Lothian included a focus on reducing exclusions and on increasing the proportion of Looked after Children and young people who moved onto sustained positive destinations.

The Panel were asked to note the positive educational outcomes of West Lothian's Looked after Children compared to national and comparator statistics.

Decision

1. Noted the contents of the report; and

2. Welcomed the work being done to assist Looked after Children and Young People in West Lothian.

8.   YOUTH MUSIC INITIATIVE YEAR 12 - PROPOSED PROGRAMME

The Panel considered a report (copies of which had been circulated) by the Head of Area Services advising of progress with the Youth Music Initiative (YMI) Year 12 application to Creative Scotland who granted funding for YMI.

The Head of Area Services explained that Youth Music Initiative funding enabled schools to meet the Scottish Government target that "*all school children in Scotland should have access to 12 hours free music tuition by the time they reach Primary 6*". This target was met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian

Community Arts successfully applied to Creative Scotland for Year 11 funding for the YMI programme for 2013-14 and received the maximum

award available of £246,228. This year's programme would run from August 2014 to June 2015 and would include 13 individual projects, details of which were summarised in the report, and would include investment in management, promotion and travel subsidy. West Lothian's allocation for this year was once again £246,228.

All contracts had been advertised through Quick Quote with a response dates for quotes from suppliers of 25 January 2014. Contracts for the delivery of the projects detailed in the applications would be awarded following confirmation of funding. Subject to Education Executive approval the Year 12 application would be submitted to Creative Scotland by the deadline date of 20 March 2014.

The Head of Area Services continued to advise that the projects outlined in the YMI application would be extremely beneficial to the young people who would participate, providing opportunities for them to work closely with professional musicians, creating performance opportunities and develop their listening, creative and critical thinking skills. They would also develop self confidence and self esteem as well as having an enjoyable experience.

In conclusion Community Arts would deliver and manage the 2014-15 YMI programme which would make a significant contribution to enabling participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music-making activities.

It was recommended that the Panel note the report and recommend to the Education Executive that it approve the proposal for submission to Creative Scotland.

Decision

1. Noted the contents of the report; and

2. Agreed that the report be submitted to the Education Executive with the recommendation that it be approved.

9.   NATIONAL QUALIFICATIONS UPDATE

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing an update on the new National Qualifications.

The Head of Education (Quality Assurance) explained that the new qualifications which were known as "Nationals" had been developed to support Curriculum For Excellence.

From August 2013 new qualifications were introduced by the Scottish Qualifications Authority (SQA). The final certification of Standard grade at the end of S4 took place in August 2013. The report then provided a table showing how the new National Qualifications would replace previous and existing qualifications.

For 2013-14 the new national 2, 3, 4 and 5 qualifications were being studied by pupils in S4. Learners in S5 and S6 would complete their educations with the existing qualifications at Intermediate, Higher and Advanced Higher Levels.

For 2014-15 the new Higher would be added to articulate from National 5. This would run alongside Access, Intermediate and the current Higher which would be certified for the last time. The new qualifications would be available for students in S4 and S5.

For 2015-16 the new advanced higher would be available and would take over from the old Advanced Higher.

The report continued to provide information on National 4 and 5 courses and their content and included information on National Literacy Units and the Life Skills Maths that would form part of the new system. It was also noted that with regards to internal assessment teams local authorities had nominated subject specialists to form internal assessment teams and would be supported by Principal Verifiers and Teams Leaders appointed by the SQA.

The Head of Education (Quality Assurance) also advised that from April 2014 the new "Results Services" would replace the Appeals Service for all National Qualifications where an exam or coursework contributed to a candidate's final grade. This would be in two parts :-

1)   Exceptional Circumstances Consideration

        This would assist candidates who could not sit an exam or whose performance in the exam could have suffered due to exceptional circumstances and whose school had relevant alternative evidence to support this.

2)   Post-Results Service

        Support would be offered where a school had concerns regarding a student's result. It would consist of a clerical and/or working review of the candidate's paper.

The results service would differ from the previous appeals process in that schools would no longer be able to submit evidence in an effort to improve a result. Results would only change if there had been a clerical or marking error.

In conclusion the new qualifications had been developed to support Curriculum for Excellence and the SQA had developed the new qualification which would help students demonstrate the knowledge and skills they had developed and enable them to prepare for further learning, training and employment.

Decision

Noted the contents of the report.

10.   ACTIVE SCHOOLS PERFORMANCE MANAGEMENT REVIEW TERM 1 2013-14

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) advising of progress made during Term 1 Academic year 2013-14, in Active Schools Performance.

The Panel were advised that Active Schools West Lothian worked together with organisations and individuals, including PE staff and Sports Development Officers to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools was a national programme delivered in partnership with sportscotland.

The national aims of Active Schools were :-

- More and higher quality opportunities to participate in sport in schools;

- Building capacity through the recruitment, retention and development of a network of volunteers; and

- Motivate and inspire children and young people to participate in sport.

The Head of Education (Quality Assurance) explained that local (Covalent) and national (ASMO) monitoring for Active Schools during academic year 2012-13 indicated a dip in performance across several Key Performance Indicators (KPI's). Although this was explained due to an absence of three Active Schools Co-ordinators as a result of maternity leave, it provided the impetus for a review of service provision to ensure outcomes would be met during academic session 2013-14.

Therefore two planning days were undertaken during July and August 2013 with all Active Schools staff to review practices undertaken towards achieving service KPI's. Areas of strength and areas for development were identified utilising a Total Quality Management (TQM) approach leading to identification of five key areas of work that would be highlighted within individual action plans for academic session 2013-14. All staff was asked to discuss and identify service targets that would provide a realistic increase in performance. This approach helped to provide an understanding for staff of how actions within individual clusters impacted on higher level performance towards West Lothian's Single Outcome Agreement.

These new agreed targets were included in each of the 11 cluster area Individual Action Plans for 2013-14 and as a result of the performance management review Active Schools had recorded a significant improvement across national and local outcomes in comparison to Term 1 August to December 2012-13, details of which were summarised in the report and included extracurricular sport and physical activity sessions for primary pupils and secondary students increased by 25% to 2,934 and participant sessions for curricular sport and activity taster sessions

increased by 18% to 18,293.

Decision

Noted the contents of the report

11.   SQA RESULTS 2013 POST-APPEAL

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) advising of the post-appeal performance of West Lothian pupils in Scottish Qualifications Authority (SQA) examinations in 2013.

The Head of Education (Quality Assurance) explained that the Panel had previously considered pre-appeal SQA results for 2013. Post-appeal results had now been published and a broad analysis was summarised in the report.

With regards to performance in S4 :-

- Overall performance at Standard Grade had shown an improvement over the five year period 2009 to 2013;

- The percentage of pupils attaining 5+ at each of Levels 3, 4 and 5 (Standard Grade Foundation, General and Credit or equivalent) had risen. All measures continued to be above both the national average and comparator authorities' average; and

- Following appeals, performance improved by 1% in relation to 5+ at Level 4 and by 2% at 5+ at Level 5. Figures for English at Level 3, Mathematics at Level 3 and English & Mathematics at Level 3 remained unchanged after appeals, details of which were demonstrated in a series of tables in the report.

With regards to performance in S5 :-

- Performance at Higher Grade had improved over the five year period 2009 to 2013;

- The percentages of pupils attaining passes had risen significantly over the five year period at each of 1+, 3+ and 5+ at Level 6 (Higher or equivalent). The increase at 1+ at Level 6 was from 41% to 50% which was a 22% increase. At 3+ at Level 6 it was from 21% to 29% an increase of 38% and at 5+ at Level 6 the increase was from 9% to 15% which was and increase of 67%;

- In comparison with pre-appeal results, performance improved by 1% at each of 1+ and 5+ at Level 6 and remained unchanged at 3+ at Level 6;

- Performance was now above comparator average at all three measures; and

- Performance was now above the national average at 1+ at Level 6 and 5+ at Level 6 and equal to the national average at 3+ at Level 6, details of which were outlined in a table in the report.

Other improvements were also detailed as follows :-

- The percentage of pupils attaining 1+ at Level 7 (Advanced Higher or equivalent) had risen from 12% to 18% in the five year period 2009 to 2013. This figure was the highest ever attained in West Lothian at 1+ Advanced Higher. It was now above both the national average and the comparator authorities average; and

- After appeals, performance improved by 1% at 1+ at Level 7, as outlined in a table in the report.

The Head of Education (Quality Assurance) continued to explain that the improvement achieved in West Lothian performance in SQA examinations was the result of an enhanced, strategic approach to raising attainment. Education Services had analysed carefully the SQA 2013 data and had taken a number of key actions to further improve levels of attainments and these were summarised in the report and included a more robust and challenging programme of monitoring levels of attainment, grouping of local schools which encouraged schools to collaborate more effectively by sharing staff expertise and a sharper focus on improving attainment at Higher Grade across key subject areas, including English, Mathematics and the Sciences.

In conclusion overall performance in SQA examinations continued to improve strongly and Education Services had taken and would continue to take appropriate actions to sustain and further develop levels of attainment.

Decision

1. Noted the terms of the report; and

2. Congratulated all the staff on the continuing improvement in SQA examination results.

12.   WORK PLAN

The Panel considered the contents of the Work Plan which would form the basis of the panel's work over the coming months.

Decision

Noted the contents of the Work Plan.

West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

PRIMARY SCHOOL ACCOMMODATION - ARMADALE

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of pressure on Primary School accommodation within Armadale town and outline a proposed temporary solution pending the delivery of additional permanent school capacity.

B. RECOMMENDATION

To recommend to the Education Executive a proposed temporary solution for responding to the pressure on Primary School accommodation within Armadale town.

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)**	Education (Scotland) Act 1980 Standard's in Scotland's Schools Etc Act 2000
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	None
V	**Relevance to Single Outcome Agreement**	None
VI	**Resources - (Financial, Staffing and Property)**	The resources for the installation and rental of temporary accommodation for Armadale Primary will be funded from the Local Infrastructure Fund.
VII	**Consideration at PDSP**	Underway

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VIII Other consultations	Legal Services, Head of Finance and Estates.
	Parent Councils, Headteachers, and Staff underway

D.   TERMS OF REPORT

D.1   Current Position

The closing date for applications for school session 2014/15 has now passed, although late applications for placement continue to be received. The School Placement Panel met on 17 March and on 28 March. Given the on-going house building within Armadale it is reasonable to anticipate that applications for placement will continue to be received after these dates, and throughout the 2014/15 school year.

D.2   Armadale Primary

As of 28 March 2014, the anticipated pupil numbers and class organisation at Armadale Primary School are:-

Stage/Class	P1	P2	P3	P4	P5	P6	P7
Non-Composite A	23	27	27	28	31	31	29
Non-Composite B	23	27	27	27	32	31	29
Non-Composite C	22	27	26	27			
Non-Composite D	22						
Totals	90	81	80	82	63	62	58
Spaces	10	9	10	17	3	4	8

This gives a pupil total of 516. The capacity of Armadale Primary School is 462. This class organisation requires 19 teaching spaces. 16 class bases are available, although 17 classes are currently formed. It should be noted that within this class organisation, only 10 spaces remain at the P1 stage.

Armadale Primary School currently has **16** teaching spaces and **4** General Purpose (GP) spaces.

D.3   Eastertoun Primary

As of 28 March 2014, the anticipated pupil numbers and class organisation at Eastertoun Primary School are:-

Stage/Class	P1	P2	P3	P4	P5	P6	P7
Non-Composite	24	28	28	33	33	33	33
Composite A	*17*	*4*	12	*20*	*4*	11	*17*
Composite B		9			10	*4*	
Totals	41	41	40	53	47	48	50
Spaces		13			9		

2

This gives a pupil total of 320. The capacity of Eastertoun Primary School is 360. This class organisation leaves 22 free spaces within the school, 13 of which are at the P1-3 stage. This class organisation utilises all 12 of the available class bases. Although there is available capacity for 40 pupils within the school, this cannot be fully utilised because the pattern of pupil numbers requires the formation of composite classes which have a lower maximum size.

Eastertoun Primary School currently has **12** teaching spaces and **3** GP spaces. It is proposed to make available an existing room currently used a parent support/meeting room as a potential teaching space or general purpose space for August 2014 should it be required.

D.4 St Anthony's Primary

As of 28 March 2014, the anticipated pupil numbers and class organisation at St Anthony's Primary School are:-

Stage/Class	P1	P2	P3	P4	P5	P6	P7
Non-Composite A	25	29	28	29	28	33	24
Non-Composite B	25						
Totals	50	29	28	29	28	33	24
Spaces	0	1	2	4	5	0	9

This gives a pupil total of 222. The capacity of St Anthony's Primary School is 198. This class organisation requires the formation of an additional class utilising a general purpose space within the school.

St Anthony's Primary School currently has **7** teaching spaces and **2** GP spaces. An additional 2 classrooms and hall will be constructed and available for August 2015.

D.5 Managing places across Armadale

All applications for Armadale Primary School came from Armadale town. All except two applications for Eastertoun Primary School came from Armadale town. 9 pupils from the Armadale Primary School catchment area requested places at Eastertoun Primary School, and 9 pupils from the Eastertoun Primary School catchment area were granted places at Armadale Primary School due mainly to previous placement of siblings. All applications for St Anthony's Primary School were from within the catchment area.

There was limited scope for managing pupil numbers through refusal of placing requests, as all but two refusals would then have required to be accommodated within an alternative Armadale school.

The above pupil numbers include the admission of 19 children resident within the Armadale Primary School catchment area to Windyknowe Primary School, and two children resident within the St Anthony's catchment area to St Mary's (Bathgate) Primary School.

It may have been possible to increase capacity at the P1 stage by putting in place alternative class organisations with fewer spaces at P2-7, but it is council policy and good practice to spread available places evenly throughout the class organisation. This also avoids the need to re-composite classes to create additional spaces at a particular stage.

3

It must be noted that all of the figures above may rise due to ongoing house building. A relatively small increase in the number of P1 children in Armadale would require the formation of a further additional class within GP accommodation at one of the schools within Armadale.

It should be noted that within the class organisations set out in this report only 15 spaces that could be occupied by a P1 age child exist within all of the schools within Armadale town.

D.6   Proposal

It is proposed to locate temporary leased accommodation comprising four classrooms and toilet facilities within Armadale Primary School grounds.

This proposal would allow all pupils to remain within the school, with the benefit that pupils would be able to perform leadership, buddying and mentoring roles as usual. Armadale Primary is on a constrained site in terms of ground levels and playground space. To avoid the loss of playground space it is proposed to locate the temporary units partly on the grassed area adjacent to the multi-use games area (MUGA). This location is also less visible to surrounding properties.

In addition to providing sufficient teaching rooms and toilet facilities, this proposal would release four rooms for General Purpose space, in order to support delivery of the curriculum

Consideration will also be given to pupil travel to school arrangements in order to mitigate congestion at the start and end of the school day.

The cost estimate based on 4 classrooms would be £150,000 for installation and removal and £5,000 - £6,000 per month hire. Furniture and equipment for the classrooms would cost £10,000 per class.

E.   CONCLUSION

Action is recommended in order to achieve the education of all Armadale children, within the school of their parent's choice.

The proposal must be seen as a short term solution pending the provision of additional school capacity in Armadale.

F.   BACKGROUND REFERENCES

None

Appendices/Attachments: 1. Location plan, proposed temporary units Armadale PS

Contact Person: Andrew Sneddon, Customer and Performance Manager West Lothian Council Civic Centre Howden South Road Livingston EH54 6FF

Email: andrew.sneddon@westlothian.gov.uk   Tel: 01506 281678

James Cameron, Head of Schools with Education Support

Date of meeting: 8 April 2014

4

Site Plan
1:250

Appendix 1

HIGH ACADEMY GROVE

LOWER GROUND FLOOR

GROUND FLOOR

NURSERY PLAYGROUND

NUGA

School entrance

SERVICE YARD

STAFF PARKING

Hall

Armadale Parish Church

FORMER NURSERY NOW SOLD OFF TO PRIVATE DEVELOPERS

BOUNDARY WALL

PUPIL ENTRANCE

1

ACADEMY STREET

Location Plan
1:1250

WEST MAIN STREET

Revision   Date

West Lothian Council

Construction Services
Construction Design
West Lothian Civic Centre
Howden Road South, Livingston, EH54
T: F:

Project
Armadale Primary School
TU Additional Accommodation

Drawing
Site Plan

Date 14-03-2014
Scale 1:250
Drawing No SK-01

M:\Construction Services\Archive\Projects\ED\2011\ED11006 Armadale PS - Nursery Extension\Drawings\Architectural\Current\TU's\Site Plan.dwg, SK-01 Site Plan

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![West Lothian Council logo]

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SEEMiS SHARED SERVICE

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A.   PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of the revised governance arrangements, budget and business plan for the SEEMiS Group LLP shared service.

B.   RECOMMENDATION

To note the revised governance arrangements, approved budget and business planning for SEEMiS Group LLP and the expansion of the shared service to all 32 Local Authorities.

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)**	There was no requirement to carry out an Equality Impact Assessment in relation to this report. The Data Protection Act (1998)
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	None
V	**Relevance to Single Outcome Agreement**	None
VI	**Resources - (Financial, Staffing and Property)**	Budgeted subscription, £128,485.02
VII	**Consideration at PDSP**	Underway
VIII	**Other consultations**	None

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D.   TERMS OF REPORT

D.1   Current Position

In 1997, 12 local authorities entered into a Joint Agency Agreement to form SEEMiS in order to provide information technology solutions to support electronic education administration within council headquarters and school establishments.

In 2010, SEEMiS became a Limited Liability Partnership and currently has 28 full members, with the remaining 4 councils in the process of admission.

The LLP Board Structure currently has 11 members which include an elected member and senior officer from 4 local authorities. West Lothian Council currently has Board membership by way of an elected member and a senior officer. The Head of SEEMiS and Finance Manager (Company Secretary) attend the Board and the Society of Local Authority Chief Executives (SOLACE) is represented on the Board.

At the AGM it was agreed that Board representation increase to 6 councils, with an elected member and senior officer from another two councils being added. In addition to SOLACE, a member from the Association of Directors of Education (ADES) is also being sought.

Appendix 1 outlines the governance and identifies the term of service remaining for current Board members agreed at the AGM on 27 March 2014. West Lothian Council will continue to have Board membership until at least March 2016.

D.2   2014/15 SEEMiS Budget 2014/2015

There is no increase to the level of charges in 2014/2015. Membership fees have been calculated based on the proportion of pupil numbers from the most recent published figures for each member authority.

The SEEMiS Group LLP will operate on a broadly similar level of revenue budget to 2013/2014 despite inflationary pressures and pay award as well as the new staffing structure. The projected level of income for 2014/2015 has also increased with the addition of four new member authorities as well as projected income for training services.

A programme of investment in infrastructure was approved in 2013/2014 and a hosted hardware strategy implemented for the next five years.

There has been some debate around SEEMiS providing some collaboration services outside their traditional education role and some of the areas that are being suggested are GLOW, Public Sector Network (PSN) Security and the hub for the Scottish Wide Area Network (SWAN) adoption. This would require additional resources that would be funded from reserve. The costs of such provision will be brought to the Board for approval when the commissioning of these services is requested from SOLACE via the Local Government Strategy Board. All twenty-eight Councils who are currently SEEMiS members were included in the budget consultation and the budget was unanimously agreed at the AGM on 27 March.

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D.3   Business Plan

The Interim Head of SEEMiS conducted a consultation with customers including West Lothian Council. In addition, during the second half of 2013, SEEMiS received applications to extend its customer base to include all 32 Scottish councils, with operational service to commence for the four new Councils at the start of the 2014/2015 school term.

SEEMiS has set objectives for 2014-2015 to reflect priorities as follows:

- Improve customer service and support
- Achieve seamless integration of new Scottish local authority customers
- Significantly improve customer contact and engagement mechanisms, to include introduction of dedicated customer-facing roles, clear points of contact for customers and formalised customer satisfaction measurement
- Improve Help Desk service provision and provide more pro-active broadcasting of key service messages
- Provide alternative, more cost-effective service delivery routes for delivery of training

The Business Plan is set out in Appendix 2

E.   CONCLUSION

2013/2014 was a turbulent year for SEEMiS. Decisive action was taken by the Board to eliminate any service risk. Consequently there were changes of senior management, a move to new premises, and an interim organisational review with changes in internal structure and staff responsibilities. The organisation is now well placed to develop as a more effective customer focussed shared service for all 32 Local Authorities with the potential to expand to other areas of collaboration to secure further local authority and wider public sector best value.

F.   BACKGROUND REFERENCES

Appendices/Attachments:

Appendix 1, SEEMiS Governance arrangements

Appendix 2, SEEMiS Business Plan 2014/15

James Cameron, Head of Schools with Education Support

Date of meeting: 8 April 2014

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Governance

1.	There will be an annual general meeting of the SEEMiS member councils.

2.	At any one time six of the member councils will act as 'managing councils' to oversee the strategic direction of the LLP on behalf of the membership as a whole.

3.	The host council (South Lanarkshire Council) will act as a managing council on a permanent basis while the additional five councils will each serve a three year term. The five managing councils who rotate will be selected from geographic groupings as detailed below.

4.	Each managing council will appoint one elected member and one Head of Service to serve on the SEEMiS Board of Management. In addition each managing council will act as a designated member as defined within the relevant LLP legislation.

5.	The SEEMiS Board of Management will oversee the strategic direction of the LLP and reduce the administrative burden on the membership as a whole.

Councils may elect not to serve on the Board of Management and this role would then pass to another council within that geographic grouping following the groupings agreement.

Operation and Membership Requirements

1.	The members of the Board of Management will have control of the direction of the LLP and its finances. It is essential that the members have experience of making decisions at this level within their own councils. The permanent officers appointed to the Board should be restricted to Head of Service or equivalent level.

2.	Board of Management members may not send substitutes to meetings.

3.	Managing councils may, in accordance with the Members' Agreement, change the individuals appointed to the Board of Management.

4.	Should an Area not be able to provide a managing council, the position will be filled from the other Areas.

Area	Group of Councils
North	**Aberdeen City Council** Aberdeenshire Council **Comhairle nan Eilean Siar (Western Isles Council)** **Highland Council** Moray Council Orkney Council Shetland Council
East	Angus Council Clackmannanshire Council Dundee City Council **Fife Council** Perth & Kinross Council(demit office 2016) Stirling Council
Central	City of Edinburgh Council East Lothian Council Falkirk Council Midlothian Council Scottish Borders Council West Lothian Council (demit office 2016)
West	Argyll & Bute Council East Renfrewshire Council Glasgow City Council (demit office 2015) Inverclyde Council Renfrewshire Council East Dunbartonshire Council West Dunbartonshire Council
South	Dumfries & Galloway Council East Ayrshire Council North Ayrshire Council North Lanarkshire Council South Ayrshire Council South Lanarkshire Council (host council, not eligible for further Board nomination)

Those highlighted are the new councils joining the LLP

BUSINESS PLAN 2014–2015

PREPARED BY KAY BROWN | DECEMBER 2013
VERSION - 0.1 DRAFT

DATA LABEL: PUBLIC

Contents

01
EXECUTIVE SUMMARY

1.1   Background

1.1.1   This document is the business plan for SEEMiS Group LLP, to set the strategic direction and targets for the company for 2014-2015.

1.1.2   The document will be approved by the SEEMiS Board of Management, and reviewed on an annual basis.

1.2   SEEMiS Mission

1.2.1   Our mission is three-fold:

- to provide our partners with a managed Education Management Information System which adapts to the evolving needs of the sector
- to ensure that the system operates in a robust, smooth and efficient manner, with secure access to information at all times
- to ensure that the system is affordable, with all partners receiving value for money.

1.3   Objectives

1.3.1   The 2012/2013 year was one of turbulence for SEEMiS, with changes of senior management, a move to new premises, and an interim organisational review with changes in internal structure and staff responsibilities arising.

1.3.2   Our sector is also affected by the direction of both national and local government ICT Strategies, the most recent and relevant of which is the Local Government ICT Strategy, published in January 2013.

1.3.3   To obtain input from all partners as to the priorities and strategic direction for the organisation, the Interim Head of SEEMiS conducted a consultation with customers, the results of which are available separately in a paper entitled 'SEEMiS Customer Consultation Autumn 2013 – Key Themes'.

1.3.4   In addition, during the second half of 2013, SEEMiS received applications to extend its customer base to include all 32 Scottish councils, with operational service to commence for the four new Councils at the start of the 2014/2015 school term.

1.3.5   Accordingly, we have set our objectives for 2014-2015 to reflect priorities from all areas of change highlighted above, as follows:

- Improve customer service and support
  - Achieve seamless integration of new Scottish local authority customers
  - Significantly improve our customer contact and engagement mechanisms, to include introduction of dedicated customer-facing roles, clear points of contact for customers and formalised customer satisfaction measurement
  - Improve Help Desk service provision and provide more pro-active broadcasting of key service messages
  - Provide alternative, more cost-effective service delivery routes for delivery of training

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- Improved communications, through enhancing website facilities and formulation of a communications strategy, in addition to specific plans described above relating to customer service and support
- Governance – introduce clearer and more open governance, providing engagement mechanisms for all partners and clear mechanisms to enable all partners to contribute to priority-setting for the organisation
- Enrich software product functionality, taking account of common themes from customer consultation
    - Developments to support GIRFEC, CFE, NAMS, Management Information/ Business Intelligence, Supply Teachers module, Timetabling
- Improve technical architecture and interface capabilities, including
    - Resilience of technology infrastructure
    - Use of newer technologies such as mobile applications on tablet devices
    - Enhancing messaging capabilities through engagement with a specialist partner
    - Taking account of national initiatives such as PSN and SWAN
    - Data sharing facilities including with Customer First and GLOW
    - Videoconferencing facilities for most cost-effective communications
    - Development of a strategy and policy for Data Security, Retention and Archival
- Develop future vision for product set
    - Strategic visioning with all customers and partners operating in the Education sector in Scotland
    - Introducing design authority role for product set
- Organisation development - alignment of our organisation towards a more commercially focused software house structure
    - New organisation structure with clear customer-facing roles
    - Formalised work portfolio management and prioritisation process in place, to ensure smooth and effective workload management, open and effective prioritisation of workload, and associated customer reporting
    - Formalised staff development, training and performance management practices
    - Appropriate ICT quality accreditation, most likely through ISO9001 international standards
    - Clearly defined operational practices to underpin efficient and effective running of the business
    - Capacity and flexibility to expand to serve additional customers with minimal organisational impact.
- Sales & Marketing
    - Support and promote increased customer usage of SEEMIS modules
    - Develop increased market presence through attendance at targeted conferences and seminars
- Financial targets - work within agreed operating budget, with an aspiration to target reduction of membership charges for 2015/2016.

1.3.6   In terms of the size of the organisation, the net effect of achieving the above will be an increase in our staffing complement from a current position of approximately 47 FTEs to a new position of 57 FTEs.

1.3.7   Our strategic development and change plan to deliver these objectives is summarised in the table following, with further detail available in the relevant section of this document.

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Development Area	Proposed Project/Major Change	Description	2014 Qrtr Start
Customer Integration & Support	New customers onboarding	Planning for and take-on of four new Councils Aberdeen City, Eilean Siar, Highland, Fife	Q1
	Organisation Structure – Customer Support	Introduction of customer support roles and implementation to support all partners	Q1
	Help Desk	Introduction of new software to support Help Desk function, including calls analysis, enablement of broadcasting etc	Q2
	Training Service Review	Project to assess use of video clips, provision of more training on-line and investigate use of webcasts for elements of training	Q2
Communications	Website Review	Project to review and further develop website	Q2
	Strategy Development	Development of a formal strategy for communications	Q3
Product Functionality Enrichment	GIRFEC	Project to review requirements of GIRFEC and ensure they are addressed	Q2
	CFE	Project to review requirements of CFE and ensure they are addressed	Q2
	NAMS	Project to review requirements of CFE and ensure they are addressed	Q3
	Management Information & Business Intelligence • reporting, including report cards and standard letters • dashboard provision	Project to end-to-end requirements for management reporting and use of business intelligence	Q2
	Supply Teachers Module	Project to review requirements for supply teachers and ensure they are addressed	Q3
	Timetabling	Project to review requirements of timetabling and ensure they are addressed	Q3

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Development Area	Proposed Project/Major Change	Description	2014 Qrtr Start
Product Technology & Interfaces Enrichment	GLOW	Project to ensure GLOW and SEEMIS integration strategy is clear and developed	Q1
	Data Sharing – National Entitlement Card, Use of Unique Citizen Reference Number, Use of Unique Property Reference Number	Project to ensure SEEMIS product integration with Customer First services	Q2
	Mobile Technology & Tablet Devices	Project to assess, develop and implement SEEMIS' approach to the use of mobile technology and tablet devices	Q2
	Public Sector Network (PSN)	Project to ensure SEEMIS product set is fully compliant with PSN requirements	Q2
	Scottish Wide Area Network (SWAN)	Assessment of impact of SWAN for SEEMIS, including assessment of potential for savings	Q2
	Videoconferencing	Business case for and implementation of videoconferencing technology	Q1
	Resilience	Implementation of new infrastructure to provide improved disaster recovery facilities and improve resilience	Q1
	Messaging Services	Partnership for enhanced messaging services	Q2
	Data Security, Retention and Archival	Policy and strategy for all aspects of data security	Q2
Product Future Visioning	Development of Architecture Models	Project to develop applications and technical architecture models for product set	Q2
	Visioning	Project to develop future vision for product set, using architecture models as input, engaging with Strategic Product Development Group – output is a future vision for the product set, including a view of modules which should be de-commissioned	Q2

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Development Area	Proposed Project/Major Change	Description	2014 Qrtr Start
Organisation Development	Governance Model	Implementation of new governance model	Q1
	Organisation Structure	Implementation of new organisation structure	Q1
	Programme Management Office	Implementation of work prioritisation, planning, reporting and tracking standards and processes, to cover major projects and more minor software enhancements, including project management practices	Q2
	Electronic Procurement	Implementation of iproc facilities for procurement	Q1
	Policies and Business Process Definition	Implementation of policies and processes to cover all areas of SEEMIS operational management – examples include risk management, business performance reporting, business planning cycle, HR recruitment and retention, HR performance management, HR absence management	Q1
	Quality Accreditation	Assessment of and plan to move to formal quality accreditation	Q3
	Staff Professional Development and Training	Introduction of formal development and training routes, including professional accreditations	Q2
Sales and Marketing	Product Awareness	Trial of seminar-based approach to increase product awareness	Q2
	Develop Market Awareness	Assessment of conferences which SEEMIS may choose to attend or present at, and if appropriate, trial of attendance	Q2

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1.4 Success Indicators

1.4.1 We plan to report and measure our success in moving forward through more formalised and transparent reporting to the Board and customers alike.

1.4.2 These performance measures will be defined fully as part of our Policies and Business Process Definition project, and agreed with the Board. They are likely to include:
- Product development time and cost monitoring against plan
- Staff retention
- Staff satisfaction
- Products and services in line with customer requirements – customer satisfaction
- Cost base containment
- Benchmarking results.

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02

SEEMiS GROUP - COMPANY SUMMARY AND GOVERNANCE ARRANGEMENTS

2.1   Company Summary

2.1.1   Originally formed by twelve of the ex-Strathclyde Councils, SEEMiS delivers an Education Management Information System to all sectors of the Education field, with its primary customer base as Scottish Local Authorities (LAs).

2.1.2   In July 2010, SEEMiS became a Limited Liability Partnership, wholly owned and managed by its partner members – at that time, 28 Councils.

2.1.3   SEEMiS is funded through a well established annual contribution from each member Council and a payment from other users.

2.1.4   A Board of Management, comprising Council Officers and Elected members, directs SEEMiS on behalf of the members of the LLP.

2.1.5   As at summer 2013, twenty-eight of the thirty-two councils in Scotland were members, with SEEMiS providing services to additional customers including Royal Blind, Donaldson, Harmony, New Struan Primary and the independent school St Columba Kilmacolm.

2.1.6   The four remaining Scottish councils who were not SEEMiS members all utilise the same alternative Education management information software solution, which is Pearson's Phoenix E1.

2.1.7   During the period of production of this business plan, the four remaining Scottish Councils formally applied for SEEMiS membership, confirming their intention to switch to use of the SEEMiS product set. This arose in part from notification that Pearson was withdrawing from the Education sector market in the UK.

2.1.8   Thus, a key challenge for SEEMiS in the business plan period will be taking on these four new customers.

2.1.9   SEEMiS operates from offices based in Hamilton, with a current staff complement of approximately 47 full-time equivalents (FTEs).

2.1.10   Service to each customer is defined via a Service Level Agreement document, which is implemented as part of the take-on process for any new customer.

2.1.11   Services are provided to SEEMiS by a range of partners, being

- South Lanarkshire Council – provision of HR, insurance, health and safety, internal audit and property services via a service level agreement
- Scottish Government and South Lanarkshire Council – provision of hosted data centre services
- Dundas and Wilson – legal services
- Johnston and Carmichael – external audit services.

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The agreement with South Lanarkshire Council may be extended in future, to cover other areas of service provision to the Company for which the Council may be the most cost effective service delivery partner, such as for ICT network and ICT communications support.

2.2   **Governance Arrangements**

2.2.1   The customer consultation undertaken during Autumn 2013 highlighted inadequacies with the current governance model, in so far as

- it was not felt to be sufficiently inclusive and representative of all partner authorities
- it was unclear as to who set the development priorities for the software, and where they were set
- there was a degree of confusion regarding links between user groups, the Strategic Liaison Group and the Board, with associated roles and responsibilities in some cases lacking clarity
- with SEEMiS moving towards representing all 32 Scottish Local Authorities, there was an opportunity to better engage with Scottish Government and related national bodies involved in setting Education direction overall.

2.2.2   There was a strong and common theme requesting improvement to governance arrangements.

2.2.3   A new governance model is proposed, as highlighted in the diagram following:

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SEEMiS Group – Proposed Governance Model

Seemis Board of Management

Operational Management Group

Product Strategy and Development Group

Project Group(s)

User Group – North Councils
User Group – East Councils
User Group – Central Councils
User Group – West Councils
User Group – South Councils

> Bi-monthly meetings schedule
> Standing agenda to approve strategic direction and recommendations from Product Strategy & Development Group, review Seemis performance reports (product development and operational)
> Membership extended
>   - to include one council from each geographic grouping (North/East/Central/West/South)
>   - increased external representation from ADES

> Quarterly meetings (using teleconference facilities)
> Consider and review operational performance, priorities and issues
> Membership to include a representative from each of 5 geographic user groups
> Attended by one of Customer Support Managers, Team Leader for Small Projects and Support Team

> Initially, quarterly meetings (using teleconference facilities), moving to 6-monthly
> Set and review rolling software dev't plan
> Membership including representation from
>   - each of 5 geographic user groups
>   - Education Scotland (to cover GLOW, HMIE), SQA, SOCITM
> Attended by Seemis Chief Executive, Product & Technology Manager, one of Customer Support Managers
> Annual conference sponsored/chaired by this group and attended by all Education service delivery partners

> Set up for each major project development, for the life of the project (i.e. not permanent)
> Acts as Project Board/Steering Committee
> Membership likely to include secondees - as required to cover dev't team and user group representation
> Representative may attend Prod Strat & Dev Grp and/or Board of Mgmt (exceptional basis as reqd)

> Quarterly meetings
> Standing agenda to consider both strategic product development requirements and operational performance
> Membership to include a representative from each council within the geographic area
> Attended by relevant Customer Support Manager and relevant Customer Account Manager
> Communications to member councils in group

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2.2.4   A description of roles and responsibilities of each element within the governance model is available separately, in a paper entitled 'SEEMiS Group – New Governance Model'.

2.2.5   The new model aligns much more clearly with the proposed organisational model described in section 5.2 and should bring benefits of

- inclusion - allowing all Councils to influence product direction and feedback on operational performance and priorities
- clear accountability and decision making responsibility
- clear alignment to SEEMiS management structure
- facilitating improved communications.

2.2.6   Work to implement the new governance model will commence in January 2014, with a view to completing implementation within 3 months.

2.3   Risk Management

2.3.1   The Company operates an informal risk management process, where operational risks may be reviewed monthly during Senior Management Team meetings.

2.3.2   A risk review should also be undertaken at Board meetings.

2.3.3   These processes will allow for any relevant or sufficiently serious risks identified by the Senior Management Team to be raised and considered at Board level. Similarly, any risks identified by the Board will be cascaded to the Senior Management Team via the Head of SEEMiS, who attends Board meetings.

2.3.4   As part of the plan to develop the organisation, a review is proposed of current risk management practices, with a view to introducing a more formal strategy and policy.

2.3.5   This work will be included within the Organisation Development thread of the Development Plan.

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03
PRODUCTS AND SERVICES

3.1   **SEEMiS Software Overview and Data Interfaces**

3.1.1   SEEMiS provides a wide range of software modules that fulfil the needs of education establishments (e.g. schools) and the corporate education 'HQ' function alike.

3.1.2   The core product set enables the ability to have a single record for each child covering their school education life.

3.1.3   A number of interfaces with other agencies further support the ability to store or provide relevant information regarding the child through their time in school education.

3.1.4   The diagram following provides and overview of the product set and interfaces:

3.1.5   At the heart of the product set is SEEMiS Click+Go, which is the main engine supporting collection and management of information, and on which all other modules depend.
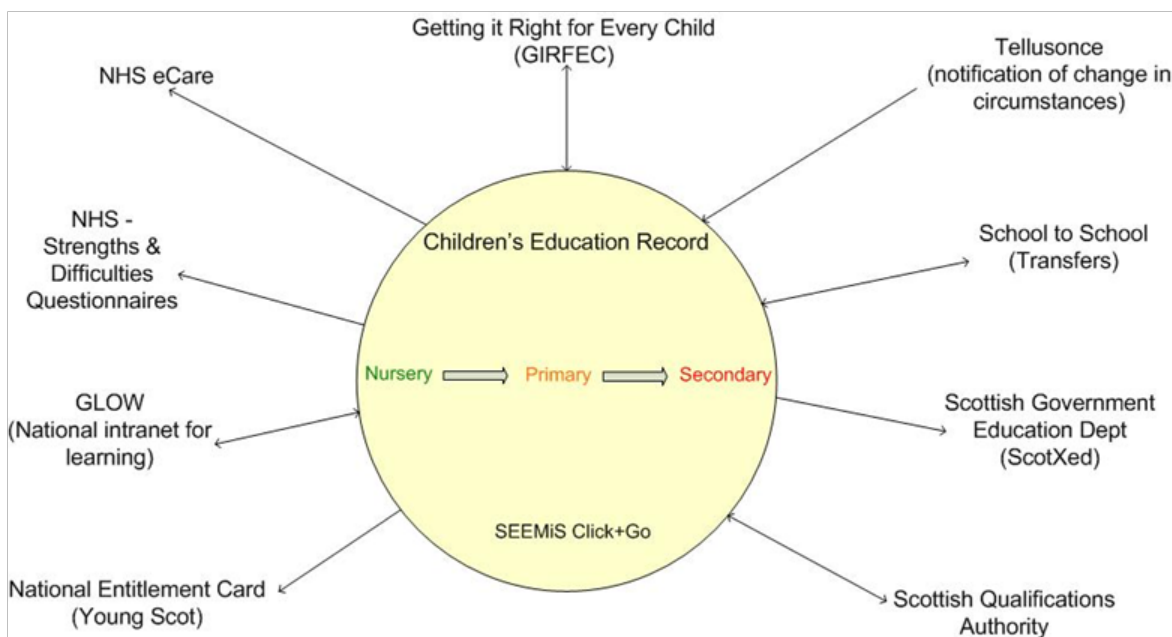
3.1.6   SEEMiS Click+Go is used at all stages of a child's education. Initial records are created either through the Nursery school place allocation module (NAMS), or directly by a Primary or Secondary school, on pupil registration.

3.1.7   From that point forward, SEEMiS supports provision of a wide range of education needs, be they administered by a LA central department or a particular school attended by the child.

3.1.8   In addition, SEEMiS accepts and provides information to a range of external agencies, as highlighted above.

3.1.9   A full list of SEEMiS modules is provided at Appendix A. A full description of each module and its functionality is available separately from SEEMiS Group, in a document entitled 'SEEMiS Applications'.

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3.1.10　The customer consultation during Autumn 2013 sought views as to development priorities for the software going forward, and these were highlighted as:

- Getting it Right for Every Child (GIRFEC) requirements
- Further developing support for Curriculum for Excellence (CfE)
- Further development of Nursery Applications Management (NAMS)
- Enhancing Management Information and Business Intelligence provision
- Enhancing Supply Teachers module
- Enhancing Timetabling.

These developments have been included within the Product Functionality Enrichment thread of the Development Plan.

3.1.11　A further common theme expressed during the customer consultation was the need to better control developments and drive consensus amongst partners, regarding software requirements.

3.1.12　It is also recognised that over time, the product set has been developed in a piecemeal way, and it would benefit from streamlining to improve the overall 'look and feel'.

3.1.13　Finally, it is considered that the product set would benefit from a review to identify that which is still considered core to partner requirements for service provision, and ensure the product set is aligned to future Education sector requirements.

3.1.14　Therefore, we have included a further thread within our Development Plan, to cover Product Future Visioning, and this will include

- Development of applications and technical architecture models for the product set
- Development of a future vision for the product set, engaging with all partners involved in Education service delivery in Scotland
- Introduction of a Design Authority role, to ensure developments stay on track with the product vision.

3.2　Technology Summary

3.2.1　As providers of a hosted service on which 28 of 32 Scottish Councils depend for effective schools management, a stable and secure infrastructure is critical to SEEMiS.

3.2.2　An initial organisational review undertaken by the Interim Head of SEEMiS highlighted critical risks area of infrastructure, in part arising from issues with premises and in part from lack of disaster recovery facilities and appropriate 'state of the art' architecture.

3.2.3　Therefore, a key focus became stabilisation of the data centre facilities, reviewing and updating the server strategy and introducing appropriate disaster recovery facilities. This project commenced in August 2013, and has a target date for completion by end of March 2014.

3.2.4　When completed, the new infrastructure will encompass an east and west production delivery site with an interconnecting high speed communications line. Each site will also provide full disaster recovery facilities for the other.

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3.2.5   In addition, and arising from recognition that the SEEMiS office location in Hope Street Hamilton was inappropriate for housing computer equipment, providing pleasant facilities for visitors, for housing training courses, and as an office base for staff, re-locating the office base to a more appropriate facility was also a key priority.

3.2.6   Effective September 2013, SEEMiS Group have moved primary location to the 14th floor of South Lanarkshire Council's corporate headquarters offices in Hamilton. Full company signage and identify has been included in the move, so as to recognise SEEMiS' identity and separate brand.

3.2.7   Each new SEEMiS customer is provided with technical information which describes how the service and product set will operate. This document is available separately from SEEMiS Group, and is entitled 'SEEMiS Technical Information'.

3.2.8   The customer consultation during Autumn 2013 highlighted a number of views from partners as to the preferred technology direction for the product set, encompassing use of new technologies.

3.2.9   Taking account of these views, together with cognisance of the national initiatives being undertaken in support of the Local Government IT Sector strategy and Enabling Reform initiatives, we have included a further thread in our Development Plan, entitled Product Technology Interfaces Enrichment, encompassing the following:

- GLOW – to ensure that the integration strategy with SEEMiS is clear
- Data Sharing – to include use of National Entitlement Cards, Unique Citizen Reference Number and Unique Property Reference Number
- Mobile Technology and Tablet Devices – to explore delivery of the product set via these channels
- Public Sector Network – to ensure the SEEMiS product set is fully compliant with national network security protocols
- Scottish Wide Area Network (SWAN) – to assess the impact of and benefits that SWAN may bring for SEEMiS
- Videoconferencing – production of a business case for SEEMiS' use of this technology for more cost-effective communication with partners
- Data Security, Retention and Archival – development of a strategy and policy encompassing all aspects
- Resilience – further development and implementation associated with the new infrastructure.

3.2.10   One further specific initiative worthy of highlighting is in recognition of the need to deliver services digitally but securely, as highlighted in the Local Government IT Sector strategy.

3.2.11   We believe this necessitates a review of SEEMiS' existing messaging capability and extension of current delivery channels, for example to take account of tablets and smartphones.

3.2.12　We are aware of several products available in the market which could provide a cost-effective alternative delivery route from a specialist in this area, and plan to explore the possibility and business case for using a delivery partner for messaging services.

3.3　Customer Service and Support

3.3.1　Historically, SEEMiS Group provided the product set on either a hosted or non-hosted basis. However, since all customers bar one elected to take up the service on a hosted basis, and this sole customer subsequently changed to a fully hosted service option, it was decided to remove the non-hosted option. Thus, service to all future SEEMiS customers will be via a fully hosted service only.

3.3.2　At the take-on point of any new customer, the focus for service deployment assumes roll-out of the core SEEMiS functionality.

3.3.3　While all SEEMiS modules are available to the customer from day 1, we recommend bedding-in the core functionality before embarking upon use of additional modules.

3.3.4　Initial deployment of the SEEMiS core service includes provision of expertise to guide the customer (education business and technology-specific) towards implementation. Also included is a level of training for the customer.

3.3.5　Thus, all new customers are supported by a standard implementation and support package which provides product and business specialists to assist with planning deployment, together with product training.

3.3.6　Customers can choose their preferred method of training deployment, either by choosing to equip their own staff to be accredited SEEMiS trainers (i.e. on a 'train the trainer' basis), or on a wholly-provided basis via attendance at SEEMiS training sessions.

3.3.7　Should customers choose the accredited SEEMiS trainers route, they are required to commit to maintaining their SEEMiS training accreditation through regular mandatory attendance by accredited trainers at SEEMiS training courses, as selected by SEEMiS Group.

3.3.8　Additionally, SEEMiS Group provides a wide range of training modules for customers, which are run at SEEMiS premises on a regular basis, and for which a fee is chargeable.

3.3.9　Improving the cost-effectiveness of the training service provision was highlighted by partners as a key area for development, within the customer consultation undertaken in Autumn 2013.

3.3.10　Accordingly, we have included provision in our Development Plan for a review of training service delivery, to consider better use of the website as a channel for delivery of training materials, possibly using video clips and webcasts.

3.3.11　A further strong theme arising from the customer consultation was the need for better communications with customers, including provision of nominated points of contact within SEEMiS to address support for each customer.

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3.3.12   This feedback aligns well with the requirement for SEEMiS to adapt its' organisation structure and skills set towards a more commercial software house footing.

3.3.13   Thus, we propose to significantly improve our customer contact and engagement mechanisms via introduction of dedicated customer-facing roles, clear points of contact for customers and formalised customer satisfaction measurement.

3.3.14   SEEMiS operates a software development policy of 'develop once, use often' for each software module. However, SEEMiS recognises the occasional need to develop software for individual customers and this is undertaken as funded work.

3.3.15   Whilst this is not actively encouraged and steps will always be taken to engage the whole customer base in commissioning software development, a funded software development service may be offered in circumstances where customer requirements are very specific.

3.3.16   These situations will be closely controlled and monitored, so as to minimise development and the associated future maintenance costs of non-standard software.

3.3.17   The funded development service operates using SEEMiS published day rates, which are reviewed and updated annually.

3.3.18   A further point of note regarding funded developments is that once implemented, each element of new functionality is available to all customers. This is in accordance with SEEMiS key principles of serving its whole customer base.

3.3.19   Additionally, to support particular customers who may have a higher than usual need for consulting services support, SEEMiS can provide bespoke consulting services, on a per diem basis.

3.3.20   The final component of the SEEMiS standard customer service support provision is our Help Desk facility which allows customers to report incidents relating to the SEEMiS service, be it a suspected software fault or failure, or a request for enhancement to the product set.

3.3.21   We have undertaken a short review of our Help Desk software provision and believe that it needs to be updated to provide a solution which enables better calls analysis, improved support and provision of management information regarding calls and call volumes, and improved functionality such as broadcasting facilities.

3.3.22   Thus, we have also included within our Development Plan, provision to review our Help Desk software facilities.

3.3.23   All of the customer support activities described within this section are contained in our Development Plan thread of Customer Integration and Support.

3.4 **Communications**

3.4.1 As reported in the previous section, a strong theme arising from the customer consultation was the need for better communications from SEEMiS.

3.4.2 In addition to measures planned to improve communication with customers through introduction of dedicated customer-facing roles with clear points of contact, we also plan significant improvements to our website facilities.

3.4.3 We also plan to develop a Communications strategy, with overall co-ordination and development of this assigned at a senior management level, to one of our Customer Support Managers.

3.4.4 Our Communications strategy will include taking account of customer preferences for communication channels, together with mapping key communication points both within each customer organisation and for each customer, within SEEMiS.

3.5 **Education – Future Technology Trends and Direction**

3.5.1 Our understanding of the future requirements and pressures affecting the Education sector in Scotland highlights the following:

- Continued pressure on technology to support effective school management (MIS)
- Need for technology to support teachers in assessment, recording and accessing pupil data easily and when they need to
- Need for further engagement of guardians (parents, etc) – through enabling access to pupil reports etc easily and when they need to.

3.5.2 When expressed in terms of technology needs and drivers, we believe this equates to

- Flexible service provision via mobile devices and tablets
- Better access to quality data, through improved data organisation and security.

3.5.3 Our proposed Governance model includes the facility for an annual conference, sponsored by our Product Strategy and Development Group and attended by all partners involved in setting the direction of Education service delivery in Scotland. It is via this route that we would propose to validate and maintain our understanding of future technology trends and direction.

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04
MARKETING & SALES

4.1 Product Competitive Comparison

4.1.1 SEEMiS provides the only MI solution which is specific to the needs of the Education sector in Scotland. However, only one independent school is a SEEMiS user.

4.1.2 Other product offerings on the market include Pearson's Phoenix E1, RM's Integris, Sims or an emerging alternative solution, primarily for Independents, from Westcountry Business Services.

4.1.3 Following Pearson's recent decision to withdraw from the UK Education sector market, it is understood that RM are being promoted in England to take over Education MI systems service provision in England. Scottish LA users have already decided to transfer to SEEMiS.

4.1.4 With regard to the independent schools sector, it is understood that RM will take over in England, with the Scottish independent schools position as yet unclear, although Westcountry Business Services appear to be a leading contender.

4.1.5 We plan to develop a more in-depth understanding of competitor product sets, as part of our increased focus on Sales and Marketing activity and within our Development Plan.

4.2 Market Analysis

4.2.1 With the inclusion of the four new Councils, SEEMiS Group will cover all 32 in Scotland. Retention of this client base will be a key factor in SEEMiS' future development.

4.2.2 As at 2012/2013, the independent schools sector in Scotland comprised approximately 31,000 pupils; 1,800 in nursery schools, 11,000 in primary schools and 19,000 in secondary schools.

4.2.3 However, whilst noting the potential of this revenue stream, we do not plan any active campaign to increase sales in this area for the duration of this business plan. Instead, our focus will be on the take-on of our four new Councils.

4.3 Sales and Marketing Strategy

4.3.1 Customer utilisation of the full set of SEEMiS software modules (as at September 2013) is included at Appendix B. This indicates considerable scope for promoting and extending the use of much additional functionality to the majority of LA's. Therefore, increasing product awareness will be a key focus for the coming year.

4.3.2 SEEMiS competitive edge will be maintained through

- Ongoing consultation with customers to ensure product development is aligned to customer requirements, Education sector directions and trends
- Ongoing technical development of the product to ensure a rich base of standard functionality is provided through the core product set, with a minimal time-to-market

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for each new module developed

- Ongoing focus on reducing the price charged to partner members and independent customer alike
- Comparing our product set with other market offerings and market strategic direction, to ensure we remain competitive and on-track to satisfy future requirements of our customers.

4.3.3   Our marketing approach for the year will focus on

- Actively increasing product awareness for current customers
- Increasing product awareness to independent schools, as time permits.

4.3.4   We propose to introduce an annual conference for all members, on a trial basis to test success and customer take-up. We expect that the conference will be sponsored and organised under the direction of the Product Strategy and Development Group, as described in our Governance Model.

4.3.5   The conference will focus on ICT innovation opportunities, technology trends in Education and the direction of travel for the sector in Scotland overall.

4.3.6   In addition, we propose to increase our attendance at relevant conferences in Scotland and the UK. Our Development Plan includes an activity to undertake initial and ongoing assessment of conferences to identify any which may be appropriate.

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05
DEVELOPING & ORGANISATION

5.1   **Initiatives Already Completed**

5.1.1   As described earlier in this Business Plan, SEEMiS Group has already taken a range of improvement steps this year (2013), including

- a move of premises, to the 14th floor of South Lanarkshire Council's corporate headquarters offices in Hamilton
- stabilisation and improvement of the data centre facilities, effective March 2014
- introduction of a new Governance Model.

5.1.2   A further range of improvement initiatives are planned, described in the remainder of this section and referenced under our Organisation Development thread within the Improvement Plan.

5.2   **Organisation Structure**

5.2.1   The customer consultation undertaken during Autumn 2013 highlighted that improvements were required in terms of transparency of the organisation including its structure and capacity, customer focus and alignment, communication, development planning and performance reporting. This necessitates a significant change and refocus of the current organisation structure, roles and responsibilities.

5.2.2   Some of our proposed changes have already been described briefly within Section 3.3 – Customer Service and Support. However, we have developed in full a proposed new organisation structure, with the senior management level shown in the diagram following:

SEEMiS Group – Proposed Organisation Structure
Senior Management Team

SEEMiS Chief Executive

Secretary to Chief Executive & Senior Management Team

Product and Technology Manager

- Projects Development Team(s)
- Small Projects, Software Support & Maintenance Team
- Software & Hardware Change Management
- Technical Infrastructure Management
- Product and Technical Architecture Modelling
- Product & Technical Design Authority
- Emerging Technology Research
- Software Quality & Standards
- Information Security
- Data Protection

Customer Support Manager (1)

- Customer Liaison & Account Management (nominated customer group)
- Programme Management Office
- Project Management
- Business Analysis/Requirements Management
- Work Programme Prioritisation & Management
- Research – Education Sector Trends

Customer Support Manager (2)

- Customer Liaison & Account Management (nominated customer group)
- Help Desk (Incident Management & Resolution)
- Training
- Communications (including website)
- Quality of Service Reporting

Company Secretary

- Business Planning & Strategy
- Governance
- Business Performance Reporting
- Risk Management
- Board Arrangements
- Financial Management
- Asset Management
- Charging Model
- Audit Arrangements
- Legal
- HR, Recruitment & Workforce Planning
- Employee Development & Training
- Procurement
- Contracts Management
- Policies
- Health & Safety
- Quality Accreditation

5.2.3   Supporting detail for each of the functions available is available separately, via a paper entitled 'SEEMiS Group – New Organisation Structure'.

5.2.4   Moving to the new organisation structure will result in an increase to staff complement, from a current position of approximately 47 FTEs to a projected position of 57 FTEs.

5.3   Programme Management Office

5.3.1   A key element of our proposed new organisation structure is the introduction of a Programme Management Office (PMO) function.

5.3.2   This function will be responsible for ensuring a clear rolling plan is maintained and published for development of the SEEMiS software product set.

5.3.3   The PMO will also ensure clear prioritisation mechanisms are documented and maintained, to ensure all customers and staff are aware of the process through which SEEMiS prioritises all developments and enhancements.

5.3.4   The PMO will also house our Project Management and Business Analysis skills capability, an area in which significant enhancement and investment in skills will be made.

5.4   Improving Organisational Efficiency

5.4.1   We plan a range of means by which we will improve our organisational efficiency, including

- A move to electronic procurement for all goods and services
- Implementation of policies and supporting processes to cover all aspects of managing our operation. This includes
  - Risk management
  - Business performance reporting
  - Formalising our business planning cycle
  - HR recruitment and retention
  - HR absence management.

5.4.2   Our new senior management team will be involved in defining and agreeing each new policy, with our Company Secretary assuming responsibility for each policy when agreed.

5.4.3   Our Company Secretary will work with senior management team colleagues to ensure appropriate business processes are introduced to underpin and support each policy.

5.5   Developing our Staff

5.5.1   We plan a range of measures to improve our staff development and training mechanisms, including:

- Reviewing job descriptions to ensure a fit with a software professional development standard, such as Skills for the Information Age (SFIA)
- Introducing tailored training plans and a training budget for each staff member
- Supporting and promoting relevant professional memberships and accreditation routes, such as Prince2, ITIL, SOCITM and BCS.

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5.5.2   We also plan introduction of formal performance and development review practices.

5.6   **Quality Accreditation**

5.6.1   We plan to assess our position and then move towards a formal software quality accreditation standard, most likely to be ISO9001/27001.

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06
FINANCIAL PLAN & BUDGET

6.1   **Revenue Budget**

6.1.1   A full review process has been undertaken of the operating budget for SEEMiS and the table following shows the baseline expenditure budget for 2014/15 - £3,227,265. This budget includes an allowance for the staffing increases proposed and the on-boarding of the new Councils. The income budget will recover the same amount to achieve a break even balance.

Employee Costs £2,638,022
Property Costs £83,000
Supplies and Services. £224,490
Administration Costs £199,753
Payment to other bodies £30,000
Payment to contractors £102,000
Total Expenditure £3,277,265
Income covering

Membership fees, Hosting Charges,
Hardware refresh and Training
income, GASS and independent school £3,277,265

6.1.2   This represents the baseline budget that will be monitored and reported to the Board at the bi-monthly meetings. Should any issues arise, they will be highlighted and reported to the Board, as they occur.

6.2   **Reserves**

6.2.1   SEEMiS has a significant reserve fund that from the beginning of the financial year 14/15 will be monitored and reported to the Board in the same manner as revenue with any commitments such as software acquisition, hardware acquisition and the potential for technology partnerships monitored.

6.3   **Charges**

6.3.1   As part of the consultation with member councils it was clear that there was a lack of transparency in the model and an understanding of what the payments covered.

6.3.2   As a result a review of the model was carried out and the membership costs will be based on the number of pupils for both primary and secondary (Nursery numbers are not included) and using the Scottish Government figures for 2013 the charges for membership have been calculated. The cost per pupil for 14/15 will be £4.44 pence per pupil per annum representing no increase in membership fees from 13/14).

6.3.3   In addition to this Councils pay a charge based on their size that covers the hosting of the entire infrastructure over two data centres for day-to-day operation and with full Disaster Recovery and facilities.

6.3.4   In addition, and again in proportion to size, each Council makes a contribution to the

Refresh programmes. It is expected that the next major refresh will be in 2018 and the charge will accrue sufficient funds for this planned expenditure. There is a small reduction in charge based on 13/14 for all existing councils ranging from £2000 to £16,000.

6.3.5   The full set of charges is shown in the table following and will be levied one year in advance:

Authority	Primary	Secondary	Total	% M ship	Cost	Hosting	Refresh	BO Maint	TOTAL
Aberdeen	12648	8854	21502	3.23	95,468.88	3500.00	9250.00	1019.00	109237.88
Aberdeenshire	19896	14289	34185	5.14	151,781.40	3500.00	9250.00	1019.00	165550.40
Angus	8535	6530	15065	2.26	66,888.60	2500.00	7500.00	1014.30	77902.90
Argyll and Bute	5680	4979	10659	1.60	47,325.96	2500.00	7500.00	2236.61	59562.57
Clackmannanshire	3921	2690	6611	0.99	29,352.84	2000.00	5000.00	0.00	36352.84
Dumfries & Galloway	10539	8378	18917	2.84	83,991.48	2500.00	7500.00	2037.79	96029.27
Dundee City	9886	7401	17287	2.60	76,754.28	2500.00	7500.00	1931.84	88686.12
East Ayrshire	8850	6917	15767	2.37	70,005.48	2500.00	7500.00	2236.61	82242.09
East Dunbartonshire	8424	7484	15908	2.39	70,631.52	2500.00	7500.00	2236.61	82868.13
East Lothian	7913	5745	13658	2.05	60,641.52	2500.00	7500.00	2037.79	72679.31
East Renfrewshire	8281	7842	16123	2.42	71,586.12	2500.00	7500.00	2236.61	83822.73
Edinburgh City	26900	18366	45266	6.80	200,981.04	5000.00	12000.00	5795.52	223776.56
Falkirk	12138	8724	20862	3.13	92,627.28	2500.00	7500.00	2037.79	104665.07
Fife	27681	20407	48088	7.23	213,510.72	5000.00	12000.00	2028.60	232539.32
Glasgow City	37542	25970	63512	9.54	281,993.28	5000.00	12000.00	4473.21	303466.49
Highland	16816	13956	30772	4.62	136,627.68	3500.00	9250.00	2028.60	151406.3
Inverclyde	5502	4434	9936	1.49	44,115.84	2500.00	7500.00	2236.61	56352.45
Midlothian	6592	5138	11730	1.76	52,081.20	2500.00	7500.00	964.92	63046.12
Moray	6622	5387	12009	1.80	53,319.96	2500.00	7500.00	2037.79	65357.75
North Ayrshire	10132	7973	18105	2.72	80,386.20	2500.00	7500.00	2236.61	92622.81
North Lanarkshire	26905	21064	47969	7.21	212,982.36	5000.00	12000.00	4473.21	234955.57
Orkney	1455	1188	2643	0.40	11,734.92	2000.00	5000.00	1019.00	19753.92
Perth & Kinross	9949	7568	17517	2.63	77,775.48	2500.00	7500.00	2037.79	89813.27
Renfrewshire	12592	10387	22979	3.45	102,026.76	2500.00	9250.00	2236.61	116013.37
Scottish Borders	8064	6508	14572	2.19	64,699.68	2500.00	7500.00	2037.79	76737.47
Shetland	1793	1444	3237	0.49	14,372.28	2000.00	5000.00	1019.00	22391.28
South Ayrshire	7519	6555	14074	2.11	62,488.56	2500.00	7500.00	2236.61	74725.17
South Lanarkshire	23966	18884	42850	6.44	190,254.00	5000.00	12000.00	2236.61	209490.61
Stirling	6439	5795	12234	1.84	54,318.96	2500.00	7500.00	1019.00	65337.96
West Dunbartonshire	6917	5273	12190	1.83	54,123.60	2750.00	7500.00	2236.61	66610.21
West Lothian	14933	10905	25838	3.88	114,720.72	3500.00	9250.00	1014.30	128485.02
Western Isles	1891	1543	3434	0.52	15,246.96	2000.00	5000.00	1019.00	23265.96
Total	**376921**	**288578**	**665499**	**100**	**2,954,815.56**	**94750.00**	**261750**	**64431.3**	**3375747**

APPENDIX A
SEEMiS PRODUCT SET

SEEMiS Applications

- Archive
- ASN (Additional Support Needs
- Authority Access Control
- Budget
- Click+Go
- Clothing Grants and Free School Meals
- CSP (Co-ordinated Support Plan)
- Data Utilities
- Document Management
- eCare
- EMA
- Finance
- Glow
- HGIOS (How Good is our School)
- Music Tuition
- NAMS2 (Nursery Application Management System)
- NEC Export (National Entitlement Card)
- New Intake Registration
- OTwL (On Track with Learning)
- Pastoral Notes
- Placing Requests

- Planning for Pupils
- Please Takes
- Pupil Plans (soon to be overtaken by Planning for Pupils)
- Risk Matrix
- S2S Control Centre (School to School Control Centre)
- School Lets
- ScotXed
- SMS Text Messaging
- SQA (Scottish Qualification Authority)
- Staff Absence and Apppointment
- Strengths and Difficulties Questionnaire
- Supply Staff Booking
- Tracking, Monitoring and Reporting
- Transport
- SEEMiS Vision
- Warehouse
- Web Reporting

APPENDIX B
CURRENT CUSTOMER UTILISATION OF PRODUCT SET

Functional Area	Module	Purpose	Nursery School	Primary School	Secondary School	Education HQ	LA Social Work	LA Psychological Services	LA Usage - (09/2013)
Pupil and Staff Record Management	Click+Go	Pupil record maintenance • Admissions/leavers • Attendance • Behaviour • Plans • Pastoral notes • Staff record maintenance • Appointment and qualifications recording • Absence; Timetabling; Reporting suite; Glow interface; Pastoral notes; SQA interface; Tracking, monitoring and reporting; Warehouse (reporting); National Entitlement Card (NEC) interface; New intake registration; Web reporting (will be replaced by Tracking, monitoring and reporting	✔	✔	✔	✔			All 15 10 16

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Functional Area	Module	Purpose	Main Target User Groups						LA Usage - (09/2013)
			Nursery School	Primary School	Secondary School	Education HQ	LA Social Work	LA Psychological Services	
	Additional Support Needs	Overview of pupil record data for pupils identified as requiring additional support			✓	✓	✓	✓	13
	Clothing Grants & Free School Meals	Administration of parental requests for clothing grants & free school meals				✓			11
	Co-ordinated Support Plan	Supports Additional Support for Learning Act requirements		✓	✓	✓		✓	9
	Ecare (NLC/SLC, National and SEEMiS SLIDE versions)	Sharing of relevant pupil information with Education users (currently limited to child protection)	✓	✓	✓	✓	✓		??
	Education Maintenance Allowance	Processing applications from eligible students			✓	✓			27
	Music Tuition	Administration of music tuition and maintenance of musical instrument inventory		✓	✓				11
	Nursery Application Management	Nursery school place allocation and payments	✓			✓			16
	On Track With Learning	Planning to aid teachers through breakdown of Curriculum for Excellence into learning intentions	✓	✓					new

Functional Area	Module	Purpose	Nursery School	Primary School	Secondary School	Education HQ	LA Social Work	LA Psychological Services	LA Usage - (09/2013)
	Placing Requests	Recording and administration of requests for pupils to attend non-catchment schools				✓			10
	Planning for Pupils (replacing Pupil Plans)	Setting and reviewing targets and administering child plans	✓	✓	✓				new
	Please Takes	Allocation of staff to cover classes where teacher is absent	✓	✓	✓				All
	Risk Matrix	Children at risk of falling into NEET category (not in employment, education or training)				✓			16
	School Transport	Allows recording of method of travel to school for pupils		✓	✓				2
	Survey	Facility to text carer on pupil	✓	✓	✓				24
	SMS Text Messaging	non-attendance, with facility for full broadcast of information by LA	✓	✓	✓	✓			
	Strengths and Difficulties Questionnaire	Supports provision of information by nursery and primary schools to NHS	✓	✓					2
Administration & Support	Authority Access Control	User control, including profile & password management				✓			All
	Archive	Allows view of previous year school data archived during turnaround	✓	✓	✓	✓			All
	Data Utilities	?? schools access privilege rights							
	Document Management	Management of document set for a pupil (e.g. tracking reports, photos etc)	✓	✓	✓				All

Functional Area	Module	Purpose	Nursery School	Primary School	Secondary School	Education HQ	LA Social Work	LA Psychological Services	LA Usage - (09/2013)
	How Good Is Our School	Survey tool for LA and/or school self-evaluation, including HMI results recording and quality indicators	✓	✓	✓	✓			1
	S2S Control Centre	School to school transfers	✓	✓	✓	✓			All
	School Lets	Allocation and booking of school rooms and other premises to external organisations (e.g youth groups, evening classes)				✓			2
	ScotXed	Scottish Government statistical analysis and extract	✓	✓	✓	✓			All
	Supply staff booking	Location and availability of supply staff	✓	✓	✓	✓			16
	Transport	Supports management of pupil transport to and from school		✓	✓	✓			14
	Vision	Business intelligence took akin to data warehouse, with standard and customisable reporting	✓	✓	✓	✓			All
Financial Management	Budget Management	Financial information for all education establishments				✓			All
	Finance	Commitment accounting				✓			

West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

EXTENSION TO FREE BREAKFAST PROVISION – PROGRESS REPORT

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A.   PURPOSE OF REPORT

To inform the Panel of the progress with arrangements to extend free breakfast provision from August 2013 to all primary school children and to those pupils in Secondary schools who are entitled to free school meals.

B.   RECOMMENDATION

The Education Policy Development and Scrutiny Panel notes the progress made to date with free breakfast provision in terms of:

1. Free school breakfasts have been provided to all primary school children who wish to access this service since August 2013.
2. Free school breakfast provision has been successfully implemented for all secondary school students who are entitled to free school meals since August 2013.
3. The Breakfast Club and Food in Schools Group (BCFSG) continues to promote the uptake of breakfast by children entitled to free school meals and to develop all aspects of food in schools through its action plan. A further update will be provided for the PDSP at this point next year.

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)**	Equality Impact Assessment undertaken. Possible stigma attached to children and young people in receipt of free school meals is eliminated by making the provision free for all in primary schools and by using cashless catering in Secondary schools.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Improved attainment and achievement
V	**Relevance to Single Outcome Agreement**	Improving attainment and positive destinations for school children

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VI	Resources - (Financial, Staffing and Property)	£200,000 additional resource has been identified.
VII	Consideration at PDSP	Underway.
VIII	Other consultations	Head Teachers; LNCT, Operational Services (Facilities Management).

D   TERMS OF REPORT

Background

Research demonstrates that a healthy breakfast provides a good start to the school day and provides children with the nutrition they need to help them to concentrate and learn. Many of our breakfast clubs provide tooth-brushing as well as physical and social activities. The benefits of breakfast club include:-

- Improved attendance

- Improved timekeeping

- Improved capacity to learn and be healthy

School Session 2013/2014

In the 2013/2014 budget process the decision was made to make available a further £200,000 to provide free breakfasts for all children in **primary schools** regardless of free school meal entitlement and for those pupils in secondary schools entitled to free school meals. This has been successfully implemented and all primary schools have established breakfast provision. There is no evidence that the revised service provision has had a significant impact on provision operating at similar times in the school day e.g. Wraparound Care or Out of School Care provision.

Increasing the uptake of free breakfast provision for primary pupils entitled to free school meals has remained a priority in session 2013/2014 and a two year action plan was developed by BCFSG to take this and other aspects of healthy eating forward.

In **secondary schools** the uptake has been very successful and this has been enhanced by young people being able to access the free provision up to the end of break.

The BCFSG continues to implement and monitor the action plan designed to increase the uptake of breakfast by children and young people entitled to free school meals (Appendix 1).

A survey was undertaken in October and November 2013 to gather views and information about the new arrangement for free breakfast provision and from this the BCFSG is providing additional support to specific schools to use breakfast provision to support those children who will benefit from increased attendance and improved nutrition. The main survey findings were:

- Pupils want to come to breakfast clubs

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- Pupils enjoy meeting their friends and doing activities

- Parents see the social and nutritional benefits for the children

- Schools are targeting children who are usually late to attend breakfast club

- Everyone benefits if parents are in work – better outcomes for pupil and family

The BCFSG held network sessions in January 2014 to support schools to share successful practice in targeting those entitled to free school meals to take up the free provision. 84 members of staff including Head Teachers attended to hear how some schools are successfully managing to attract more pupils entitled to free school meals and the importance of this was communicated strongly to Headteachers. The BCFSG will continue to network with Headteachers to promote and take forward the key messages contained in the recently published "Better Eating, Better Learning – A New Context for School Food"

E.   CONCLUSION

Free breakfast provision in West Lothian continues to support our vision that our children and young people will get the best start in life and will be successful learners. We continue to recognise the importance of breakfast as an integral part of our commitment to ensuring that we get it right for every child. Indicators show that since August all primary schools now offer breakfast to all pupils and all Secondary schools offer breakfast to all pupils with free school meal entitlement.   Overall the numbers of children with free school entitlement taking up breakfast provision has increased as has the overall uptake of free breakfasts. (Appendix 2)

F.   BACKGROUND REFERENCES

Curriculum for Excellence (Health and Wellbeing practice paper; experiences and outcomes.)

Getting it Right for Every Child (GIRFEC)

Appendices - 2   1. Breakfast Club Action Plan
                        2. Monthly Summary of Uptake

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James Cameron, Head of Schools with Education Support

Date of meeting: 8 April 2014

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Breakfast Club Action Plan

BREAKFAST CLUB AND FOOD IN SCHOOLS GROUP (BCFSG) 2013 2014/ 2014 2015				
GA Grace-Ann Wallace GB Gary Borthwick MB Margaret Brutin KM Kate Marshall				
OUTCOME: INCREASE THE UPTAKE OF CHILDREN ENTITLED TO FREE SCHOOL MEALS (FSM)				
Activity / action	**Milestones**	**Indicator**	**Lead** 1. Strategic - Phyllis Wood/Gary Borthwick 2. Development – Kate Marshall/Grace-Anne Wallace 3. Operational – Margaret Brutin	**Working with**
Each school to provide a named contact.	Every school has provided a named contact by September 2012	% uptake of breakfast provision by children with entitlement to free school meals is increased	3 GA/KM	Schools
Collect and analyse baseline data for each breakfast club, monthly.	Information available on each school a) The number of children entitled to FSM b)FSM uptake on a monthly basis	% overall uptake of breakfast provision is increased.	2.BCFSG 3. BCFSG	Schools Finance
Provide training/support to complete accurate documentation with target schools	Accurate information from targeted schools is monitored monthly		2. BCFSG 3.MB	Schools FMS
Identify specific SIMD schools with low FSM uptake and others as appropriate	Schools are supported to increase uptake to ensure that the free provision has a positive impact on children at risk of missing out.	All schools offer breakfast provision.	2.BCFSG 3. MB	Targeted schools
Promotion and increased knowledge of best practice across all school	All schools receive relevant and up to date information		2.BCFSG 3. MB	Lead contact within All schools
Work in partnership to increase FSM uptake	Report to school age children and families management group on progress by December 2013		2.BCFSG 3. MB	School Nurse service CYPT Surestart CLD
OUTCOME SUPPORT THE DELIVERY OF FOOD AND COOKING IN SCHOOLS IN LINE WITH CURRICULUM FOR EXCELLENCE				
Food and Health scoping exercise to analyse CfE baseline data for each school	Data collected Data Analysed		2.BCFSG 3. MB	All schools
Target priority schools to support delivery of Food and Health within the CfE	Implement programme of support and training in targeted schools so that children and their families eat a healthy diet.	Number of sessions delivered	2.BCFSG 3. MB	Targeted schools

Deliver Café Food &Health training to support Food and Health in targeted schools		2.BCFSG 3. MB	Targeted schools

Data Label: Public

Breakfast Club Meal Numbers 2013/2014

Total for Primary Schools		Apr	May	June	August	September	October	November	December	January	February	March	Actual
	Free Breakfasts	14,101	27,209	25,667	15,036	38,376	38,845	48,613	33,106	43,577	-	-	284,532

Total for Special Schools		Apr	May	June	August	September	October	November	December	January	February	March	Actual
	Free Breakfasts	820	1,804	1,640	1,663	3,977	3,876	4,482	3,214	4,295	-	-	26,001

Total for Secondary Schools		Apr	May	June	August	September	October	November	December	January	February	March	Actual
	Free Breakfasts	-	351	561	2,618	13,439	15,926	21,473	15,409	21,973	-	-	91,770

Total for Schools		Apr	May	June	August	September	October	November	December	January	February	March	Actual
	Free Breakfasts	14,921	29,364	28,088	19,537	55,794	58,447	74,578	51,729	69,845	-	-	402,333

Data label: Public

Breakfast Clubs Monitoring Spreadsheet

Primary Schools		Apr	May	June	August	September	October	November	December	January	February	March	Actual
Addiewell & St Thomas (Combined)	Free Breakfasts	356	946	885	367	958	1,005	1,066	697	827	-	-	7,097
Armadale Primary	Free Breakfasts	379	681	607	346	823	819	1,020	726	1,150	-	-	6,551
Balbardie Primary	Free Breakfasts	188	317	332	249	819	719	744	479	615	-	-	4,462
Bankton Primary	Free Breakfasts	164	240	262	110	446	853	1,133	767	1,577	-	-	5,552
Bellsquarry Primary	Free Breakfasts	129	323	251	166	469	387	659	411	522	-	-	3,317
Blackburn Primary	Free Breakfasts	90	192	222	111	267	217	453	268	186	-	-	2,005
Blackridge Primary	Free Breakfasts	220	1,145	384	154	434	502	600	456	652	-	-	4,527
Boghall Primary	Free Breakfasts	528	1,016	834	197	184	1,195	1,128	533	1,071	-	-	6,686
Bridgend Primary	Free Breakfasts	220	532	432	84	309	586	642	740	568	-	-	4,113
Broxburn Primary	Free Breakfasts	175	258	443	253	567	757	794	567	820	-	-	4,634
Carmondean Primary	Free Breakfasts	442	754	792	407	1,178	1,051	1,321	877	1,294	-	-	8,116
Croftmalloch Primary	Free Breakfasts	182	341	423	195	586	651	745	566	714	-	-	4,403
Deans Primary	Free Breakfasts	652	1,278	1,546	461	1,173	1,248	1,298	968	1,310	-	-	9,924
Dechmont Primary	Free Breakfasts	36	86	76	53	124	116	183	113	152	-	-	939
Dedridge Primary	Free Breakfasts	-	55	50	440	1,046	1,070	1,392	1,023	1,258	-	-	6,334
East Calder Primary	Free Breakfasts	46	214	222	112	460	379	460	334	498	-	-	2,725
Eastertoun Primary	Free Breakfasts	64	141	108	76	239	264	468	264	429	-	-	2,053
Falla Hill Primary	Free Breakfasts	265	595	550	250	408	514	763	410	637	-	-	4,392
Greenrigg Primary	Free Breakfasts	165	440	440	131	538	645	641	498	503	-	-	4,001
Harrysmuir Primary	Free Breakfasts	826	1,355	1,464	626	1,463	1,262	1,646	1,064	1,387	-	-	11,093
Howden St Andrews PS	Free Breakfasts	548	938	880	363	1,244	1,064	1,190	1,006	1,148	-	-	8,381
Kirkhill Primary	Free Breakfasts	302	518	424	271	725	622	769	569	691	-	-	4,891
Kirknewton Primary	Free Breakfasts	101	260	222	218	691	526	908	468	679	-	-	4,073
Knightsridge Primary	Free Breakfasts	630	1,341	1,330	653	1,128	1,268	1,592	1,277	905	-	-	10,122
Letham Primary	Free Breakfasts	430	1,030	695	254	644	695	619	414	794	-	-	5,575

School												Total
Linlithgow Bridge Primary	Free Breakfasts	34	34	42	66	236	223	370	222	274	-	1,501
Linlithgow Primary	Free Breakfasts	230	432	383	201	624	684	879	647	806	-	4,996
Livingston Village Primary	Free Breakfasts	-	-	-	188	465	299	437	422	409	-	2,220
Longridge Primary	Free Breakfasts	132	256	238	97	246	238	421	245	273	-	2,146
Low Port Primary	Free Breakfasts	-	-	-	106	235	313	428	260	305	-	1,647
Meldrum Primary	Free Breakfasts	224	462	408	301	810	637	935	577	705	-	5,059
Mid Calder Primary	Free Breakfasts	-	-	-	153	358	409	559	377	402	-	2,253
Murrayfield Primary	Free Breakfasts	520	799	784	236	712	571	612	532	790	-	5,556
Our Lady of Lourdes Primary	Free Breakfasts	228	549	478	241	491	409	690	445	573	-	4,104
Our Lady's Primary	Free Breakfasts	76	255	274	109	192	206	256	159	234	-	1,761
Parkhead Primary	Free Breakfasts	188	511	338	366	813	819	1,601	986	1,373	-	6,956
Peel Primary	Free Breakfasts	738	1,215	1,102	455	774	929	1,068	916	1,117	-	8,314
Polkemmet Primary	Free Breakfasts	219	376	375	201	615	571	712	544	536	-	4,149
Pumpherston & Uphall Station PS	Free Breakfasts	-	-	401	281	893	485	483	288	276	-	3,107
Riverside Primary	Free Breakfasts	290	666	594	233	641	789	675	574	539	-	5,001
Seafield Primary	Free Breakfasts	288	454	469	159	396	397	413	335	434	-	3,345
Simpson Primary	Free Breakfasts	277	475	417	395	1,232	1,190	1,480	1,006	1,382	-	7,854
Springfield Primary	Free Breakfasts	106	148	156	91	239	232	310	189	313	-	1,784
St Anthony's Primary	Free Breakfasts	410	562	445	640	1,187	885	1,463	813	1,098	-	7,501
St Columba's Primary	Free Breakfasts	66	132	66	219	473	585	595	438	577	-	3,151
St John Ogilvie Primary	Free Breakfasts	416	644	661	381	990	955	1,222	980	1,289	-	7,536
St John the Baptist Primary	Free Breakfasts	140	342	223	224	537	546	572	415	546	-	3,545
St Joseph's Primary (Linlithgow)	Free Breakfasts	50	-	331	123	335	288	328	-	398	-	1,953
St Joseph's Primary (Whitburn)	Free Breakfasts	285	713	617	203	504	507	592	381	536	-	4,338
St Mary's Primary (Bathgate)	Free Breakfasts	184	377	286	375	1,014	1,058	1,207	621	812	-	5,534
St Mary's Primary (Polbeth)	Free Breakfasts	79	123	117	69	167	169	164	110	174	-	1,172
St Nicholas Primary	Free Breakfasts	109	161	258	302	833	785	827	598	815	-	4,665
St Ninian's Primary	Free Breakfasts	38	16	74	42	171	365	691	296	476	-	2,169

St Paul's Primary	Free Breakfasts	27	90	96	84	227	278	395	234	299	-	-	1,730
Stoneyburn Primary	Free Breakfasts	187	312	326	109	488	369	488	315	394	-	-	2,991
Toronto Primary	Free Breakfasts	214	321	400	231	122	428	244	481	697	-	-	3,138
Torphichen Primary	Free Breakfasts	42	105	84	44	105	110	171	56	133	-	-	850
Uphall Primary	Free Breakfasts	238	331	366	138	283	328	372	286	424	-	-	2,766
Westfield Primary	Free Breakfasts	55	229	204	115	199	256	394	213	297	-	-	1,962
Whitdale Primary	Free Breakfasts	95	223	-	393	1,176	688	1,588	767	810	-	-	5,740
Williamston Primary	Free Breakfasts	137	94	136	148	617	520	614	459	637	-	-	3,362
Winchburgh Primary & Holy Family	Free Breakfasts	209	354	340	353	1,231	711	1,045	745	1,043	-	-	6,031
Windyknowe Primary	Free Breakfasts	291	204	294	341	595	854	952	339	698	-	-	4,568
Woodmuir Primary	Free Breakfasts	141	248	230	76	231	144	136	350	298	-	-	1,854
Total for Primary Schools	Free Breakfasts	14,101	27,209	25,867	15,036	38,378	38,645	49,613	33,106	43,577	-	-	284,532

Data label: Public

Breakfast Clubs Monitoring Spreadsheet - Free Breakfast Provision

Special Schools		Apr	May	June	August	September	October	November	December	January	February	March	Actual
Beattie Special School	Free Breakfasts	0	0	0	115	274	319	523	297	393	0	0	1,921
Cedarbank Special School	Free Breakfasts	0	0	0	161	427	294	312	217	283	0	0	1,694
Ogilvie School Campus	Free Breakfasts	0	0	0	590	1216	1088	1357	975	1319	0	0	6,545
Pinewood School	Free Breakfasts	820	1804	1640	1017	2060	2175	2300	1725	2300	0	0	15,841
Total for Special Schools	Free Breakfasts	820	1,804	1,640	1,883	3,977	3,876	4,492	3,214	4,295	0	0	26,001

Data label:Public

Breakfast Clubs Monitoring Spreadsheet - Free Breakfast Provision

Secondary Schools		Apr	May	June	August	September	October	November	December	January	February	March	Actual
Armadale Academy	Free Breakfasts	0	0	0	162	1100	1795	2109	1707	2,470	0	0	9,343
Bathgate Academy	Free Breakfasts	0	0	0	181	1429	1629	2235	1780	2,361	0	0	9,615
Broxburn Academy	Free Breakfasts	0	0	0	187	1150	1236	1444	1026	1,456	0	0	6,499
Deans Community High	Free Breakfasts	0	0	0	296	1555	1937	2290	1676	2,205	0	0	9,959
James Young High	Free Breakfasts	0	346	581	329	1195	1831	1976	1345	1,876	0	0	9,279
Linlithgow Academy	Free Breakfasts	0	0	0	11	116	127	251	178	291	0	0	974
St Kentigern's Academy	Free Breakfasts	0	0	0	337	1756	2272	2883	1866	2,779	0	0	11,853
St Margaret's Academy	Free Breakfasts	0	0	0	286	1401	1857	2168	1525	2,657	0	0	9,894
West Calder High	Free Breakfasts	0	0	0	306	1095	1481	2049	1372	1,833	0	0	8,136
Whitburn Academy	Free Breakfasts	0	5	0	372	1806	865	2224	1471	2,127	0	0	8,670.
Inveralmond Community High	Free Breakfasts	0	0	0	151	836	1098	1844	1463	1,918	0	0	7,308
Total	Free Breakfasts	0	351	581	2,618	13,439	15,926	21,473	15,409	21,973	0	0	91,770

![West Lothian Council logo]

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

EDUCATION SERVICES MANAGEMENT PLAN

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT AND HEAD OF EDUCATION (QUALITY ASSURANCE)

A.   PURPOSE OF REPORT

To present the Central Education Management Plan for 2014/15 to the Policy Development and Scrutiny Panel.

B.   RECOMMENDATION

That the Policy Development and Scrutiny Panel scrutinise and note the Central Education Management Plan for 2012/13.

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)**	The production of a Management Plan is a key feature of West Lothian Council's integrated performance management and improvement framework.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Improvement activities contained within the plan will contribute to improving performance.
V	**Relevance to Single Outcome Agreement**	Performance indicators included within the Management Plan also feature within the Single Outcome Agreement. Improvement activities contained within the plan will contribute to improving outcomes within the single outcome agreement.
VI	**Resources - (Financial, Staffing and Property)**	As set out in approved Revenue budgets, incorporated within the Plan.

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VII	**Consideration at PDSP**	Underway.
VIII	**Other consultations**	Chief Executive's Review Panel and Quality Improvement Team

D. TERMS OF REPORT

West Lothian Council has identified Management Plans as an essential driver for the provision of excellent services. As such, they are collated and presented at the service group level. The Education Service is the collection of Schools and WLAM service units under the responsibility of the Heads of Service - Schools and Education Support and Head of Education (Quality Assurance).

Containing critical information on the management of the service area, the plan provides an overview of:-
- o The services and activities that Education Services provides
- o The aims and objectives of the service that are to be communicated to elected members, staff and partners
- o How success will be measured and the targets that are to be achieved
- o The improvement activities that the service is committed to completing in order to change or improve services

The Management Plan will be utilised by the management team and stakeholders to assess and gauge performance and improvement. The measures, targets and initiatives of each plan are available for management, monitoring and reporting on the corporate performance management systems (Covalent and Initiatives).

E. CONCLUSION

The Policy Development and Scrutiny Panel is invited to scrutinise and note the Central Education Management Plan for 2014/15.

F. BACKGROUND REFERENCES

None.

Appendices/Attachments: Education Services Management Plan 2014/15.

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James Cameron

Head of Schools with Education Support

Elaine Cook

Head of Education (Quality Assurance)

Date: 8 April 2014

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Improving the employment position in West Lothian

Improving attainment and positive destinations for school children

Delivering positive outcomes and early interventions for early years

Reducing crime and improving community safety

Minimising poverty, the cycle of deprivation and promoting equality

Improving the quality of life for older people

Protecting the built and natural environment

Delivering positive outcomes on health

Delivering Better Outcomes
Education Services
Management Plan
2014/15

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West Lothian Council

Contents

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1   Overview

1.1   Introduction

Welcome to the Education Services Management Plan 2014/15

Central Education Services work in partnership with schools to deliver education services to pupils, their parents/carers, and the wider community.

Education Services work towards achieving the key strategic aims of the Council. In particular, Education Services improve opportunities for young people by:

- Raising standards of attainment and achievement
- Improving employability and positive destinations for all school leavers
- Improving the learning environment
- Promoting equality of access to education
- Developing values and citizenship
- Promoting learning for life and encouraging a creative, enterprising and ambitious outlook

Central Education Services also provide direct services to parents/carers, including pupil placement, wraparound care, child care development, allowances, grants and bursaries and central complaints handling. Services are also provided where schools and individual teachers are the customers. This includes ensuring that our schools are of a high quality through performance management, continuous professional development, planning school provision, health and safety, workforce planning and property management.

Our purpose is to continuously raise attainment and achievement for all children and young people and achieve positive destinations for all school leavers. We strive to improve the quality and performance of the education services provided to pupils and parents/carers, our key customers. Our priority is to continuously raise attainment.

In 2013/14 the key achievements of the service were:

- Raising attainment in secondary schools:

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- o Over the five year period, the percentage of pupils in S4 achieving five or more qualifications at level 3 or above, by the end of S4, has risen from 95% to 97%. Attainment has met the target. Attainment remains above the national average (95%) and above comparator authorities (93%).
  - o Over the five year period, the percentage of pupils in S4 achieving English and mathematics qualifications at level 3 or above, by the end of S4, has risen from 95% to 97%. Attainment has exceeded the target. Attainment remains above the national average (94%) and above comparator authorities (93%).
  - o Over the five year period, the percentage of pupils in S5 achieving three or more qualifications at level 6 or above, by the end of S5, has risen from 21% to 29%. Attainment has exceeded the target. Performance in this measure is above the national average (28%) and above our comparator authorities (26%).
  - o Over the five year period, the percentage of pupils in S5 achieving five or more qualifications at level 6 or above, by the end of S5, has risen from 9% to 15%. Attainment has exceeded the target. Performance in this measure is above the national average (13%) and significantly above comparator authority attainment levels (11%).
- Improving positive destinations for school leavers, in partnership with Area Services
  - o 92.0% of West Lothian's school leavers in 2013 progressed into positive destinations, an increase of 2.2% 2012 level. This is the highest ever level of positive destinations for West Lothian.
  - o Over the last five years, West Lothian has seen year on year improvements in the numbers of school leavers achieving a positive destination.
  - o Since 2007/08, the proportion of school leavers entering a positive destination (higher education, further education, training, volunteering or employment) has increased by 11.2%.
- Undertaking a Validated Self Evaluation of the Education Service, in partnership with Education Scotland, with a positive outcome, and producing an action plan aimed at further improving provision for learners in West Lothian
- Adopting the Validated Self Evaluation model in internal council reviews of the quality of education provision in schools, in order to increase the responsibility of schools for their own self evaluation; to increase capacity in schools to accurately assess improvement; and to increase peer involvement in quality assurance, leading to continuous improvement for learners
- Introducing a model of collaborative working amongst headteachers, in both the primary and secondary sectors, aimed at raising attainment and improving the quality of learning and teaching
- Establishing a Performance Management Team to support the implementation of the Attainment Strategy

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- Improving the scrutiny of school reviews and HMI (Her Majesty's Inspectorate) Inspections in the new Education Quality Assurance Committee as a driver of continuous improvement

- Decreasing the time lost to education through exclusion. There has been a downward trend over the last 5 years in the amount of time missed by primary and secondary school pupils as a result of exclusion. This has been achieved partly through a revised policy, increased behaviour support through outreach services, and increased use of alternatives to exclusion. It is also the case, however, that improved learning and teaching, and improvements in meeting the needs of individual learners, will have a positive impact on behaviour

- Maintaining and improving high attendance levels. Attendance levels in West Lothian primary schools remain consistently high at around 95%. Attendance levels in West Lothian secondary schools remain consistently high around 92% and the trend over the last 5 years has been upward.

- Improving the attainment of Looked After Children in partnership with Social Policy

- Identifying the number of distinct pupil participants progressing from curricular to extracurricular sporting and physical activity. 5,123, or 20% of the total school population, took part in regular extracurricular physical activity and sport within a school setting lead and supported by 383 volunteers including 234 members of school staff and 83 senior pupils.

- Achieving success at the Scottish Concert Band Festival regional heats which were held at Inveralmond Community High School in December 2013 with seven West Lothian bands participating - the only local authority to have such a high number of entries. Six of those bands achieved a Gold award or higher, which allows them to go forward for the National Final in Perth, March 2014 – an amazing achievement for one local authority.

In 2014/15 the key priorities and actions for the service will be:

- Continuing to raise primary and secondary attainment.
- Extending pre-school provision to 600 hours for all eligible children
- Making pre-school provision for 2 year old children as set out in forthcoming legislation
- Extending the provision of free school meals to all primary 1 to 3 children
- Improving quality of education provision through workstreams involving education officers and headteachers in the development of improved and more effective practice within context of reduced resources.
- Entering into a partnership agreement with Education Scotland in order to formalise working arrangements in order to improve the support and challenge delivered to West Lothian schools.

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- Providing two new nurseries to support development of Core Development Areas
- Implementing the Donaldson Review of Teacher Education in order to secure the future quality of the teaching workforce.

James Cameron
Head of Service
Schools with Education Support

Elaine Cook
Head of Service
Education (Quality Assurance)

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1.2 Context

Central Education Services support schools in the administration of specific functions. These include quality assurance, educational psychology, additional support needs, information and communication technology, continuous professional development, child protection, pupil placement, customer care, performance management, administration of grants and allowances to pupils, property and staff resource management, early years provision, active schools provision and the instrumental music service.

The Education Service is delivered in accordance with legislation and national policy and is available to all children aged 3 to 18. Schools in West Lothian have made very good progress in the implementation of Curriculum for Excellence and are set to meet all Scottish Government time lines. This is being supported by the education officers/quality assurance.

The needs of children and young people requiring additional support in their learning are met through a range of provision, including outreach support in mainstream schools. In addition, there are five special schools catering for autistic spectrum disorder, emotional and behavioural difficulty and severe and complex needs. The Getting It Right For Every Child (GIRFEC) agenda underpins the approach to supporting children and young people in West Lothian schools through effective partnership working. West Lothian Council is committed to meeting needs locally wherever that is possible. The Additional Support Needs team provides support to schools across these functions in order to ensure that the council discharges its legislative requirements.

It is recognised that high quality education is essential in order to ensure that West Lothian's young people make the best possible start in life. Improving attainment for young people and developing essential skills for work contribute directly to local economic growth and prosperity. Supporting schools in improving the quality of education and raising attainment are key priorities for officers across the Central Education Services.

Continued investment in high quality school buildings, Information, Communication and Technology (ICT) and resources are required to provide the optimum learning environment for all of our young people. Increased emphasis will be placed on integrating ICT with the learning experience. This is both in terms of developing and delivering on line and distance learning through the new GLOW, and maximising investment in increased bandwidth and the use of mobile devices. The Central Resources team supports the provision and maintenance of a high quality learning

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environment across the school estate. The centrally based Information and Communication Technology team supports schools in the use of the latest technology in order to improve delivery of the curriculum.

The quality of the learning experience for our children and young people is dependent on high quality staff with a continued commitment to professional learning. The implementation of the Donaldson Review 'Teaching Scotland's Future' will secure the future quality of the teaching profession. Education Officers will continue to support and challenge schools to provide the best quality learning experience for every young person, supporting schools in the implementation of the new Validated Self Assessment model.

The council will continue to ensure that all eligible 2, 3 and 4 year olds have access to a nursery place in recognition of the importance of pre-school education. Centrally based staff have designed, and will support the implementation off, a new model of 600 hours pre-school provision for all eligible children, and will examine options for increasing flexibility of provision, subject to appropriate funding.

A key driver of efficiency within schools is the appropriate allocation of staff to schools in order to allow the council to discharge its statutory duties under parental choice legislation in the most efficient manner possible. This function is supported by the Pupil Placement Team.

In common with other areas of the council, freedom of information, complaints and information and records management are driven by legislation, national policy framework and corporate policy. The Customer Care team ensures compliance within schools and Central Education Services.

The corporate Anti-Poverty Strategy drives much activity across the service ranging from targeted action to increase staff/pupil ratios in areas of deprivation, and other targeted interventions linked to the Scottish Index of Multiple Deprivation. The Customer Care team provide free school meals, clothing grant and Education Maintenance according to legislation and Council and national policy.

Children and young people will continue to benefit from access to instrumental music provision and the opportunity to perform to a variety of audiences. We will motivate and inspire young people to participate in sport at all levels. The centrally based Instrumental Music and Active Schools teams provide a policy framework, leadership, advice and guidance to schools, and manage the direct delivery of services.

The Central Education Service provides a policy framework within which schools operate, and advises schools on the application of policy to particular circumstances.

1.3 Partnership Working

- West Lothian College – partnership aimed at providing the widest possible range of courses to West Lothian Pupils, whilst reducing duplication in provision, with a view to improving attainment and positive destinations as well as maximising the efficiency of provision. Information is shared effectively within an agreed strategy in order to provide a seamless service to students and their parents.
- Lothian Health – partnership aimed at ensuring the needs of all children with Additional Support Needs are met in terms of the relevant legislation, and that relevant information about children and young people is shared to support effective service provision. This partnership also involves Social Policy.
- Social Policy - Partnership aimed at meeting the needs of the most vulnerable in society and increasing equality through early intervention.
- Senior Officer Review Group – partnership involving Lothian Health, Social Policy, Scottish Children's Reporter Administration which allocates specialist provision within and out with the authority to children with additional support needs.
- Police Scotland – partnership with multiple aims supporting the needs of both Education and the Police, involving police staff attached to schools and partnerships with community police and officers dealing with particular functions such as child protection. This partnership includes curricular delivery, improving health and wellbeing and reducing offending amongst young people.
- Education Scotland (including HMI) – strategic partnership across a range of activities including support for the implementation of the 3-18 curriculum, support for the implementation of new qualifications, and the inspection function. This partnership delivers benefits in terms of the quality of education provision, and the continuous improvement of provision. The partnership will be formalised in the forthcoming year with the introduction of a Partnership Agreement.
- Scottish Qualification Agency – strategic partnership in the development, delivery, implementation and moderation of national qualifications, leading to improved attainment for secondary pupils in West Lothian.
- General Teaching Council Scotland – strategic partnership in maintaining the registration and promoting and improving the professional standards of teaching professionals, leading to improved quality of learning and teaching in West Lothian schools.
- Scottish Government – strategic partnership in relation to the implementation of the new GLOW which will present exciting opportunities for curricular delivery, and access through mobile devices, as well as supporting business continuity.

- Scottish Government – strategic partnership for the delivery of Education Maintenance Allowance with the aim of improving stay on rates and therefore raining attainment and positive destinations.
- Scottish Government – strategic partnership to gather and analyse information through SCOTXED Data Exchanges in order to provide the data necessary to plan and deliver school improvement and raised attainment.
- Scottish Government – strategic partnership to raise attainment supported by the introduction of the new National Benchmarking Tool.
- SEEMIS – partnership to develop and implement an effective and efficient Management Information System for Education Services
- Durham University – partnership to support the gathering and analyse of information through Adaptive testing in order to provide the data necessary to plan and deliver school improvement and raised attainment.
- **sport**scotland strategic partnership aimed at improving the quality of sporting provision within West Lothian including Active Schools and associated programmes.
- ABRSM (Associated Board of the Royal Schools of Music) and Trinity Guildhall – partnerships aimed at providing a recognised and accredited formal assessment process for instrumental music to children and young people in West Lothian.
- Central Scotland Partnership and Edinburgh University – partnerships aimed at delivering high quality Continuous Professional Development opportunities to teaching staff in an efficient and collaborative manner.
- ADES – partnership aimed at improving the delivery of education services through the development and sharing of good practice, and representing the views of Education professionals in national debates on service provision.
- Alpha Schools (West Lothian) Ltd (PPP1) and Kajima Partnership Ltd (PPP3) – partnership for the provision of high quality school buildings, with the aim of improving the quality of the school estate in an efficient manner.
- Simply Play – partnership to deliver accessible out of school childcare in an efficient manner which meets the needs of West Lothian parents.
- Common Ground – Mediation service aimed at dispute resolution with the parents and carers of children and young people with Additional Support Needs.
- Partner Providers – contractual arrangements supporting choice and flexibility in the provision of pre-school provision, and ensuring that the Council can meet its obligation to offer a place to the parents of every eligible child.
- West Lothian Parent Council Forum – partnership to gather the views of parents and to disseminate information to parents of children and young people at West Lothian schools, with the aim of improving service delivery and strengthening parental involvement in the education of their children and in the life of their schools.
- Operational Services – future development of existing partnership will be required in order to deliver legislative and policy commitments in terms of free school meals and breakfast clubs.

1.4 Outcomes, Priorities and Activities

The council has set 8 priorities in the current Corporate Plan (2013/17) in consultation with the local community, partners, stakeholders and our staff. These priorities, along with the 3 enablers themes, represent all the vital activities that the council will undertake in order to achieve better outcomes for West Lothian.

Figure 1 illustrates where the WLAM units in the service *directly* contribute to the council's priorities (and/or) enablers.

	Quality Assurance	Central Resources	Customer and Performance	Active Schools	Instrumental Music		Schools
Council Priorities							
1. Delivering positive outcomes and early intervention for early years	✔	✔	✔				✔
2. Improving the employment position in West Lothian							✔
3. Improving attainment and positive destinations for school children	✔				✔		✔
4. Improving the quality of life for older people							
5. Minimising poverty, the cycle of deprivation and promoting equality			✔				✔
6. Reducing crime and improving community safety							✔
7. Delivering positive outcomes on health				✔			✔
8. Protecting the built and natural environment		✔					
Enablers							
Financial planning		✔					✔
Corporate governance and risk		✔	✔				
Modernisation and improvement	✔		✔				

Figure 1: Council priorities and activities

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1.5 Corporate Strategies

The council has corporate strategies that set out what we want to achieve for a particular priority, outcome or targeted group within a corporate planning period (4 years). Including what we will do, with our partner services and agencies, to deliver those outcomes.

The service has responsibility for the development and implementation of the following corporate strategies:

Corporate Strategy	Strategy Outcomes	Start	End	Review Date
Attainment Strategy	■ Improved literacy and numeracy	2012	2015	January annually
	■ Improved engagement of parents/carers in the learning of the child	2012	2015	January annually
	■ Improved progression in learning through effective monitoring and tracking and reporting to parents	2013	2015	January annually
	■ Children/young people facing challenge remain engaged with school	2012	2015	January annually
	■ Young people benefit from increased opportunities for vocational learning	2013	2015	January annually
	■ Improvement in attainment	2012	2015	August and February annually
Active West Lothian Strategy *(Strategy developed with Area Services)*	■ Increased lifelong participation in sport and physical activity ■ Resources are used to maximum effect ■ Clubs and individuals encouraged to meet their full potential ■ Services and facilities provided to meet the needs of the West Lothian community	2014	2018	Strategy in draft form

Figure 2: Corporate Strategies

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2   Education Service Structure

The service is part of the Education, Planning and Area Services directorate and the management structure is outlined in figure 3 below:
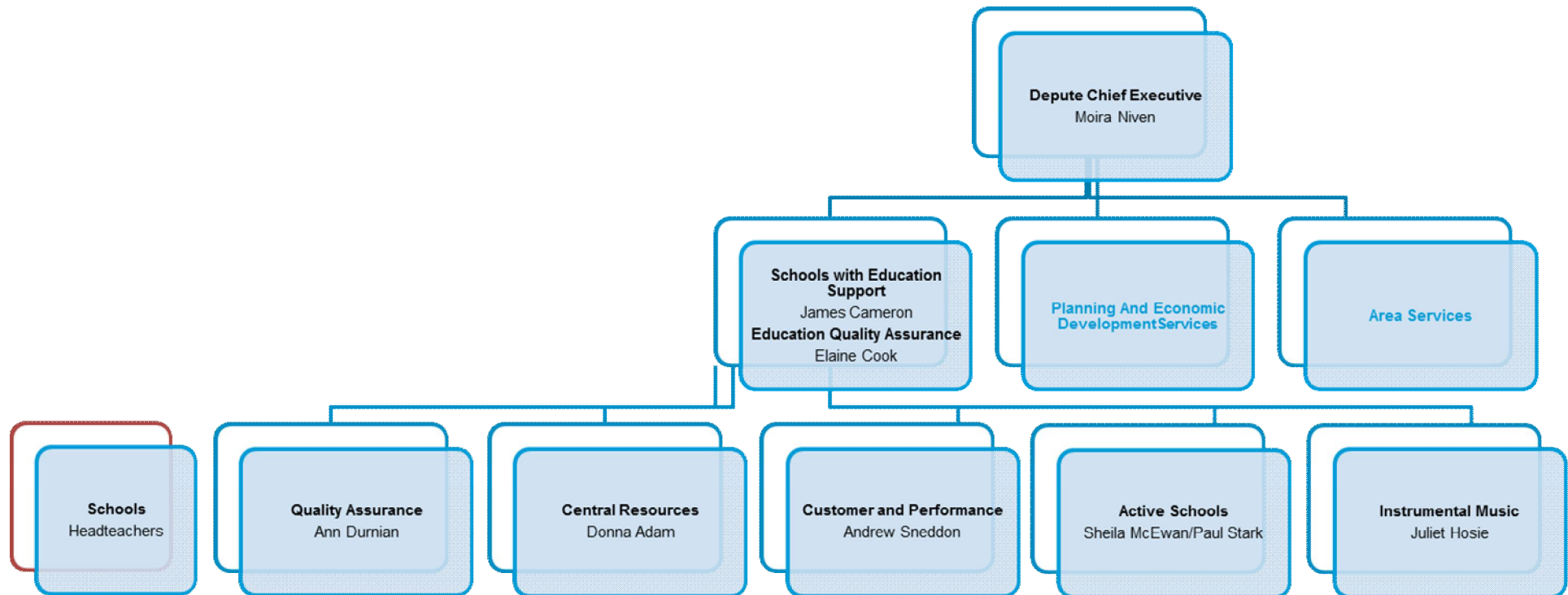
Figure 3: Education Service Structure

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3 Service Activity

3.1 Schools

Manager:	James Cameron and Elaine Cook
Number of Staff (FTE):	2762.9
Location:	Throughout West Lothian

Purpose

West Lothian Council provides 66 primary schools, 11 secondary schools, 14 pre-school establishments and 5 special schools to meet the individual needs of over 26,000 pupils and around 4,000 pre-school children.

Education is provided in terms of the Standards in Scotland's Schools Etc. Act 2000 and the Education (Additional Support for Learning) (Scotland) Act 2004.

West Lothian Council's focus on educational standards in schools arises from its community leadership role to promote social and economic wellbeing. A prime motivation is ensuring that all citizens within West Lothian have the skills needed to compete in a modern, integrated society. Improving attainment for young people and developing essential skills for work contributes directly to local economic growth and prosperity. West Lothian Council recognises the economic benefit to individuals, and hence the community, of improving educational attainment. An investment in improving the quality of education, the primary vehicle for building the knowledge and skills of West Lothian's future workforce, is key to sustainability and growth.

Children and young people deserve the best possible start in life through the provision of high quality pre-school education. The council will continue to ensure that all eligible children have access to a nursery place in recognition of the importance of teacher-led pre-school education.

The learning and health needs of children are developed in pre-school centres and classes where there is a clear focus on supporting the child and family through a nurturing approach. For many parents, pre-school provision is the first contact parents have made with formal education since themselves leaving school and the focus on working together in partnership is essential in developing positive attitudes to learning. Early years centres in particular deliver a joined up health, education and social care service. Inequality is addressed by the provision of these centres within some of the most deprived communities in West Lothian.

The extension to pre-school hours will pose a financial challenge unless this is funded by the Scottish Government.

Providing a quality learning experience in every school requires West Lothian Council to continue to develop the professional learning and leadership opportunities for all school staff. Continued investment in high quality school buildings, ICT and

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resources is needed to ensure the optimum learning environment for all of our young people.

There is a challenge in maintaining the quality and number of core staff at a time of recruitment shortages at a national level. Significant challenges will arise in meeting the needs of pupils with additional support for learning requirements in special schools and classes, and in mainstream establishments. These challenges increase as the number of children considered to have additional support needs rises and new legislation places greater obligations on the council. Improving the learning and life chances of young people for whom English is an additional language will continue to be a significant challenge in West Lothian schools as numbers increase. As more students are now returning to S5 and S6, delivery of a relevant curriculum becomes increasingly important. We continue to develop vocational courses and work in partnership with West Lothian College to meet the educational needs of all young people. There is a need to reduce the attainment gap through early intervention strategies promoting equality of opportunity for all, including our most vulnerable young people. This will require council services to further develop collaborative approaches in order to maximise the effectiveness of targeted support.

The changes brought about by Curriculum for Excellence are leading to improved quality learning and teaching and increased attainment for all young people in West Lothian (including those children who need additional support in their learning). Our schools are developing a culture of aspiration and ambition in our young people. This creates an environment for success producing better prepared school leavers more able to contribute to the prosperity of West Lothian.

Engaging parents as partners in their child's learning will be embedded in a whole school and service strategy. The degree and quality of engagement that parents have with their child's learning is a critical factor in educational attainment. Increased engagement of parents from the most deprived communities and young parents will be essential.

Within the primary and secondary sectors children from the most deprived communities continue to have lower levels of literacy and numeracy. Continuing intervention is essential to break the cycle of low attainment, and inequality. The challenge will be to engage successfully with these children by boosting attendance and reducing exclusion.

To continue to support learners who face challenge in their learning as they progress through school, nurture groups have been set up in a range of primary and secondary schools. These are for young people at the upper stages of primary and the lower stages in secondary and are aimed at ensuring that the young people make a successful transition to secondary school and prevent exclusion or low attendance. Staff receive high quality training in a nurturing approach and the young people receive direct support in managing their school experience and the further development of literacy and numeracy skills.

Emphasis will be placed on Curriculum Support in order to improve transition of learning from nursery to primary and primary to secondary. There will also be the

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provision of study support, homework clubs, the development of literacy and numeracy skills and support for the new National Qualifications. Literacy and numeracy skills open the door to the world of learning and achievement thus enabling every young person to engage effectively and fully in society. To minimise inequality of opportunity, support for children with special literacy needs will be provided. Similarly, improving positive outcomes for looked-after children will remain a priority.

In recognition of the links between heath and attainment, the council will extend access to breakfast clubs.

Activities

The main activities of the service in 2014/15 will be:

- To ensure that all eligible children have access to a nursery place and are provided with a quality learning experience.
- Quality teaching provision, early intervention and raising attainment for all pupils, taking account of the implementation of the 3 to18 curriculum.
- Reducing inequality, providing appropriate early intervention, narrowing the gap and raising attainment for all children and young people.
- To provide support to children with Additional Support Needs and their families prior to accessing formal education.
- To provide support to all young people in order to maximise their opportunity to progress to positive destinations.

Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers. Our key partners are:

- Education Scotland including HMI
- Scottish Qualification Agency
- General Teaching Council Scotland
- West Lothian College
- Central Scotland Partnership (CPD)
- Lothian Health
- Police Scotland
- Social Policy

Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that are accessible and focused on their needs and preferences.

Customer Consultation Schedule				
Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Pupil Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Amanda Finlayson	Report to Head Teachers and Policy Development and Scrutiny Panel
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Amanda Finlayson	Report to HTs and PDSP
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Amanda Finlayson	Report to HTs and PDSP
Pupils - Christmas Leavers	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Amanda Finlayson	Report to HTs and PDSP
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Parents/Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Amanda Finlayson	Minutes of Meetings
Parents/Carers	Survey of all parents	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT

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Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15 £	Revenue Income Budget 2014/15 £	Net Revenue Budget 2014/15 £
Nursery Education - Council Provision	To ensure that all eligible children have access to a nursery place and are provided with a quality learning experience.	2. Improving attainment and positive destinations for school children	EDPPL024.9a.1c - Pupil Placement: Percentage of 3 and 4 Year Olds Allocated a Pre School Education Place in Council Provision - 90%	HIGH LEVEL	183.5	7,997,452	0	7,997,452
			SOA1302_14 - Percentage of Primary, Secondary and Special Schools and Pre-School Education Establishments Receiving Positive Education Scotland Inspection Reports - 100%	HIGH LEVEL				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.0	4,608	0	4,608
	Total :-				183.5	8,002,060	0	8,002,060

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15 £	Revenue Income Budget 2014/15 £	Net Revenue Budget 2014/15 £
Education of Pupils - Primary Classes	Quality teaching provision, early intervention and raising attainment for all pupils, taking account of the implementation of the 3-18 curriculum.	2. Improving attainment and positive destinations for school children	EDSCH071_9a.1c - Cost per Pupil in West Lothian Primary Schools (Scottish Government Calculation) - £4,700	HIGH LEVEL	922.4	43,033,683	(330,437)	42,703,246
			EDSCH074_9b.1a - Assessment: Age Equivalent Score for Reading - P7 Pupils - 11	HIGH LEVEL				
Education of Pupils - Primary Classes	Reducing inequality, improving early intervention to raise attainment for all children and young people. Primary School support provision to P1-P7 pupils.	2. Improving attainment and positive destinations for school children	EDSCH071_9a.1c - Cost per Pupil in West Lothian Primary Schools (Scottish Government Calculation) - £4,700	HIGH LEVEL	311.4	6,483,175	(72,535)	6,410,640
			EDSCH077_9b.1a - Assessment: Age Equivalent Score in P7 of Pupils in Lowest 20% - Reading -10.4	HIGH LEVEL				

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		1.3	193,539	0	193,539
	Total :-				**1235.1**	**49,710,397**	**(402,972)**	**49,307,425**

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
						£	£	£
Education of Pupils - Secondary Classes	Quality core teaching provision available to pupils aged 11-18 in mainstream secondary schools.	2. Improving attainment and positive destinations for school children	EDSCH072_9a.1c - Cost per Pupil in West Lothian Secondary Schools (Scottish Government Calculation) - £6,000	HIGH LEVEL	883.3	39,706,029	(351,463)	39,354,566
			EDSQA070_9b.1c - Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better (by end of S5) - 12%	PUBLIC				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Education of Pupils - Secondary Classes	Quality core support provision for pupils aged 11-18 in mainstream secondary schools.	2. Improving attainment and positive destinations for school children	EDSCH072_9a.1c - Cost per Pupil in West Lothian Secondary Schools (Scottish Government Calculation) - £6,000	HIGH LEVEL	125.3	5,339,163	(47,927)	5,291,236
			EDSCH037_9b.1c - Percentage Attendance Levels in West Lothian Secondary Schools - 91.8%	PUBLIC				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		1.0	156,674	0	156,674
	Total :-				1009.6	45,201,866	(399,390)	44,802,476

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
						£	£	£
Special Schools Health & Learning	Meet the needs of pupils with learning and health needs by providing specialist provision: Cedarbank, Pinewood, Beatlie and Ogilvie.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Health & Learning: £189	HIGH LEVEL	163.1	5,542,753	(26,322)	5,516,431
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				
Special Schools SEBN - Secondary	To improve the learning progress of young people who are learning through West Lothian Service for pupils with social, emotional and behavioural difficulty.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - SEBN Secondary: £43	HIGH LEVEL	28.5	1,208,312	0	1,208,312
			EDSCH028_9b.1c - Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion (Secondary Schools) - 316	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Hearing Impairment	To improve the learning progress of pupils with hearing impairment by providing specialist services.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Hearing Impairment: £13	HIGH LEVEL	8.1	370,932	0	370,932
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				
Special Schools SEBN - Primary	To improve the learning progress of children and young people who are educated in West Lothian Primary SEBN Provision - Ogilvie.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil SEBN - Primary: £19	HIGH LEVEL	21.8	727,498	(900)	726,598
			EDSCH027_9b.1c - Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion (Primary Schools) - 41	HIGH LEVEL				

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Key Communications	Purchase of specialised ICT equipment for children with severe and complex needs.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Key Communications: £1	HIGH LEVEL	0.0	29,046	0	29,046
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				
Visual Impairment	To improve the learning progress of pupils with visual impairment by providing specialist services.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Visual Impairment: £2	HIGH LEVEL	0.0	65,025	0	65,025
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Speech & Language	To support pupils with special educational needs relating to speech and language needs.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Speech & Language: £10	HIGH LEVEL	9.3	670,504	0	670,504
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				
Autism Provision	To improve the learning progress of pupils with autistic spectrum disorder by providing inreach and outreach specialist provision on a full time and part time basis.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Autism Provision: £31	HIGH LEVEL	29.2	977,455	0	977,455
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Outwith Schools	To improve the learning progress to pupils with learning and health needs by providing specialist provision in schools out with the authority.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Outwith Schools: £9	HIGH LEVEL	0.2	245,222	0	245,222
			EDPSY010_9b.1a - Psychological Services: Number of Young People Appropriately Supported in Outwith Schools - 89	HIGH LEVEL				
Mediation Services	Procure Mediation Services for parents of pupils with ASN.	Enabler Service - Corporate Governance and Risk	Revenue Cost Per Pupil - Mediation Services: £1	HIGH LEVEL	0.0	31,895	0	31,895
			% of young people referred to SORG remaining within West Lothian provision: 100%	HIGH LEVEL				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.9	89,420	0	89,420
	Total :-				261.1	9,958,062	(27,222)	9,930,840

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
						£	£	£
Access Service	To support the implementation of the Council's accessibility strategy.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Access Service: £7	HIGH LEVEL	0.8	107,578	0	107,578
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				
Pre School Home Teaching Service	To provide support to children with ASN and their families prior to accessing formal education.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Pre School Home Teaching Service: £22	HIGH LEVEL	3.0	92,308	0	92,308
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Outreach Services	To improve the learning progress of children and young people who are progressing in Willowgrove, by home and hospital and primary outreach services.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Outreach Services: £4	HIGH LEVEL	2.0	100,805	0	100,805
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				
Literacy Unit	Support for children with special literacy requirements.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Literacy Unit: £6	HIGH LEVEL	3.4	155,948	0	155,948
			EDSCH074_9b.1a - Assessment: Age Equivalent Score for Reading - P7 Pupils - 11	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Looked after children	To provide additional teaching support, Primary ,LAC, S3 & S4.	2. Improving attainment and positive destinations for school children	Revenue Cost Per Pupil - Additional Teaching Support: £7	HIGH LEVEL	4.0	176,095	0	176,095
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.1	9,020	0	9,020
	Total :-				13.3	641,754	0	641,754

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Time Limited - Schools Attainment	Improving attainment in Secondary Schools.	2. Improving attainment and positive destinations for school children	Progress on delivery of this activity is reported to both CMT and Council Executive on a quarterly basis.		12.0	561,000	0	561,000
Time Limited - Study Support	Improving attainment in Secondary Schools.	2. Improving attainment and positive destinations for school children	Progress on delivery of this activity is reported to both CMT and Council Executive on a quarterly basis.		1.0	7,000	0	7,000
Time Limited - Improve Employability in Secondary Schools	To continue to improve the employability chances of our young people through providing focused support in seeking positive and sustained destinations.	2. Improving attainment and positive destinations for school children	Progress on delivery of this activity is reported to both CMT and Council Executive on a quarterly basis.		2.0	76,000	0	76,000
Time Limited - Reading & Literacy and English as an Additional Language	To ensure consistency and quality of teaching of reading and literacy	2. Improving attainment and positive destinations for	Progress on delivery of this activity is reported to both CMT and		2.0	100,000	0	100,000

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skills.	school children	Council Executive on a quarterly basis.					

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Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Time Limited - Enhanced Early Intervention	To support nurture activity in primary schools and early stages of secondary with a focus on contextualised literacy and numeracy.	2. Improving attainment and positive destinations for school children	Progress on delivery of this activity is reported to both CMT and Council Executive on a quarterly basis.		15.0	615,000	0	615,000
	Total :-				60.3	3,474,105	(18,152)	3,455,953

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Actions

Actions 2013/14						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Implement improved transition from P7-S1 and cross sector reading and literacy. Ensure that pupils with English as an Additional Language make good progress.	Pace of learning improves and children and young people make better progress. This results in better attainment	Cluster literacy developments making good progress Training being focused on each school to support English as an additional language	James Cameron	1/4/2013	31/3/2014	Complete and rolled forward to next year
Improve Employability in Secondary Schools	More young people enter positive destinations	Positive and sustained destinations continue to improve	Elaine Cook	1/4/2013	31/3/2014	Complete and rolled forward to next year
Improve attainment in Secondary Schools	Improved attainment in national examinations as evidenced through SQA results	Attainment continues to improve	Elaine Cook	1/4/2013	31/3/2014	Complete and rolled forward to next year
16+ Learning Choices – Vocational Provision	Young people benefit from an improved and appropriate range of vocational courses suited to need	Schools offer access to an increased number of vocational courses	Elaine Cook	1/4/2013	31/3/2014	Complete and rolled forward to next year
Improve 16+ Learning Choices through the development of West Calder Undercroft	Young People are able to access mechanics and other practical courses at WCHS through West Lothian Campus		Elaine Cook	1/4/2013	31/3/2014	Complete and rolled forward to next year

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Enhanced Early Intervention – Primary Schools	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school	Schools report positive impact	Jim Cameron	1/4/2013	31/3/2014	Complete and rolled forward to next year
Enhanced Early Intervention – Secondary Schools	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school	Schools report positive impact	Elaine Cook	1/4/2013	31/3/2014	Complete and rolled forward to next year
Enhanced Early Intervention – ASN	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school	Schools report positive impact	James Cameron	1/4/2013	31/3/2014	Complete
Raise attainment at transition from Primary to Secondary through collaborative improvement model introduced in primary sector	Raised attainment at transition	Schools report positive impact	James Cameron	1/4/2013	31/3/2014	Complete and rolled forward to next year
Enhanced Early Intervention – Primary Schools	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school	Schools report positive impact	Jim Cameron	1/4/2013	31/3/2014	Complete and rolled forward to next year

Data Label: PUBLIC

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Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Enhanced Early Intervention – ASN	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school	Schools report positive impact	James Cameron	1/4/2013	31/3/2014	Complete and rolled forward to next year
Raise attainment at transition from Primary to Secondary through collaborative improvement model introduced in primary sector	Raised attainment at transition	Schools report positive impact	James Cameron	1/4/2013	31/3/2014	Complete and rolled forward to next year

Data Label: PUBLIC

Actions 2014/15						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Implement improved transition from P7-S1 and cross sector reading and literacy. Ensure that pupils with English as an Additional Language make good progress.	Pace of learning improves and children and young people make better progress. This results in better attainment	Cluster literacy developments making good progress Training being focused on each school to support English as an additional language	James Cameron	1/4/2014	31/12/14	Active
Improve Employability in Secondary Schools	More young people enter positive destinations	Positive and sustained destinations continue to improve	Elaine Cook	1/4/2014	Ongoing	Active
Improve attainment in Secondary Schools	Improved attainment in national examinations as evidenced through SQA results	Attainment continues to improve	Elaine Cook	1/4/2014	Ongoing	Active
16+ Learning Choices – Vocational Provision	Young people benefit from an improved and appropriate range of vocational courses suited to need	Schools offer access to an increased number of vocational courses	Elaine Cook	1/4/2014	Ongoing	Active

Data Label: PUBLIC

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Enhanced Early Intervention – Secondary Schools	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school	Schools report positive impact	Elaine Cook	1/4/2014	Ongoing	Active
Raise attainment at transition from Primary to Secondary through collaborative improvement model introduced in primary sector	Raised attainment at transition	Schools report positive impact	James Cameron	1/4/2014	Ongoing	Active
Enhanced Early Intervention – Primary Schools	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school	Schools report positive impact	Ann Durnian	1/4/2014	Ongoing	Active

Data Label: PUBLIC

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Attendance	Improve attendance through time limited spend which will review and improve policy and practice with a view to implementing a strategic approach across the authority which will contribute to raising attainment	Improved attendance and attainment	Ann Durnian	1/4/2014	31/3/2015	Active

Data Label: PUBLIC

Performance

Performance Indicator	Cost per Pupil in West Lothian Primary Schools.	P:EDSCH071_9a.1c
Description	This indicator shows the average amount of money spent on each pupil in West Lothian Primary Schools each year. This national measure is used to assess efficiency in the delivery of school education..	

£5,000.00
£4,900.00
£4,800.00
£4,700.00
£4,600.00
£4,500.00
£4,400.00
£4,300.00
£4,200.00
£4,100.00
£4,000.00

£4,638.00   £4,818.50

2010/11   2011/12   2012/13

Target (Years)   Benchmark

Trend Chart Commentary:

High levels of occupancy result in greater efficiency and ensure best value for the West Lothian community. This allows approximately 90% of the Education budget to be devolved to schools. Larger items of expenditure not devolved include catering and cleaning, free school meals, clothing grants, Public Private Partnership costs and other central services.

This indicator will be influenced by changes in the amount of budget allocated to schools and fluctuations in pupil numbers.

West Lothian Council aims to continue to invest in Education for the benefit of the young people of West Lothian, whilst maximising the efficiency of service delivery.

Nationally the figure for 2011/12 was £4792, and is shown as the benchmark.

Improving attainment and low cost demonstrate efficient and effective use of resources.

Target for will be £4,800, as the Council will aim to improve quality of provision within existing resources.

Performance Indicator	Cost per Pupil in West Lothian Secondary Schools	P:EDSCH072_9a.1c
Description	This indicator shows the average amount of money spent on each pupil in West Lothian Secondary Schools each year. This national measure is used to assess efficiency in the delivery of school education.	

Trend Chart Commentary:

High levels of occupancy result in greater efficiency and ensure best value for the West Lothian community. This allows approximately 90% of the Education budget to be devolved to schools. Larger items of expenditure not devolved include catering and cleaning, free school meals, clothing grants, Public Private Partnership costs and other central services.

This indicator will be influenced by changes in the amount of budget allocated to schools and fluctuations in pupil numbers.

West Lothian Council aims to continue to invest in Education for the benefit of the young people of West Lothian, whilst maximising the efficiency of service delivery.

Nationally the figure for 2011/12 was £6,321, and is shown as the benchmark.

Improving attainment and low cost demonstrate efficient and effective use of resources.

Target for 2014/15 will be £6,247, as the Council will aim to improve quality of provision within existing resources.

Performance Indicator	Percentage of Pupils in S4 Achieving 5 or More Qualifications at Level 3 or Above (by the end of S4).	CP:EDSQA65_9b.1c
Description	This indicator shows the percentage of pupils in their 4th year of secondary education (S4) achieving 5 or more Standard Grade Qualifications at Level 3 (Foundation Level) or above. Pupils are presented for standard grade qualifications at a number of different levels. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.	

Trend Chart Commentary:

Over the five year period, the percentage of pupils in S4 achieving five or more qualifications at level 3 or above, by the end of S4, has risen to 97%.

Attainment has met the target. Attainment remains above the national average (95%) and above comparator authorities (93%).

The target has been raised to 97% to reflect improved performance.

The target will remain at 97% for 2013/14 and 2014/15 in recognition of the difficulty of achieving an increase from this high level.

The long term trend in West Lothian Council, since 1996, has been for improvements to attainment, and this has been recognised by Education Scotland.

Performance Indicator	**Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better (by end of S5).**	*CP:EDSQA70_9b.1c*
Description	Percentage of pupils in their 5th year of secondary education (S5) achieving 5 or more higher grade qualifications at Level 6 or above. All qualifications gained by pupils in West Lothian schools are accredited by the Scottish Qualifications Authority (SQA). SQA is the national accreditation and awarding body in Scotland. The calculation of this performance indicator is carried out by statisticians in the Scottish Government. The Scottish Government will calculate this statistic based on the appropriate S4 roll.	

Trend Chart Commentary:

Over the five year period, the percentage of pupils in S5 achieving five or more qualifications at level 6 or above, by the end of S5, has risen to 15%.

Attainment has exceeded the target. Performance in this measure is above the national average (14%) and significantly above comparator authority attainment levels (11%).

Performance in this indicator will be influenced by the number of pupils attaining 5+standard grade credit passes in their fourth year of secondary education and the number of pupils returning to S5.

The target has been exceeded in each of the last two years. A target of maintaining performance at the historically high level of 14% will be set for 2013/14 and 2014/15.

The long term trend in West Lothian Council has been for improvements in attainment, and this has been recognised by Education Scotland.
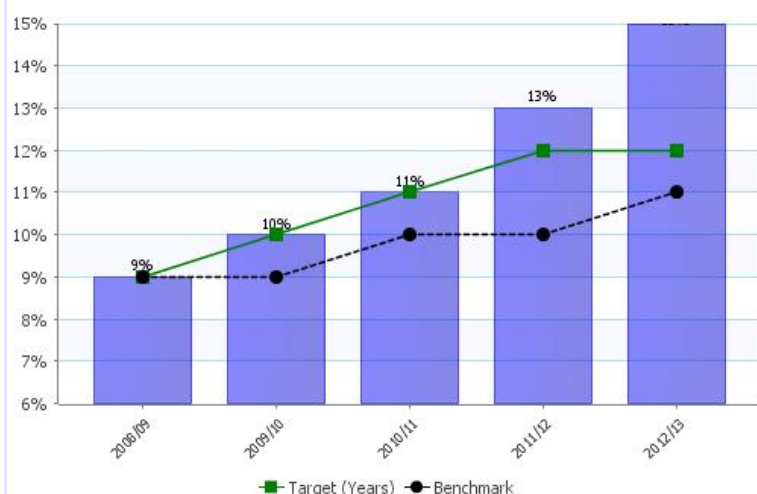
Performance Indicator	Percentage of Parents Rating their Overall Satisfaction With their Child's School and Education as Good or Excellent.	CP:EDSCH055_6a.7
Description	This indicator shows the percentage of parents/carers rating their overall satisfaction with their child's school and education as good or excellent. Parents were asked to indicate their overall satisfaction with their child's school and education.	

Trend Chart Commentary:

A survey of 14326 parents was carried out using online survey questionnaire software. A total of 81.5% of rated their child's school and education as good or excellent. This figure is down from the previous year's figure of 84.4% and below the target of 85%.

Target is set as previous year's performance plus 1%. The service wishes to demonstrate continuous improvement, but increasing satisfaction at a time of expenditure restraint poses significant challenges. A more robust method of target setting will be adopted when greater trend information is available.

Target for 2013/14 and 2014/15 will be 82.5%, subject to revision in light of trend information.

During the period, a number of efficiencies have occurred, impacting on school education, as part of the Council's budget reductions.

In 2011/12 over 3000 parents responded to this survey whilst only 1723 responded in 2012/13.

Calendar of Improvement and Efficiency Activity

Action	Frequency	2014/15 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
○ Performance management	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
○ Review of Performance Indicators and targets	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
○ Benchmarking	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
○ Collation Specified Performance Indicators (SPIs)	n/a												
○ Update of PPR information	Bi-annually					✓	✓		✓		✓		
○ WLAM (assessment)	n/a												
○ Review Panel	Annually										✓	✓	✓
○ Performance Committee	Annually							✓	✓				
○ Process Review (Lean/RIE activity)													
○ Progress review of improvement actions	Biannually					✓	✓				✓	✓	
○ CSE preparation	Annually							✓	✓	✓			
○ Inspection or Audit activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Equality Impact Assessment(s)	As Required												
○ Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Business Continuity Planning	As required												
○ Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ PRPDPs	Ongoing	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
○ Review of customer groups/segmentation matrix	Annually							✓	✓	✓			
○ Customer consultation	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
○ Review of Service Standards	Annually							✓	✓	✓			
○ Planned Engagement activity	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
○ Website content management	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓

○ Performance activity   ○ Self Assessment activity   ○ Consultation & engagement activity   ○ External assessment activity   ○ Corporate management activity

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3.2   WLAM Unit – Quality Assurance

Manager:	Ann Durnian
Number of Staff (FTE):	28.3
Location:	Civic Centre

Purpose

The Quality Assurance Team aims to raise attainment for all pupils and students, and to maximise positive destinations.

Education Officers

Education Officers support and challenge schools through quality assurance procedures based on the national Quality Indicators contained in 'How Good is our School' and 'The Child at the Centre'.

The Education Officer team:

- Works with schools on continuous improvement
- Offers support and challenge to schools in raising attainment and achievement
- Supports curriculum development and change locally and nationally.

Education Psychology

The Educational Psychology Service is managed by the Principal Educational Psychologist who reports to the Senior Education Development Manager.   The service works directly with children and their families, schools and multi-agency colleagues within the authority. The purpose is to support schools and individual children/young people to continuously improve learning and attainment.

Educational Psychologists:

- Contribute locally and nationally in developing and implementing strategies to ensure progress for children and young people requiring additional support in learning
- Offer professional advice and support to the Education Service in consultation, assessment, intervention, research and training.

Additional Support Needs

The Additional Support Needs Team is responsible for improving education provision, learning experiences and opportunities for children and young people with additional support needs and for supporting schools in delivering that provision. Collaborative planning with multi-agency partners is a key focus throughout the team's strategic and operational activities.

A group of support staff, managed by the Principal Officer (ASN), supports the day to day activities of the Additional Support Needs team.

Information and Communication Technology Learning and Teaching

The Information and Communication Technology team is responsible for supporting schools and staff to enhance learning and teaching in schools and to improve access to the curriculum for pupils with Additional Support Needs through the effective use of information technology.

Child Protection

The Child Protection Officer is part of the Additional Support Needs and Quality Assurance Service and offers advice, support and training to all schools. The officer also works closely with multi-agency partners including social policy, health and the police. In addition, the post holder ensures the implementation of the Children Educated at Home and the Children Missing from Education policies and systems. This work is continuous and supports schools in ensuring that children and young people are safe.

Continuous Professional Development

The Continuing Professional Development Officer is responsible for providing development opportunities for teaching and non-teaching staff within schools. The officer is also responsible for probationer induction and training, the placing of student teachers and liaison with higher education providers.

Performance Team

A performance team comprising Education Officers and other staff has been established to improve performance across primary and secondary schools in terms of the Attainment Strategy.

Activities

The main activities of the service in 2014/15 will be:
- Through the Education Officer team, to support and challenge Headteachers to improve the quality of education, attainment, and the implementation of council policies and advice
- Through the Education Psychologist team to support school placements of children and young people who require additional support in their learning
- To ensure the consistent application of child protection procedures across the service
- To support schools in the consistent provision of additional support for learning to suit the needs of all children and young people

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- To work with partners and schools to continue to improve positive and sustained destinations for all school leavers
- To deliver an ICT service to schools to improve learning and teaching, and anytime, anywhere access to learning resources.
- To provide continuous professional development that effectively supports professional growth
- To raise attainment through improving literacy and numeracy skills within and across schools
- To raise attainment through effective transition arrangements and with a clear focus on progression in learning at the key stages
- To raise attainment and improve achievement through providing support in nurture bases for children and young people who face challenge in learning
- To support schools, children and families facing challenge through the further development of the Behaviour Support Service
- To continue to improve the life chances of all young people through the further development of West Lothian Campus and partnership with West Lothian College
- To raise attainment and achievement through continued review of West Lothian provision for children and young people who require additional support in their learning
- To monitor the delivery of 2 hours of PE per week.
- Adopting the Validated Self Evaluation model in internal council reviews of the quality of education provision in schools, in order to increase the responsibility of schools for their own self evaluation; to increase capacity in schools to accurately assess improvement; and to increase peer involvement in quality assurance, leading to continuous improvement for learners
- Supporting a model of collaborative working amongst headteachers, in both the primary and secondary sectors, aimed at raising attainment and improving the quality of learning and teaching
- Establishing a Performance Management Team to support the implementation of the Attainment Strategy
- Implementing the Donaldson Review of Teacher Education in order to secure the future quality of the teaching workforce.

Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers. Our key partners are:

- Education Scotland including HMI
- Scottish Qualification Agency
- General Teaching Council Scotland
- West Lothian College
- Central Scotland Partnership (CPD)

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- Lothian Health
- Police Scotland
- Scottish Government (GLOW)
- ADES
- Social Policy
- SORG
- Common Ground

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Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that are accessible and focused on their needs and preferences.

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Pupil Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Amanda Finlayson	Report to Head Teachers and Policy Development and Scrutiny Panel
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Amanda Finlayson	Report to HTs and PDSP
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Amanda Finlayson	Report to HTs and PDSP
Pupils - Christmas Leavers	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Amanda Finlayson	Report to HTs and PDSP
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Parents/Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Amanda Finlayson	Minutes of Meetings
Parents/Carers	Survey of all parents	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Pupils	Ethos survey of all pupils in schools undergoing	Throughout year – approx 10 schools	Louis Costello	School Review Report

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Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
	Council Reviews			
Parents/Carers	Surveys of parents/carers of pupils with Additional Support Needs	Throughout year	Allison Raeburn	Report
Parents/Carers	Survey of parents/carers engaging with Educational Psychology service	Throughout year	Jennyfer McNiven	Report
Satisfaction Surveys	Surveys relating to services provided	Annual	Louis Costello	COVALENT
Early Years Consultation	Survey relating to future requirements of pre-school parents	Every two years	Andrew Sneddon	Report to Education PDSP
Statutory Consultations	Consultations relating to changes to service provision i.e. ASN provision across West Lothian	As required	Allison Raeburn	Report to Education Executive

Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15 £	Revenue Income Budget 2014/15 £	Net Revenue Budget 2014/15 £
Learning and Teaching Support and Quality Improvement	To support and challenge Headteachers to improve quality of learning and teaching, attainment, and other outcomes.	2. Improving attainment and positive destinations for school children	Quality Improvement: Cost Per Pupil of Learning and Teaching Support and Quality Improvement - £35	HIGH LEVEL	2.1	280,699	0	280,699
			EDSQA070_9b.1c - Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better (by end of S5) - 12%	HIGH LEVEL				
Educational Psychology	To improve our ability to support school placements of children and young people. To improve delivery of core functions (consultation, assessment, intervention, training, and R & D) and provide input in line with the continuum of support.	2. Improving attainment and positive destinations for school children	EDPSY001_9a.1c - Psychological Services: Cost per Pupil of Psychological Services Provision - £32	HIGH LEVEL	14.2	810,476	0	810,476
			% of schools receiving positive quality evaluation from Education Scotland for Meeting Learning Needs over rolling five year period - 100%	HIGH LEVEL				

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Child Protection	To ensure the consistent application of child protection across the service.	Enabler Service - Corporate Governance and Risk	Revenue Cost Per Pupil - Child Protection: £3	HIGH LEVEL	1.0	58,308	0	58,308
			EDEDQ015_9b.1b - Number of Children Missing From Education - 0	HIGH LEVEL				
To support schools in meeting the requirements of the ASL Act.	To ensure the appropriate transition arrangements for pupils attending schools out with the authority. Ensuring adequate educational provision is being identified and maintained. Co-ordinated Support Plans.	2. Improving attainment and positive destinations for school children	EDASN001_9a.1c - Additional Support Needs: Cost Per Pupil of Additional Support Needs (ASN) Services - £50	HIGH LEVEL	1.0	57,608	0	57,608
			EDPSY010_9b.1a - Psychological Services: Number of Young People Appropriately Supported in Outwith Schools - 89	HIGH LEVEL				

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Managing internal CPD programme	To provide centrally organised Continuous Professional Development programme to meet the needs of all school staff.	Enabler Service - Modernisation and Improvement	EDCPD002_9a.1c - CPD: Cost Per Pupil of Providing Continuous Professional Development Services in Education - £12	HIGH LEVEL	2.5	260,717	0	260,717
			SOA1302_14 - Percentage of Primary, Secondary and Special Schools and Pre-School Education Establishments Receiving Positive Education Scotland Inspection Reports - 100%	HIGH LEVEL				
Childcare	Working with partners to support provision of affordable, accessible, good quality childcare within environments which give development and social opportunities for all children, including provision of training opportunities.	3. Deliver positive outcomes and early intervention for early years	Cost Per Pupil - Childcare	HIGH LEVEL	7.2	611,412	(18,152)	593,260
			Percentage of financially supported childcare providers receiving positive inspection reports from Care Inspectorate - 100%	HIGH LEVEL				

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.3	35,885	0	35,885
	Total :-				28.3	2,115,105	(18,152)	2,096,953

Data Label: PUBLIC

Actions

Actions 2013/14						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Review the Behaviour Support Service	Extend the review of the Behaviour Support Service(Secondary) to all schools, 3-18	Children and young people facing challenge in learning remain engaged in school, learn and achieve. Attainment improves.	Elaine Cook	December 2012	December 2013	Complete
Review provision for children and young people with learning needs	Audit requirements for each specialist provision to meet demographic need. Agree and implement required change.	Needs of pupils with additional needs can be met locally. There is sufficient planned provision.	Ann Durnian	January 2013	March 2014	Active
Improve the level of attainment information	Change from standardised testing to the implementation of the Durham University assessment tool in primary and S2.	Teachers, learners and parents/carers are better informed as to levels of attainment and learners make better progress. Attainment improves.	Elaine Cook	From June 2013	On going. Annual review June of each year	Active
Agree an action plan following Education Services Validated Self Evaluation	Identify improvements required and update the service Management Plan.	The VSE informs review of service provision and planned improvements impact on consistency of service and pupil attainment.	Ann Durnian	July 2013	July 2015	Active
Integration of ICT in learning and teaching	Implement improvements so that ICT becomes a learning tool integral to the learning experience.	Pupil learning is empowered through appropriate technology. Attainment and achievement improve.	Elaine Cook	January 2013	January 2015	Active

Data Label: PUBLIC

Actions 2014/15						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Extend pre-school provision	Implement increase of pre-school provision to 600 hours	600 hours pre-school provision offered to all eligible children	Ann Durnian	March 2014	August 2014	Active
Quality Improvement Framework	Revised model of support and challenge to schools, aimed at building capacity within schools to undertake effective self evaluation and improve quality of education provision and attainment	Improved quality of education provision	Ann Durnian	March 2014	December 2014	Active
Curriculum Framework	To develop a strategic approach to the development and delivery of the core curriculum to ensure consistency and continuity	High quality curriculum to meet the needs of individual learners	Ann Durnian	March 2014	December 2015	Active
Assessment Framework	To develop a robust mechanism to develop a coherent approach to planning learning and teaching and assessment.	A robust and coherent planning and assessment framework implemented across all schools	Ann Durnian	March 2014	December 2015	Active
New GLOW	Developing and delivering on line and distance learning through the new GLOW, and maximising investment in increased bandwidth and the use of mobile devices.	Improved on-line and distance learning.	John Low	March 2014	Ongoing	Active

Data Label: PUBLIC

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
GIRFEC	Implementing GIRFEC in partnership with Social Policy and Lothian Health in order to meet statutory requirements to meet the needs of every child	Effective support for all children and young people, in line with legislative requirements	Jennyfer McNiven	March 2014	Ongoing	Active
Professional Update	To support, maintain and enhance teacher's continued professionalism	High quality teaching profession	Ann Durnian	March 2014	June 2015	Active
Additional Support Needs	Strategic Review of Additional Support Needs Provision, including staffing, capacity and admission criteria	Sustainable provision to meet the needs of all children and young people with Additional Support Needs	Ann Durnian	March 2014	June 2015	Active

Data Label: PUBLIC

Performance

Performance Indicator	Education Officer Team: Cost Per School of Education Officers Team.	EDEDQ014_9a.1c
Description	This indicator shows the cost per school of providing Quality Assurance services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring cost per school of the Education Officer Team allows comparison of the cost of providing each part of the service.	

Trend Chart Commentary:

The cost of delivering quality assurance services has declined significantly between 2011/12 and 2013/14, as a result of planned service efficiencies.

Target is set as previous year's expenditure.

The 2014/15 Activity Based Budget treats quality assurance as a management cost to reflect the new method of delivering the service.

Performance Indicator	Percentage of Headteachers Rating the Support and Challenge Provided by the Education Officer Team as Good/Excellent..	EDEDQ008_6a.7
Description	Indicator shows the results of customer satisfaction surveys carried out in Education Development & Quality Assurance. Indicator shows the percentage of customers rating the support & challenge as good or excellent.	

The percentage of headteachers rating the Support and Challenge provided by the Education Officer team has fallen from 87% to 74% over the last two years.

Staffing issues impacted on one cluster of schools that had to be supported by allocation of schools to the other Education Officers. The service provided by Education Officers has been affected by reduced resources within the central education service.

Benchmark is with 'best in class' Additional Support Needs satisfaction. Benchmarking pool also includes Education Psychologists.

Target was set at previous year plus 1%, but has been adjusted down to reflect anticipated decrease in satisfaction related to the factors above.

Target for 2013/14 and 2014/15 will be set at 90%.

Performance Indicator	Psychological Services: Cost per School of Psychological Services Provision.	EDPSY001_9a.1c
Description	This indicator shows the cost per school of providing Educational Psychology services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service.	

Trend Chart Commentary:

The cost of delivering psychological services has declined between 2011/12 and 2013/14, as a result of planned service efficiencies.

Target is previous years' expenditure.

Performance Indicator	Psychological Services: Percentage of Headteachers Rating the Psychological Services Provision Within Education Services as Good/Excellent.	EDPSY011_6a.7
Description	This indicator shows the percentage of customers rating the psychological services provision within Education Servicers as good or excellent in customer satisfaction surveys carried out by the Central Education Service.	

Trend Chart Commentary:

The number of pupils supported in Schools not managed by the local authority ('out with schools') rose from 84 to 89, and fell to 82 in the three year period illustrated.

The number of pupils supported in out with schools will depend on the individual needs of the pupils concerned. Pupils included in these numbers include young people with significant and complex additional support needs and/or social care needs which cannot be met within West Lothian Council provision. Where possible pupils will be supported within West Lothian schools, and the Council aims to maximise its ability to meet the needs of pupils.

Efficiencies have been made in the provision of psychological services.

Target was set at previous year plus 1%, but has been adjusted down to reflect anticipated decrease in satisfaction related to the factors above.

Target for 2013/14 and 2014/15 will be set at 85%.

Data Label: PUBLIC

Performance Indicator	Percentage of primary, secondary, special schools and pre-school establishments receiving positive inspection reports	SOA1302_14
Description	Indicator shows the percentage of Primary, Secondary and Special Schools and Pre-School Education Establishments receiving a positive inspection report. A positive inspection report from Education Scotland is defined as the three reference quality indicators being evaluated as satisfactory or above.	

Trend Chart Commentary:

The percentage of schools receiving a positive inspection report from Education Scotland has remained at 100% over the last two years.

Between 1 July 2012 and 1 July 2013, inspection reports were published for 5 pre-school education establishments - Bankton Primary School Nursery Class, Eliburn Nursery Class, Glenvue Nursery Class, Greenrig Primary School Nursery Class and Kirknewton Primary School Nursery Class. All achieved evaluations of satisfactory or above in Improvement in Performance, Children's Experiences and Meeting Learning Needs.

Bankton Primary School Nursery Class, Greenrig Primary School Nursery Class and Kirknewton Primary School Nursery Class all achieved evaluations of good or above in the three quality indicators. Eliburn Nursery Class achieved evaluations of good for Childrens' Expectations and Meeting Learning Needs. Glenvue Nursery Class achieved evaluations of good for Improvement in Performance and Children's Expectations. An action plan is agreed after each inspection to further improve quality at the school.

Between 1 July 2012 and 1 July 2013, inspection reports were published for 6 schools - Bankton Primary School, Greenrigg Primary School Kirknewton Primary School Lowport Primary School, Woodmuir Primary School, and St Margaret's Academy. All achieved evaluations of satisfactory or above in Improvement in Performance, Learners' Experiences and Meeting Learning Needs.

Bankton Primary School, Kirknewton Primary School and Woodmuir Primary School all achieved evaluations of good or above in the three quality indicators. Greenrig Primary School achieved evaluations of good for Learners' Expectations and Meeting Learning Needs. Lowport Primary School achieved evaluations of good for Improvement in Performance and Learner's Expectations. An action plan is agreed after each inspection to further improve quality at the school.

St Margaret's Academy became one of the very few secondary schools in Scotland to receive evaluations of nothing other than excellent or very good from inspectors.

The target will remain at 100% for session 2013/14.

Calendar of Improvement and Efficiency Activity

Action	Frequency	2014/15 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
🟠 Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
🟠 Review of Performance Indicators and targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
🟠 Benchmarking	Biannually				✓	✓					✓	✓	
🟠 Collation Specified Performance Indicators (SPIs)	n/a												
🟠 Update of PPR information	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
🟢 WLAM (assessment)	Annually							✓	✓	✓			
🟢 Review Panel	Annually										✓	✓	✓
🟢 Performance Committee	Annually								✓	✓			
⚫ Process Review (Lean/RIE activity)											✓		
🟢 Progress review of improvement actions	Biannually				✓	✓					✓	✓	
🔵 CSE preparation	Annually							✓	✓	✓			
🔵 Inspection or Audit activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Equality Impact Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Health and Safety Assessment(s)	As required												
⚪ Business Continuity Planning	As required												
⚪ Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ PRPDPs	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
🔴 Review of customer groups/segmentation matrix	Annually							✓	✓	✓			
🔴 Customer consultation	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
🔴 Review of Service Standards	Annually							✓	✓	✓			
🔴 Planned Engagement activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
🔴 Website content management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

🟠 Performance activity 🟢 Self Assessment activity 🔴 Consultation & engagement activity 🔵 External assessment activity ⚪ Corporate management activity

Data Label: PUBLIC

3.3 WLAM Unit - Central Resources

Manager:	Donna Adam
Number of Staff (FTE):	31.5
Location:	Civic Centre/Primary and Secondary Schools

Purpose

The Strategic Resources Manager manages Public/Private Partnership contracts – PPP1 and PPP3, school based Area Business Support Managers and Resource Officers, the business element of the wraparound care service across six centres, is the client interface with Construction Services and Operation Services for services to schools and has responsibility for health and safety, business continuity planning, statutory compliance and control of risk across the service.

The Strategic Resource Manager undertakes workforce planning for teaching and non-teaching staff across the service including chairing the job sizing panel for promoted teaching posts and the service health & safety committee.

The Public/Private Partnership Team is managed by the Strategic Resources Manager. The team monitors the terms of the PPP1 contract with Alpha Schools (West Lothian) Ltd for 3 secondary and 3 primary schools. The team also monitors the contract with Kajima Schools Solutions Ltd for the second Public Private Partnership (PPP) project PPP3 to build replacement schools at Armadale Academy and Deans Community High School, which opened in August 2009. Monitoring ensures that the projects continue to deliver Best Value in terms of high quality services and accommodation for the Council over the thirty year life of the contracts.

Activities

The main activities of the service in 2014/15 will be:
- To ensure the quality of the learning environment in all schools through resource management of education property, acting as client contact for Education projects within the Council's agreed capital programme and developer funded projects.
- To ensure appropriate staff resources are available across the service through workforce planning.
- To ensure business continuity planning and risk management is delivered across all establishments and services including fire risk assessment, health & safety compliance and winter arrangements.
- To provide quality and affordable childcare alongside pre-school education.
- Forward planning of school provision.
- Planning for the expansion of Free School Meals.

Data Label: PUBLIC

Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers. Our key partners are:

- Alpha Schools (West Lothian) Ltd (PPP1)
- Kajima Partnership Ltd (PPP3)
- Simply Play
- ADES Resources and Personnel Networks
- Corporate Health and Safety
- Land and NETS Services
- Construction Services
- Operational Services – Facilities Management

Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that are accessible and focused on their needs and preferences.

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Pupil Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Amanda Finlayson	Report to Head Teachers and Policy Development and Scrutiny Panel
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Amanda Finlayson	Report to HTs and PDSP
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Amanda Finlayson	Report to HTs and PDSP
Pupils - Christmas Leavers	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Amanda Finlayson	Report to HTs and PDSP
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Parents/Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Amanda Finlayson	Minutes of Meetings
Parents/Carers	Survey of all parents	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Pupils	Ethos survey of all pupils in schools undergoing	Throughout year – approx 10 schools	Louis Costello	School Review Report

Data Label: PUBLIC

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
	Council Reviews			
Parents	Survey relating to Wraparound Care	Annual	Donna Adam	Standards and Quality Report/COVALENT
Headteachers	Survey relating to school support	Annual	Louis Costello	Standards and Quality Report/COVALENT

Data Label: PUBLIC

Activity Budget

Activity Name and Description	Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15 £	Revenue Income Budget 2014/15 £	Net Revenue Budget 2014/15 £
Resource Management - Property	To provide a high quality learning environment in all schools.	Enabler Service - Modernisation and Improvement	EDCES005_9a.1c - Central Resources: Cost Per Pupil of Central Resources - £35	HIGH LEVEL	0.5	34,321	0	34,321
			EDCES004_9b.1a - Central Education Services: Percentage of Primary/Secondary /Special Schools where the Building Condition is Rated Good/Satisfactory - 100%	HIGH LEVEL				
Resource Management - Staff	Ensure a suitably qualified workforce in all schools.	Enabler Service - Modernisation and Improvement	EDCES005_9a.1c - Central Resources: Cost Per Pupil of Central Resources - £35	HIGH LEVEL	0.7	41,992	0	41,992
			EDCES009_9b.1c - Percentage of Schools Where Staffing is Delivered Within Budget and Statutory Guidelines - 100%	HIGH LEVEL				

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Resource Management - Risk	Provide all properties with a BCP & risk register and on-going training.	Enabler Service - Corporate Governance and Risk	EDCES005_9a.1c - Central Resources: Cost Per Pupil of Central Resources - £35	HIGH LEVEL	0.8	45,492	0	45,492
			EDCES007_9b.1c - Percentage of Educational Establishments With a Business Continuity Plan in Place in Accordance With Agreed Guidelines - 100%	HIGH LEVEL				
Resource Management - Business Support	Ensure all schools receive appropriate, finance, HR and other business support.	Enabler Service - Financial Planning	EDCES005_9a.1c - Central Resources: Cost Per Pupil of Central Resources - £35	HIGH LEVEL	15.2	682,847	0	682,847
			EDCES009_9b.1c - Percentage of Schools Where Staffing is Delivered Within Budget and Statutory Guidelines - 100%	HIGH LEVEL				

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Public Private Partnership	To provide a high quality learning environment for primary and secondary age pupils.	Enabler Service - Modernisation and Improvement	EDCES005_9a.1c - Central Resources: Cost Per Pupil of Central Resources - £35	HIGH LEVEL	0.2	12,677,926	0	12,677,926
			EDCES004_9b.1a - Central Education Services: Percentage of Primary/Secondary /Special Schools where the Building Condition is Rated Good/Satisfactory - 100%	HIGH LEVEL				
Wraparound Care	To provide quality & affordable childcare alongside pre-school education. Reducing inequality and increasing participation in the labour market.	3. Deliver positive outcomes and early intervention for early years	EDCCS003_9a.1c - Wraparound: Cost Per Pupil of providing Wraparound Services - £0	HIGH LEVEL	13.8	322,536	(360,189)	(37,653)
			EDCCS004_9b.1b - Wraparound: % of Children Accessing Wraparound Services Living in Most Deprived 20% of Datazones - 10%	HIGH LEVEL				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		0.3	41,473	0	41,473

Data Label: PUBLIC

	Total :-				31.5	13,846,587	(360,189)	13,486,398	

Data Label: PUBLIC

Actions

Actions 2013/14						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Workforce Planning	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes	Improved service provision and greater efficiency across service	Donna Adam	April 2013	March 2014	Complete
Business Continuity and statutory compliance.	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes	Improved service provision and greater efficiency across service	Donna Adam	April 2013	March 2014	Complete
Property	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes.	Improved service provision and greater efficiency across service – projects within the capital programme/developer funded.	Donna Adam	April 2013	March 2014	Complete
Information/Performance Management	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes. Increased use of SEEMIS and Centre for Evaluation and Monitoring (CEM) testing in schools	Improved service provision and greater efficiency across service	Donna Adam	April 2013	March 2014	Complete

Data Label: PUBLIC

Actions 2014/15						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Workforce Planning	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes	Improved service provision and greater efficiency across service	Donna Adam	April 2014	March 2015	Planned
Business Continuity and statutory compliance.	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes	Improved service provision and greater efficiency across service	Donna Adam	April 2014	March 2015	Planned
Property	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes	Improved service provision and greater efficiency across service – projects within the capital programme/developer funded.	Donna Adam	April 2014	March 2015	Planned
Property	Support requirements of school provision in core development areas, including provision of two new nurseries	Delivery of required infrastructure	Donna Adam	April 2014	March 2015	Planned
Information/Performance Management	Develop and implement plans for improved service provision and greater efficiency in line with Delivering Better Outcomes. Increased use of SEEMIS	Improved service provision and greater efficiency across service	Donna Adam	April 2014	March 2015	Planned

Data Label: PUBLIC

| Childcare | Continue to support and develop affordable childcare options in West Lothian | Continued Availability of Affordable Childcare | Donna Adam | April 2014 | March 2015 | Planned |

Performance

Performance Indicator	Central Education Services: Percentage of Primary/Secondary/Special Schools where the Building Condition is Rated Good/Satisfactory.	EDCES004_9b.1a
Description	This indicator shows the percentage of educational establishments with a Business Continuity Plan in place in accordance with guidelines agreed by the Council.	

Trend Chart Commentary:

Out of the 82 special/primary/secondary schools only two were rated as poor in 2011/12. These were Meldrum PS and Woodmuir PS. Meldrum PS has been extensively refurbished since this survey was carried out and a new Woodmuir Primary School has been constructed.

The figure for 2012/13, which will be published officially in December, will show an improvement to 99% on the basis of the refurbishment of Meldrum PS. It is anticipated that the figure for 2013/14 will be 100% on the basis of the opening of the new Woodmuir Primary School.

Target performance, therefore, is 100%.

Performance Indicator	Central Resources: Cost Per School of Central Resources.	EDCES005_9a.1c
Description	This indicator shows the cost per school of delivering Central Resources. This indicator will include Property Management, Staffing & Workforce Planning, Public Private Partnership, Health & Safety and Business Continuity Planning. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (95 schools). Measuring the cost per school of the central resources allows comparison of the cost of providing each part of the service against the others.	

Trend Chart Commentary:

This efficiency target measures the cost of providing Central Resources within education.

Costs fell in 2012/13 as a result of efficiencies within the service.

A significant increase in costs in 2013/14 is the result of the inclusion of the Business Support Function, not previously included in this activity budget.

The 2014/15 figure is presented without the inclusion of PPP costs as these relate to a small number of schools only, and were not previously included in this budget.

Target is previous year's expenditure (£9,186.00)

Data Label: PUBLIC

Performance Indicator	Wraparound: Percentage of Parents Rating Wraparound Provision as Good or Excellent..	EDCCS002_6a.7
Description	This indicator measures the number of customers that rated the Wraparound service as very good or excellent. Collected in an annual survey, customers are asked to rate the quality of the service provided as excellent, good, adequate, poor or weak. The survey is a random and representative sample of the customers that accessed the service and the results are analysed to identify areas of concern to customers, or areas where improvement can be made.	

Trend Chart Commentary:

Satisfaction levels have declined from 95% to 92% between 2011/12 and 2012/13. During this period, charges increased and as a result of the economic climate demand for the service fell. Only 26 out of 174 families responded to the survey representing a return rate of 15%.

Target will be set at 95% for 2013/14 and 14/15.

Calendar of Improvement and Efficiency Activity

Action	Frequency	2013/14 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
○ Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Review of Performance Indicators and targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Benchmarking	Termly		✓				✓				✓		
○ Collation Specified Performance Indicators (SPIs)	n/a												
○ Update of PPR information	n/a												
○ WLAM (assessment)	Annually							✓	✓	✓			
○ Review Panel	Annually										✓	✓	✓
○ Performance Committee	Annually								✓	✓			
○ Process Review (Lean/RIE activity)	As required										✓		
○ Progress review of improvement actions	Biannually				✓	✓					✓	✓	
○ CSE preparation	Annually							✓	✓	✓			
○ Inspection or Audit activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Equality Impact Assessment(s)	As required												
○ Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Business Continuity Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ PRPDPs	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
○ Review of customer groups/segmentation matrix	Annually							✓	✓	✓			
○ Customer consultation	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Review of Service Standards	Annually							✓	✓	✓			
○ Planned Engagement activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
○ Website content management	Biannual				✓	✓					✓	✓	

○ Performance activity ○ Self Assessment activity ○ Consultation & engagement activity ○ External assessment activity ○ Corporate management activity

Data Label: PUBLIC

3.4 WLAM Unit - Customer and Performance

Manager:	Andrew Sneddon
Number of Staff (FTE):	12.7
Location:	Civic Centre

Purpose

The Pupil Placement team is responsible for administering pre-school placements, placements at the P1 and S1 stages, and processing wraparound care applications. The outcomes of an officer review and a Citizen Led Inspection have been implemented to increase efficiency and customer focus.

The Customer Care and Support Services Team is managed by the Customer Care Manager, who reports to the Strategic Customer and Information Manager.

The team has responsibility for parental involvement, co-ordinating freedom of information requests and the central complaints service for the education function. It also covers the provision of clothing grants, free school meals, education maintenance allowances and bursaries, the letting of primary schools and halls, internal and external communication and the achievement of customer quality standards.

The Performance Officer is responsible for managing data collection and validation in support of the Scottish Government SCOTXed system and co-ordinating standardised testing. The Performance Officer also supports the education content on the Council performance management system.

Activities

The main activities of the service in 2014/15 will be:

- To provide an equitable and responsive service for the placement of pupils at nursery, primary and secondary schools.
- To provide a customer focused service for parent/pupil benefit applications for clothing grants, free school meals, Education Maintenance Allowance and bursaries.
- To provide a responsive customer complaints and Freedom of Information service leading to service improvement.
- To manage analysis and reporting of performance data to the public and internal and external stakeholders, including primary and secondary pupil attainment.
- To establish and support Parent Councils

Data Label: PUBLIC

Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers. Our key partners are:

- Scottish Government (Education Maintenance Allowance)
- Scottish Parental Involvement Officers Network
- West Lothian Parent Council Forum
- Scottish Government (SCOTXED Data Exchanges)
- SEEMIS (Management Information System)
- Durham University (Adaptive Testing)

Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that are accessible and focused on their needs and preferences.

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Pupil Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Amanda Finlayson	Report to Head Teachers and Policy Development and Scrutiny Panel
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Amanda Finlayson	Report to HTs and PDSP
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Amanda Finlayson	Report to HTs and PDSP
Pupils - Christmas Leavers	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Amanda Finlayson	Report to HTs and PDSP
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Parents/Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Amanda Finlayson	Minutes of Meetings
Parents/Carers	Survey of all parents	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Pupils	Ethos survey of all pupils in schools	Throughout year – approx 10 schools	Louis Costello	School Review Report

Data Label: PUBLIC

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
	undergoing Council Reviews			
Satisfaction Surveys	Surveys relating to services provided	Annual	John Thain and Amanda Finlayson	COVALENT

Data Label: PUBLIC

Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15 £	Revenue Income Budget 2014/15 £	Net Revenue Budget 2014/15 £
Parent/Pupil Support	To provide a responsive service for parent/pupil benefit applications for clothing grants, free school meals, EMAs and bursaries. Reducing inequality and maximising uptake of families and pupils who receive extra support. To provide a responsive letting service for primary schools and halls.	Enabler Service - Modernisation and Improvement	EDCUS022_9a.1c - Customer Care: Cost Per Pupil of Customer Care Service - £7.50	HIGH LEVEL	0.1	658,586	0	658,586
			EDCUS027_9b.1c - Customer Care: Percentage Uptake of Educational Maintenance Allowances (EMA) - 30%	HIGH LEVEL				
Parental Involvement	To implement parental involvement strategy (Scottish Schools (Parental Involvement) Act 2006) - parental involvement in the life of the school.	Enabler Service - Modernisation and Improvement	EDCUS022_9a.1c - Customer Care: Cost Per Pupil of Customer Care Service - £7.50	HIGH LEVEL	0.2	28,346	0	28,346
			SOA11_006 - Percentage of Schools with a Parent Council - 92%	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Information Provision & Records Management	Ensuring compliance with records management policy and information security policy. To provide comprehensive electronic information to internal and external customers. Provide a responsive FOI service.	Enabler Service - Corporate Governance and Risk	EDCUS022_9a.1c - Customer Care: Cost Per Pupil of Customer Care Service - £7.50	HIGH LEVEL	0.2	28,346	0	28,346
			EDCUS025_9b.1a - Customer Care: Percentage of Freedom of Information (FOI) Act Enquiries Responded to Within 20 Working Days - 90%	HIGH LEVEL				
Advice and conciliation	Provide a responsive customer complaints service leading to service improvement. Provision of policy advice to internal and external customers leading to consistent application of policy.	Enabler Service - Corporate Governance and Risk	EDCUS022_9a.1c - Customer Care: Cost Per Pupil of Customer Care Service - £7.50	HIGH LEVEL	0.1	87,758	0	87,758
			EDCUS008_6b.1 - Complaints: Number of Complaints per 1,000 Pupils - 16	HIGH LEVEL				
Performance Management	Manage pupil attainment analysis in relation to all categories of data, including adaptive testing in Primary Schools, Cognitive Ability Tests, SCOTXED data collections and STACS analysis on Secondary Schools.	Enabler Service - Modernisation and Improvement	EDPIS003_9a.1c - Performance Management Services: Cost Per pupil of Performance Management Services - £4.50	HIGH LEVEL	1.1	49,035	0	49,035
			EDSQA070_9b.1c - Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better (by end of S5) -	HIGH LEVEL				

Data Label: PUBLIC

12%

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Performance Management	Maintaining Covalent Performance Management System Performance Planning & Reporting Production of Management Plan and Standards & Quality Report. Contribution to Single Outcome Agreement, Community Plan and Corporate Plan.	Enabler Service - Modernisation and Improvement	EDPIS003_9a.1c - Performance Management Services: Cost Per pupil of Performance Management Services - £4.50	HIGH LEVEL	1.1	49,035	0	49,035
			WLAM - Assessment Score - Education Services: 430	HIGH LEVEL				
Quality Improvement	Achieve WLAM, CSE, IIP and other appropriate frameworks in line with corporate requirements. Consult a sample of parents/carers/, pupils and staff annually increasing the customer insight leading to better designed services.	Enabler Service - Modernisation and Improvement	EDCUS022_9a.1c - Customer Care: Cost Per Pupil of Customer Care Service - £7.50	HIGH LEVEL	0.1	75,444	0	75,444
			WLAM - Assessment Score - Education Services: 430	HIGH LEVEL				
Pupil Placement	To provide an equitable and responsive service that meets legislative and regulatory requirements for placements at primary and secondary schools.	Improving attainment and positive destinations for school children	EDPPL020_9a.1c - Pupil Placement: Cost Per pupil of Pupil Placement Service - £9.75	HIGH LEVEL	3.7	102,869	0	102,869
			EDPPL021_9b.1a - Pupil Placement: Percentage of P1 and S1 Requests Granted by the School Placement Panel - 95%	HIGH LEVEL				

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Nursery Placement	To provide an equitable and responsive service that meets legislative and regulatory requirements for placements at pre-school provision.	Enabler Service - Modernisation and Improvement	EDPPL020_9a.1c - Pupil Placement: Cost Per pupil of Pupil Placement Service - £9.75	HIGH LEVEL	4.3	116,002	0	116,002
			EDPPL022_9b.1a - Pupil Placement: % of Pre School Parents Allocated First Choice Establishment by School Placement Panel - 94%	HIGH LEVEL				
Nursery Education Partner Provision	To ensure that all eligible 3 & 4 year olds have access to a nursery place.	Improving attainment and positive destinations for school children	EDPPL024.9a.1c - Pupil Placement: Percentage of 3 and 4 Year Olds Allocated a Pre School Education Place in Council Provision - 90%	HIGH LEVEL	0.7	674,500	0	674,500
			EDEYS002_9b.1c - Early Years: Percentage of Pre-School Education Partner Providers Receiving Positive Inspection Reports.	HIGH LEVEL				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		1.1	75,793	0	75,793
	Total :-				12.7	1,945,714	0	1,945,714

Data Label: PUBLIC

Actions

Actions 2013/14						
Action	**Description**	**Planned Outcome**	**Owner**	**Start**	**End**	**Status (Planned, Active, Complete)**
Pupil Placement	Develop and implement plans for improved service provision and greater efficiency in wraparound care (centrally based processes) in line with Delivering Better Outcomes	Improved service provision and greater efficiency in wraparound care	Andrew Sneddon	April 2013	March 2014	Complete
Customer Care	Develop and implement plans for improved service provision and greater efficiency in Customer care in line with Delivering Better Outcomes	Improved service provision and greater efficiency in wraparound care	Andrew Sneddon	April 2013	March 2014	Complete

Actions 2014/15						
Action	**Description**	**Planned Outcome**	**Owner**	**Start**	**End**	**Status (Planned, Active, Complete)**
Pupil Placement	Develop and implement plans for improved service provision and greater efficiency in wraparound care (centrally based processes) in line with Delivering Better Outcomes	Improved service provision and greater efficiency in wraparound care	Andrew Sneddon	April 2014	March 2015	Active

Data Label: PUBLIC

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Customer Care	Develop and implement plans for improved service provision and greater efficiency in Customer care in line with Delivering Better Outcomes	Improved service provision and greater efficiency in wraparound care	Andrew Sneddon	April 2014	March 2015	Active
Pupil Placement	Implement Renegotiated Partner Provider Contract	More efficient allocation of children between council and partner provider establishments to allow service to be delivered within budget	Andrew Sneddon	April 2014	August 2014	Planned
Pupil Placement	Investigate possibility of replacement IT system and appropriate staff support	Sustainable support for pupil placement system to allow maximisation of efficiencies in placement of pupils	Andrew Sneddon	April 2014	August 2016	Planned
Customer Care	Implement Improved Website	Better quality and easier to access information for the public on all education services	Andrew Sneddon	April 2014	March 2015	Planned

Data Label: PUBLIC

Performance

Performance Indicator	Complaints: Number of Complaints per 1,000 Pupils.	EDCUS008_6b.1
Description	This indicator shows the number of complaints received by the central Customer Care Team expressed as a ratio per 1000 pupils.	

Trend Chart Commentary

Following the number of complaints reaching its highest level in session 2010/11 due to several singular events, including severe weather and the renegotiation of the Pre-School Education Contract with Partner Providers which caused a delay in pre-school placements. This settled back to an expected lower level.

The number of complaints in 2012/13 increased in recorded value from the previous year due to the inclusion of schools complaints on the council CRM complaints recording system part way through the year. This indicator will be influenced by the total number of pupils in West Lothian schools (26,000 approximately) and the number of complaints received by Central Education Services.

The target for 2013/14 has been increased to 16 to reflect the anticipated impact of full year inclusion of school complaints.

Performance Indicator	Complaints: Percentage of Complaints Upheld/Partially Upheld..	EDCUS009_6b.1
Description	This indicator shows the percentage of complaints received by the central Customer Care Team that are upheld/partially upheld..	

Trend Chart Commentary

This indicator shows the % of complaints that are upheld/partially upheld.

Although there has been a small increase in session 2012/13 to 30.4%, figures for session 2011/12 (27.9%) showed a marked reduction from the previous session (39.8%).

This indicator will be influenced by the inclusion of schools complaints on the council CRM complaints recording system part way through the year 2012/13. For year 2013/14 school complaints will be included for the full year.

The target has decreased in response to improved performance over the four year period   Target will remain at 30% for 2013/14 and 2014/15.

Data Label: PUBLIC

Performance Indicator	Pupil Placement: Cost Per pupil of Pupil Placement Service.	EDPPL020_9a.1c
Description	This indicator shows the cost per pupil of the Pupil Placement Service. This is calculated by dividing the budget of the service by the number of pupils. Measuring cost per pupil of the education services allows comparison of the cost of providing each service.	

Trend Chart Commentary:

This indicator shows the cost per pupil of the Pupil Placement Service. This is calculated by dividing the activity budget of the service by the number of pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service.

Target has decreased in light of planned efficiencies, and will remain at £9.83 for 2013/14 and 2014/15.

Performance Indicator	Pupil Placement: Percentage of P1 and S1 Requests Granted by the School Placement Panel.	EDPPL021_9b.1a
Description	This indicator shows the percentage of P1 and S1 Requests Granted by School Placement Panel	

Trend Chart Commentary: Performance is influenced by demographics, investment in the school estate and teacher numbers, and movement into and within West Lothian resulting from housing development. A new approach to pupil placement resulted in an increased percentage of pupils being allocated their first choice. For 2012/13 admissions, the school placement panel granted 97% of applicants their first choice. Only 123 applications were refused out of a total of 4276. In 2011/12 198 requests were refused. For 2013/14 admissions 97% of applicants were granted their first choice. Only 127 applications were refused out of a total of 4207. In particular St Margaret's Academy had a high number of applications, resulting in 34 being refused by the School Placement Panel.

Target remains 95% for 2014/15 in recognition of the difficulty of increasing the percentage granted further in light of demographic pressures and financial constraints.

Benchmarking is undertaken with pre-school placement.

Performance Indicator	Pupil Placement: Percentage of Customers Rating Service as Good/Excellent - P1/S1.	EDPPL027_6a.7
Description	This performance indicator measures the number of customers that rated our overall service as good or excellent. Collected in an annual survey, customers are asked to rate the quality of the service provided as excellent, good, adequate, poor or weak. The survey is a random and representative sample of the customers that accessed the service and the results are analysed to identify areas of concern to customers, or areas where improvement can be made.	
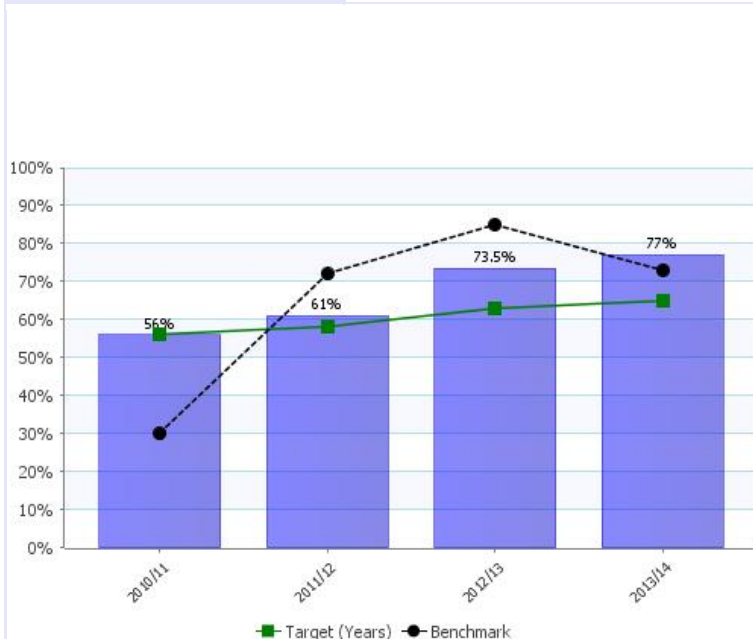
Trend Chart Commentary:

This indicator was introduced in 2010/11, and so limited historical data is available.

An improvement in satisfaction resulted from a new approach to allocation introduced in 2011/12.

For year 2012/13, the option of 'very good' was removed. In all years, all responses above 'adequate' are included in the figure.

Target had been set as previous year plus 2 percentage points.

Financial restrictions are likely to reduce parental choice, with the consequence that this figure may decrease. The requirement to achieve greater efficiency is likely to result in fewer parents receiving the placement of their choice. This is reflected in a reduced target. Target will remain at 65% for 2014/15 in light of this ongoing requirement.

Despite the impact of these factors satisfaction continued to increase in 2013/14.

A total of 74 parents of children of all ages replied to the 2013/14 survey.

Benchmark is pre-school satisfaction of 73%.

Calendar of Improvement and Efficiency Activity

Action	Frequency	2013/14 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review of Performance Indicators and targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Benchmarking	Biannually				✓	✓					✓	✓	
Collation Specified Performance Indicators (SPIs)	n/a												
Update of PPR information	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WLAM (assessment)	Annually							✓	✓	✓			
Review Panel	Annually										✓	✓	✓
Performance Committee	Annually								✓	✓			
Process Review (Lean/RIE activity)													
Progress review of improvement actions	Biannually				✓	✓					✓	✓	
CSE preparation	Annually							✓	✓	✓			
Inspection or Audit activity	As required												
Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equality Impact Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health and Safety Assessment(s)	As required												
Business Continuity Planning	As required												
Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PRPDPs	Annually										✓	✓	
Review of customer groups/segmentation matrix	Annually							✓	✓	✓			
Customer consultation	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Review of Service Standards	Annually							✓	✓	✓			
Planned Engagement activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Website content management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Performance activity Self Assessment activity Consultation & engagement activity External assessment activity Corporate management activity

Data Label: PUBLIC

3.5 WLAM Unit – Active Schools

Manager:	Paul Stark/Sheila McEwan, Active Schools Manager
Number of Staff (FTE):	12.0
Location:	Civic Centre/Primary and Secondary Schools

Purpose

Active Schools is a national network of staff working across Scotland to increase capacity and provide opportunities for children and young people to participate in sport before, during and after school. West Lothian currently employs 12 FTE Active Schools staff across all 11 secondary, 66 primary and 5 ASN schools.

Active Schools work together with organisations and individuals, including PE staff and Sports Development, to provide a wide range of opportunities connected to physical education, school sport and club sport. Active Schools work to increase the number of opportunities available to children by recruiting volunteers, building partnerships with clubs and other organisations to create pathways for pupils to continue in sport once they leave school. The priority areas of work for Active Schools are Volunteers; Extra Curricular Sport; School to Club Links; School Sport; Supporting PE and Sports Development. These areas of work are also an important aspect of West Lothian's Games Legacy plan for the upcoming Glasgow 2014 Commonwealth Games.

Although Active Schools and Sports Development sit within two different services, they work closely together and have a shared 'School and Community Sport Plan' which enables an integrated approach to the planning and delivery of sport across West Lothian.

Activities

The main activities of the service in 2014/15 will be:
- To plan, engage, support and recognise a network of volunteers
- To increase the quality and range of extra-curricular sporting opportunities
- To develop and strengthen sporting pathways from school to community
- To motivate and inspire young people to participate in sport by delivering programmes designed to maximise engagement with Glasgow 2014 and the Ryder Cup 2014

Data Label: PUBLIC

Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers. Our key partners are:

■ **sport**scotland
■ Sport and Outdoor Education
■ Physical Education Lead Officer (PELO)
■ West Lothian College
■ Winning Scotland Foundation
■ Danceworld West Lothian
■ Destination Judo
■ Y-Dance
■ The Sports Academy of Scotland

Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that are accessible and focused on their needs and preferences.

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Pupil Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Amanda Finlayson	Report to Head Teachers and Policy Development and Scrutiny Panel
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Amanda Finlayson	Report to HTs and PDSP
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Amanda Finlayson	Report to HTs and PDSP
Pupils - Christmas Leavers	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Amanda Finlayson	Report to HTs and PDSP
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Parents/Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Amanda Finlayson	Minutes of Meetings
All Headteachers	Customer Satisfaction Survey	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT

Data Label: PUBLIC

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
CPD Programme	Online Survey to all school staff	Annual (April/May)	Paul Stark	Report to school staff
CPD Sessions	Evaluation Forms to Session Participants	As Required after each CPD session	Paul Stark	Report to school staff/Standards and Quality Report/COVALENT
School Sport Partnership	Focus Group – PTC (PE)	Termly	Glenn Marsters	Report to PDSP/Depute Chief Executive

Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
						£	£	£
Volunteer Development	To increase capacity through the recruitment, retention and development of a network of volunteers to deliver sport in schools and the wider community.	Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5	HIGH LEVEL	0.8	26,813	(22,291)	4,522
			% of customers evaluating CPD courses as good/excellent: 95%	HIGH LEVEL				
Volunteer Delivery	To increase capacity through the recruitment, retention and development of a network of volunteers to deliver sport in schools and the wider community.	Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5	HIGH LEVEL	3.7	151,940	(126,322)	25,618
			EDAS006_9b.1c - Active Schools: Number of Volunteers Delivering Activities in Active Schools - 400	HIGH LEVEL				
Extra Curricular Opportunities	To increase the number of children and young people participating in school and community sport	Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5	HIGH LEVEL	3.7	151,940	(126,322)	25,618
			EDAS003_9b.1c - Active Schools: Number of Participant Sessions - 115,000	HIGH LEVEL				

Data Label: PUBLIC

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15	Revenue Income Budget 2014/15	Net Revenue Budget 2014/15
Curricular Opportunities	Sporting pathways are clearly signposted to enable children and young people reach their full potential.	Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5	HIGH LEVEL	1.4	58,094	(48,300)	9,794
			EDAS007_9b.1c - Active Schools: Number of Sports Clubs With Links to Schools - 90	HIGH LEVEL				
Maximised Participation	Motivate and inspire young people to participate in sport by delivering programmes designed to maximise engagement with Glasgow 2014 and the Ryder Cup 2014.	Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5	HIGH LEVEL	1.4	58,094	(48,300)	9,794
			EDAS008_9b.1c - Active Schools: Number of Schools Delivering First Club Golf - 60	HIGH LEVEL				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		1.0	55,825	0	55,825
	Total :-				12.0	502,706	(371,535)	131,171

Data Label: PUBLIC

Actions

Actions 2013/14						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Early Years Intervention Swimming Programme	Pre-school year children and parent/carer, in areas identified as having high percentage of non swimmers, provided with the opportunity of free swimming lessons	Long term – to reduce the number of non swimmers at P5	Sheila McEwan	October 2012	3 year time limited funding – July 2015	Active
Glasgow 2014	Planned programme of school and community events and festivals across West Lothian to raise awareness of Glasgow 2014	Positive engagement with Glasgow 2014 from schools and communities	Sheila McEwan	April 2013	July 2014	Active

Data Label: PUBLIC

Actions 2014/15						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Young Coaches Programme	SCQF Level 6 Certificate in Higher Sports Leadership delivered by Sport and Outdoor Education within the West Lothian Campus model	Qualification for senior phase students not currently provided within West Lothian	Paul Stark	August 2014	July 2015	Active
Performance Management and Planning	Introduction of comprehensive curricular and extracurricular monitoring systems	Service is high quality, continually improving, efficient and responsive to stakeholder's needs through evidenced based planning	Paul Stark	April 2013	August 2014	Active
Early Years Intervention Swimming Programme	Pre-school year children and parent/carer, in areas identified as having high percentage of non swimmers, provided with the opportunity of free swimming lessons	Long term – to reduce the number of non swimmers at P5	Sheila McEwan	October 2012	3 year time limited funding – July 2015	Active
Glasgow 2014	Planned programme of school and community events and festivals across West Lothian to raise awareness of Glasgow 2014	Positive engagement with Glasgow 2014 from schools and communities	Paul Stark	April 2013	July 2014	Active

Data Label: PUBLIC

Performance

Performance Indicator	**Active Schools: Number of Distinct Participants**	*EDAS010_9b.1c*
Description	This indicator shows the total number of distinct primary pupils and secondary students who take part in regular extracurricular sport and physical activity within a school setting. This is a national indicator recorded by **sport**scotland and so it is important that the Council collects this information.	

2012/13 was the first year that distinct participant data has been measured and so no directly comparable historic data is available.

Data for 2012/13 indicates that 20% of the total primary and secondary school role in West Lothian progressed from attending curricular to extracurricular sport and physical activity clubs and other opportunities lead and supported by the Active Schools team.

No data regarding national levels of performance have been released by **sport**scotland, although **sport**scotland are currently consulting on the production of benchmarking information.

Target for 2013/14 and 14/15 will be 5,500 distinct participants.

Performance Indicator	**Active Schools: Number of Sports Clubs With Links to Schools.**	*EDAS007_9b.1c*
Description	Active Schools provides a pathway for extracurricular participation from school to club. This indicator measures the number of clubs with at least one direct school link which provides this pathway. This is a national indicator set by Sport Scotland and so it is important that the Council collects this information.	

Trend Chart Commentary:

The number of sports clubs with links to schools has increased significantly year on year between 2010/11 and 2012/13 and is above target.

Improved club links have been the result in a national change in emphasis for Active Schools from physical activity to sport, providing greater opportunity for engagement with clubs.

No data regarding national levels of performance have been released by Sports Scotland, although Sports Scotland is currently consulting on the production of benchmarking information.

Data Label: PUBLIC

Performance Indicator	Active Schools: Cost Per Pupil of Active Schools Services.	EDAS001_9a.1c
Description	This indicator shows the cost per pupil of delivering Active School services. This is calculated by dividing the net activity budget of the service by the number of primary/special/secondary pupils. Measuring the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.	

Trend Chart Commentary:

This efficiency target measures the cost of providing Active Schools services within education. Session 2012/13 is the first year that Active Schools were included in the Education budget.

The cost is net of Government Funding, and only measures the Council's contribution to the service provided.

Between 2012/13 and 2013/14 the budget for Active School increased resulting in a higher cost per pupil.

Performance Indicator	Active Schools: Customer Satisfaction with CPD within the Active Schools Team - ..	EDAS009_6a.7
Description	This indicator shows the percentage of customers rating the CPD provided by the Active Schools Team as good or excellent. Customers include school based staff (teaching and non-teaching, and PE specialists), Further and Higher Education students, senior students, parents and other members of the community	

Customer Satisfaction is at 100%.

This is the first year that satisfaction has been measured using this methodology and so no directly comparable historic data is available.

Previous to this year, customer service standards were included within the wider sport and outdoor education survey for CPD. The target for 2012/13 was 94% of respondents satisfied or very satisfied.

The target is set as 95% reflecting the difficulty of achieving 100% satisfaction. This target will be reviewed in light of developing trend information.

Data Label: PUBLIC

Calendar of Improvement and Efficiency Activity

Action	Frequency	2013/14 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
⚪ Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Review of Performance Indicators and Targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Benchmarking	Termly	✓				✓				✓			
⚪ Collation Specified Performance Indicators (SPIs)	n/a												
⚪ Update of PPR information	n/a												
⚪ WLAM (assessment)	Annually							✓	✓	✓			
⚪ Review Panel	Annually										✓	✓	✓
⚪ Performance Committee	Annually							✓	✓				
⚪ Process Review (Lean/RIE activity)	Annually				✓	✓							
⚪ Progress review of improvement actions	Bi-Annually	✓			✓	✓				✓	✓	✓	
⚪ CSE preparation	Annually							✓	✓	✓			
⚪ Inspection or Audit activity	Termly	✓					✓			✓			
⚪ Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Equality Impact Assessment(s)	As required												
⚪ Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Business Continuity Planning	Annually						✓	✓					
⚪ Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ PRPDPs	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Review of customer groups/segmentation matrix	Monthly				✓	✓		✓	✓	✓			
⚪ Customer consultation	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Review of Service Standards	Annually							✓	✓	✓			
⚪ Planned Engagement activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⚪ Website content management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

⚪ Performance activity　　⚪ Self Assessment activity　　⚪ Consultation & engagement activity　　⚪ External assessment activity　　⚪ Corporate management activity

Data Label: PUBLIC

3.6 WLAM Unit – Instrumental Music

Manager:	Juliet Hosie, Principal Officer, Instrumental Music Service
Number of Staff (FTE):	28.3
Location:	Civic Centre/Primary and Secondary Schools

Purpose

The Instrumental Music Service encourages achievement, enhances and supports the music curriculum within schools and delivers all aspects of Curriculum for Excellence to our young musicians.

The service delivers music tuition in a range of instruments to children and young people in West Lothian. Instructors work across groups of schools, ensuring access to instrumental tuition and extending pupil experience.

The central team is responsible for managing, developing and supporting all aspects of the Instrumental Music Programme on behalf of West Lothian Education Service and for organising and delivering continuous professional development. This ensures that good professional standards are maintained. The team also organises, manages and delivers the West Lothian Schools Area Bands and Ensembles Programme.

The service enhances and supports the music curriculum within schools, meeting the requirements of Curriculum for Excellence. Children and young people also benefit from the opportunity of playing in groups and ensembles and of performing to a wide variety of audiences both within and out with schools. This contributes directly to raising attainment and achievement.

Activities

The main activities of the service in 2014/15 will be:

- To deliver instrumental lessons in schools
- To provide performance opportunities and extend the number and range of such opportunities
- To continue the phased implementation of the changes identified in the review of the service
- To support the themed review of school music departments
- To provide high quality in service training and continuous professional development opportunities to meet the needs of individual music instructor staff

Data Label: PUBLIC

■ Support pupils, groups and ensembles in gaining success in competitions and awards.

Key Partners

The service actively works with our partners to plan, design and deliver improved services for our customers. Our key partners are:

■ Community Arts
■ Twinning Associations
■ ABRSM (Associated Board of the Royal Schools of Music)
■ Trinity Guildhall
■ NYCoS (National Youth Choir of Scotland)
■ Royal Conservatoire Scotland
■ HITS (Heads of Instrumental Teaching Scotland)

Data Label: PUBLIC

Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that are accessible and focused on their needs and preferences.

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Pupil Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Headteacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Amanda Finlayson	Report to Head Teachers and Policy Development and Scrutiny Panel
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Amanda Finlayson	Report to HTs and PDSP
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Amanda Finlayson	Report to HTs and PDSP
Pupils - Christmas Leavers	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Amanda Finlayson	Report to HTs and PDSP
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Louis Costello	Standards and Quality Report/COVALENT
Parents/Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Amanda Finlayson	Minutes of Meetings
Feedback from Area Ensembles	Surveys	Throughout Year	Juliet Hosie	Discussed at Team Meetings with Staff; Letter to parents and pupils
Pupils receiving Instrumental Tuition	Focus Groups with sample secondary pupils	Throughout Year	Juliet Hosie	Discuss at Team Meetings; Feedback through Headteachers

Data Label: PUBLIC

Activity Budget

Activity Name and Description	Link to Corporate Plan	Performance Indicator and Target 2014/15	PI Category	Staff Resource (FTE)	Revenue Expenditure Budget 2014/15 £	Revenue Income Budget 2014/15 £	Net Revenue Budget 2014/15 £
Instrumental Music Service to Schools	Deliver instrumental lessons to schools and provide performance opportunities.	2. Improving attainment and positive destinations for school children	EDIMS002_9a.1c - Instrumental Music: Cost Per Pupil of Instrumental Music Services - £45	HIGH LEVEL	27.3	1,197,970	(67,500)	1,130,470
			EDIMS001_9b.1b - Instrumental Music - Number of Pupils Taught - 2,230	HIGH LEVEL				
Service Support	Provision of management and administrative support.	Enabler Service - Corporate Governance and Risk	Support activities contribute towards the overall performance of the service. Performance is monitored through the indicators for front line activities.		1.0	59,772	0	59,772
	Total :-				28.3	1,257,742	(67,500)	1,190,242

Data Label: PUBLIC

Actions
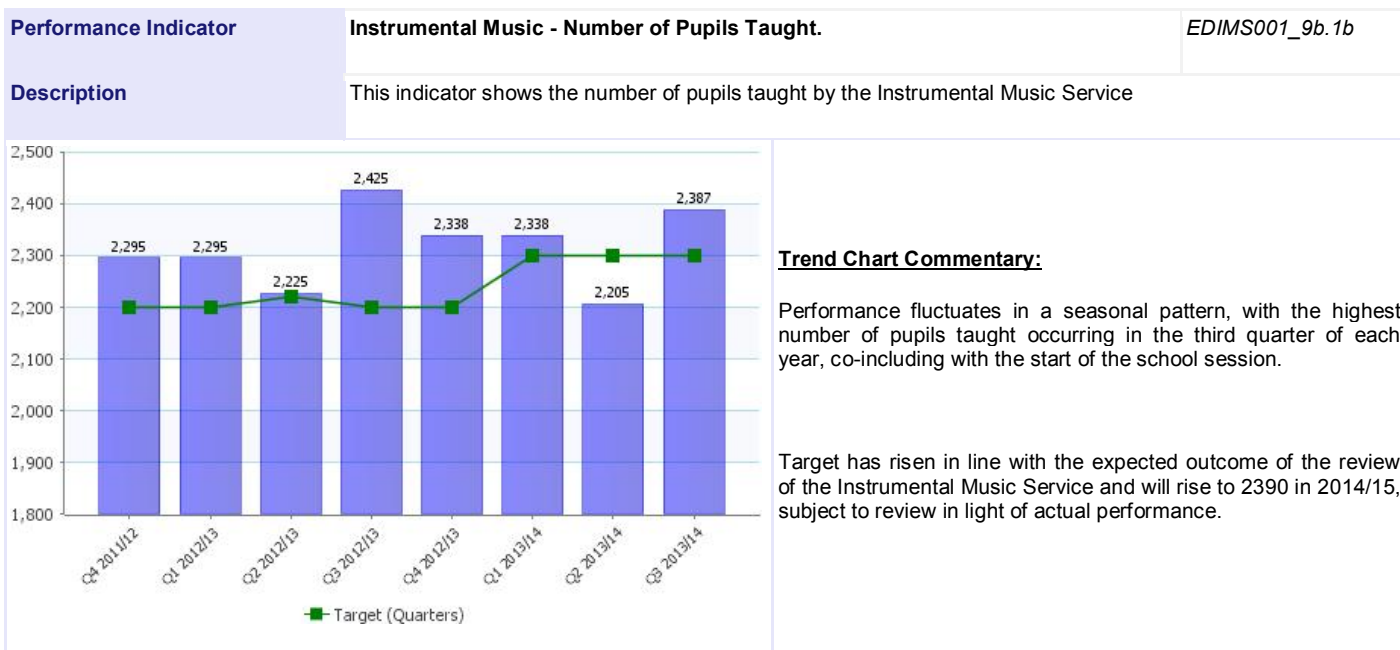
Actions 2013/14						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Improve parity of provision across West Lothian and increase participation.	Review the provision of instrumental music in schools involving all stakeholders in the process	Greater parity of provision across West Lothian with more young people participating	Juliet Hosie	March 2012	June 2013	Complete
Improve parity of provision across West Lothian and increase participation.	Implement the recommendations from the Instrumental Music Service Review Strategy Group	Greater parity of provision across West Lothian with more young people participating	Juliet Hosie	August 2013	June 2014 (allocation of IMS time to clusters will require phased implementation until approximately Aug 2016)	Active

Data Label: PUBLIC

Actions 2014/15						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Improve parity of provision across West Lothian and increase participation.	Continue implementation of the recommendations from the Instrumental Music Service Review Strategy Group	Greater parity of provision across West Lothian with more young people participating	Juliet Hosie	August 2013	June 2014 (allocation of IMS time to clusters will require phased implementation until approximately Aug 2016)	Active
Improve parity of provision across West Lothian and increase participation.	Continue implementation of the recommendations from the Instrumental Music Service Review Strategy Group	Implement recommendations in relation to minimum number of pupils taught and recommended group sizes in order to increase efficiency	Juliet Hosie	April 2014	August 2016	Planned
Improve parity of provision across West Lothian and increase participation.	Continue implementation of the recommendations from the Instrumental Music Service Review Strategy Group	To enable equal access to the IMS for all with the agreed formula for allocating IMS teaching time based on school roll.\n\nEach cluster's current allocation will be reviewed and potential changes identified and phased in	Juliet Hosie	April 2014	August 2016	Planned

Data Label: PUBLIC

Actions 2014/15						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
		over the next few years.				
Scottish Government Instrumental Music Group	Agree an action plan following the report and recommendations of the Group	To ensure the continued uptake and enjoyment of instrumental music opportunities in schools, irrespective of a young person's background or location.	Juliet Hosie	April 2014	September 2014 (with implementation to follow)	Planned

Data Label: PUBLIC

Performance

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Performance Indicator	Instrumental Music - Number of Pupils Taught.	EDIMS001_9b.1b
Description	This indicator shows the number of pupils taught by the Instrumental Music Service	

Trend Chart Commentary:

Performance fluctuates in a seasonal pattern, with the highest number of pupils taught occurring in the third quarter of each year, co-including with the start of the school session.

Target has risen in line with the expected outcome of the review of the Instrumental Music Service and will rise to 2390 in 2014/15, subject to review in light of actual performance.

Data Label: PUBLIC

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Performance Indicator	Instrumental Music: Cost Per School of Instrumental Music Services.	*EDIMS002_9a.1c*
Description	This indicator shows the cost per school of delivering Instrumental Music services. This is calculated by dividing the net revenue budget of the service by the number of primary/special/secondary schools (82 schools). Measuring the cost per school of the education services allows comparison of the cost of providing each part of the service against each other.	

Trend Chart Commentary:

This efficiency target measures the cost of providing Instrumental Music services within education. Session 2012/13 is the first year that Instrumental Music was included in the Education budget.

The cost is net of income, and only measures the Council's contribution to the service provided.

Between 2012/13 and 2013/14 the activity based budget for Instrumental Music increased resulting in a higher cost per school. This fell in 2014/15 in line with planned efficiencies.

The review of instrumental music aims to introduce greater parity of provision across schools, making this measure, which replaces cost per pupil, more appropriate.

Target is set at previous year's expenditure (£14,515.00)

Data Label: PUBLIC

Performance Indicator	Customer Satisfaction: Percentage of Parents that are Happy with the Music Instruction their Child Receives...	EDIMS003_6a.7
Description	This indicator shows the percentage of parents of children receiving instrumental music instruction indicating in a survey that they are happy with the music instruction their child receives...	
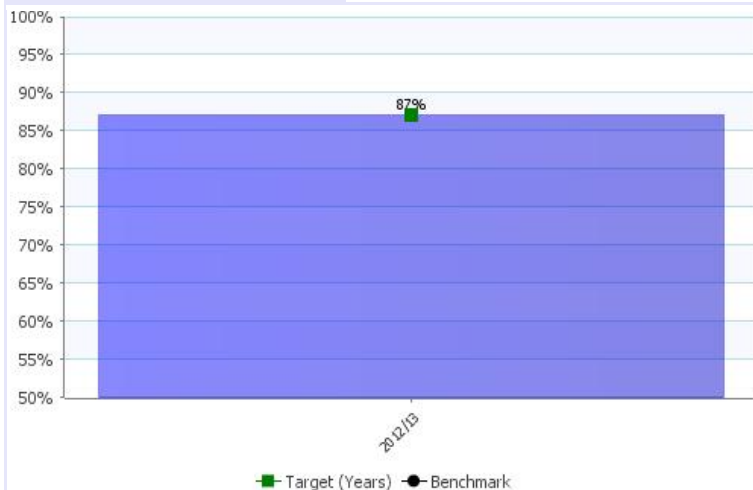
87% of parents responding to the survey conducted during the review of the Instrumental Music Service responded that they were happy with the music instruction their child receives.

682 parents responded to the survey.

Target is set at current value (87%) for 2013/14 and 2014/15 until trend information is available.

Calendar of Improvement and Efficiency Activity

Action	Frequency	2013/14 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
⦿ Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Review of Performance Indicators and Targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Benchmarking	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Collation Specified Performance Indicators (SPIs)	n/a												
⦿ Update of PPR information	n/a												
⦿ WLAM (assessment)	Annually							✓	✓	✓			
⦿ Review Panel	Annually										✓	✓	✓
⦿ Performance Committee	Annually								✓	✓			
⦿ Process Review (Lean/RIE activity)	Annually											✓	
⦿ Progress review of improvement actions	Bi-Annually				✓	✓					✓	✓	
⦿ CSE preparation	Annually							✓	✓	✓			
⦿ Inspection or Audit activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Equality Impact Assessment(s)	As required												
⦿ Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Business Continuity Planning	As required												
⦿ Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ PRPDPs	Bi-annually	✓	✓	✓					✓	✓			
⦿ Review of customer groups/segmentation matrix	Annually							✓	✓	✓			
⦿ Customer consultation	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Review of Service Standards	Annually							✓	✓	✓			
⦿ Planned Engagement activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
⦿ Website content management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

⦿ Performance activity   ⦿ Self Assessment activity   ⦿ Consultation & engagement activity   ⦿ External assessment activity   ⦿ Corporate management activity

Data Label: PUBLIC

Education Services

Management Plan 2013/14

**James Cameron and Elaine Cook
Heads of Service**

April 2014

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West Lothian Council

EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

IMPLEMENTATION OF THE NEW HIGHERS

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A.   PURPOSE OF REPORT

To inform the Education Policy Development and Scrutiny Panel of the implementation of the new Higher in West Lothian schools for session 2014-15.

B.   RECOMMENDATION

It is recommended that the Panel
  - note the position with regard to the implementation of the new Higher
  - note that Education Services will continue to monitor progress of the implementation of the new Higher and that a further update will be provided to the Panel in December 2014

C.   SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs;; 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**	Education Scotland quality indicators and associated guidance for enhanced expectations are used to measure the performance of schools.
V	**Relevance to Single Outcome Agreement**	Positive inspection reports are used as a key outcome measure in the Single Outcome Agreement. Positive is measured by satisfactory or better in the Quality Indicators used by Education Scotland.

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VI	Resources - (Financial, Staffing and Property)	Scottish Government funding to support the implementation of new qualifications in West Lothian schools - £123,000 in 2012/1 and, £37,000 in 2013/14. A further indicative amount of £179,000 for West Lothian announced in March 2014.

West Lothian Council Time Limited Investment £46,000 2013/14 |
| VII | Consideration at PDSP | 8 April 2014 |
| VIII | Other consultations | Headteachers, Local Negotiating Committee for Teachers (LNCT) |

D.   TERMS OF REPORT

D.1   Background

The National Curriculum for Excellence Implementation Plan outlines the timescale for implementation of the new Higher courses in Scotland for session 2014/15 with the old Higher continuing to be offered in session 2014/15 for the last time. Therefore, both the new and old Higher will be offered by the Scottish Qualifications Authority (SQA) and will run concurrently for school session 2014/15.

D.2   Current National Position

On 8 November 2013, Education Scotland wrote to Directors of Education to endorse the position that, '...all schools and centres will adopt the new qualifications in line with the national timetable for implementation in 2014/15... Pupils who are in S5 in 2014/15 will benefit from Highers that are designed to be aligned to the principles of Curriculum for Excellence and in the best interest of the learner.' The, Education Institute of Scotland (EIS) wrote to the Cabinet Secretary for Education and Lifelong Learning expressing the view that 'the decision (on whether to proceed to implementation of the new Higher in 2014/15) should be made at school or department level taking account of the school's own sense of preparedness and the needs of its pupils, dependent on the views of teachers and Principal Teachers'.

After a speech by the Cabinet Secretary for Education and Lifelong Learning at the Association of Directors of Education in Scotland (ADES) conference on 21 November 2013, ADES sought clarification of the position of Scottish Government on the implementation of the new Higher. The response confirmed that although there is a firm commitment to the national implementation timetable for new Highers, Scottish Government recognise the need for schools to determine whether certain subjects should implement the new Higher in 2014/15 or delay for a further year. Ultimately, the decision should be taken in the best interests of the learners.

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D.3   West Lothian Position

In the current session 2013/14, S4 students are following courses leading to the new National qualifications i.e. National 3, 4 and/or 5. The natural progression from National 5 is the new Higher. The only exception is Bathgate Academy, as a result of their previous early presentation policy at the school. Current S4 students were presented for Standard Grade in S3 therefore will continue to follow the Intermediate and old Higher as the best route for progression.

West Lothian Council is fully committed to the delivery of the new Higher commencing in August 2014 on the basis that this will be in the best interests of the young people currently studying National 5. The new Higher represents genuine progression from the broad general education and from the National 5. All schools have been working hard to ensure that young people are well prepared to engage with the new Highers. It is recognised, however, that there are concerns nationally with the current support resources developed by the SQA. This has led to a lack of confidence in some subject teachers in the implementation of the new Higher for 2014/15.

West Lothian Head Teachers have discussed with individual subject departments their capacity to implement the new Higher in 2014/15. A clear rationale was required from departments and Principal Teachers Curriculum detailing their capacity to go forward with the new Higher.

As a result of the concerns raised by teachers and Head Teachers in some subject areas, Education Services has agreed to a flexible position to ensure that the best possible outcomes for the young people are achieved. The decision to delay the implementation of the new Higher for 1 year in some subjects due to 'exceptional circumstances' has been taken through discussion with the Principal Teachers Curriculum and the senior management of the school. This has resulted in the large majority of departments opting for the new Higher. The remainder who believe there are 'exceptional circumstances' cited capacity within the department e.g. temporary staff, maternity leave, small departments, departments where they teach more than one Higher subject and significant change in the content e.g. in Biology, Physics and Computing as reasons for requesting to proceed with the old Higher in 2014/15.

<div align="center">3</div>

The following table gives the overall picture across the eleven West Lothian secondary schools of the number of departments intending to follow the old Higher in 2014/15 due to 'exceptional circumstances'.

Subject	Number of schools delaying new Higher for 1 year
Biology	5
Business Administration	2
Business Management	1
Chemistry	3
Computing	4
Geography	3
History	1
Physics	3
Psychology	1
Religious, Moral and Philosophical Studies	1
Spanish	1

This analysis reflects the position across Scotland.

Schools have been asked to communicate to parents the final position of the agreed situation of the new and old Higher in their schools . It is important to note that the standard of the old Higher and the new Higher is the same and therefore the value of both is considered by colleges and universities to be equal.

D.3 Scottish Government Funding

In session 2012/13, additional funding was received from the Scottish Government. West Lothian received £123,000 which was given directly to schools to support the implementation of the new qualifications. A further £37,000 was received and devolved to schools in 2013/14.

In March 2014, a grant for additional teacher support and school-level events with parents was announced. The funding comprises a total of £4.74 million for local authorities to provide schools with additional opportunities to develop teachers' understanding of and ability to deliver the new qualifications. In addition, £250,000 will be provided to local authorities to meet the costs of school level events to improve parents' understanding of the new National Qualifications. Schools will be asked to discuss this enhanced parental engagement with their Parent Councils.

An indicative amount of £179,000 will be transferred to West Lothian Council from this grant and passed on to secondary schools including £8,000 to promote parental engagement. This is subject to COSLA Leaders agreeing the distribution of the funding across all local authorities.

Scottish Government has also agreed for an extra In-service day for secondary schools in session 2014/15 for further professional learning with an opportunity for teachers to engage in developing a greater understanding of the new approaches to assessment within the new National 4 and 5 Qualifications and course development in the new Higher.

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Consultation is being undertaken with the professional associations and parents to determine the most appropriate date for the extra in-service day.

In addition, through discussions with ADES, Education Scotland and the SQA, each local authority will receive additional support through increased professional learning activities. Education Scotland intimated that further support will be given to the Sciences with a series of Higher Cross Authority Writing Workshops. Local authority education services are also working together to share resources.

D.4   West Lothian Additional Support

Subject development posts have been created to ensure collaborative working between teachers across all schools, co-ordinate the development of resources for the new Higher and promote confidence in staff. This will include the use and adaptation of nationally produced resources and shared resources from neighbouring authorities. Staff across schools will work closely to share course materials and expertise. These post holders will be co-ordinated through the secondary Timetable Group which also has a focus on moderation and standards across the secondary schools.

The development posts holders are being supported by the Secondary Attainment Team within Quality Improvement. Through their work to date, key factors in raising attainment at Higher have been identified and these will be considered by all when taking forward any new course developments or professional learning. Time for joint collaboration between schools, including verification of standards, will be built in to the in-service day planning. This an opportunity to deliver a consistent standard at Higher level in all schools and ensure that the new qualifications support all young people in achieving their full potential. Through robust tracking and monitoring of attainment, the Quality Improvement Team will continue to support and challenge schools in ensuring the highest level of performance.

E.   CONCLUSION

West Lothian is fully committed to the delivery of the new Higher in August 2014 but accepts that there are exceptional circumstances in some subject departments in schools where implementing the new Higher would not be in the best interests of the young people. Full support will be given to all teaching staff from the Secondary Attainment Team, the development post holders and Timetable Group to ensure that all children follow the new Higher in 2015/16.

F.   BACKGROUND REFERENCES

None

Appendices/Attachments: None

Contact Person: Elaine Cook, Head of Education (Quality Assurance) Civic Centre, Howden South Road, Livingston, West Lothian, EH54 6FF

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Elaine Cook, Head of Education (Quality Assurance)

Date of meeting: 8 April 2014

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Education Policy Development and Scrutiny Panel Timetable - 2014/15

Deadline for Submission of Items for Agenda	Committee Issue Final Agenda	Meeting Date	Venue
Tuesday 02/09/2014	Wed 3 September 2014	**Tuesday 9 September 2014**	Council Chambers
Tuesday 14/10/2014	Wed 15 October 2014	**Tuesday 21 October 2014**	Council Chambers
Tuesday 2/12/2014	Wed 3 December 2014	**Tuesday 9 December 2014**	Council Chambers
Tuesday 27/01/2015	Wed 28 January 2015	**Tuesday 3 February 2015**	Council Chambers
Tuesday 10/03/2015	Wed 11 March 2015	**Tuesday 17 March 2015**	Council Chambers
Monday 28/04/2015	Wed 29 April 2015	**Tuesday 5 May 2015**	Council Chambers
All meetings will be held at 10.00 am unless otherwise advised			

EDUCATION PDSP WORKPLAN 2013-14

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Education Management Plan	To update members on the Education Management Plan 2014-15	Andrew Sneddon	Annual	08/04/2014	No
SEEMiS Group – Shared service	To update members on the Shared Service provided by the SEEMiS Group	James Cameron	One Off	08/04/2014	No
Free Breakfast Provision – progress report	To update members on the progress of Breakfast Clubs	Phyllis Wood	One off	08/04/2014	No
Implementation of the New Highers	To Update members on Study Support in secondary schools	Elaine Cook	One Off	08/04/2014	No
Primary School Accommodation – Armadale	To update members on the School Accommodation plans for Armadale	James Cameron	One Off	08/04/2014	Yes 10/06/2014
Pit Stop Café Presentation	To present to members the "Pit Stop Café" presentation by Whitburn Academy Pupils	Elaine Cook	One Off	n/a	29/04/2014
Her Majesty's Inspectorate (HMI) Partnership agreement	To inform members of the HMI Partnership agreement	Ann Durnian	Yearly	20/05/2014	10/06/2014
Playgroup Update	To inform members on Playgroup situation in West Lothian	Donna Adam	One Off	20/05/2014	No
Medication In Schools Policy	To seek approval for changes to the Policy Document	Alison Raeburn	One Off	20/05/2014	10/06/2014
Special School Staffing Review	To inform members of the Special School Staffing Review	Ann Durnian	One Off	20/05/2014	10/06/2014
Wraparound update	To update members on Wraparound provision in West Lothian	Donna Adam	One off	20/05/14	10/06/2014
Safe arrival/attendance	To update members on safe arrival/attendance	Stuart Forrester	One Off	20/05/14	10/06/2014
School Leaver Destination Results	To inform members of the School Leaver Destination Results 2012-13 follow-up	David McLean/Ian Hepburn	Yearly	20/05/2014	No
Raising Attainment Team Update	To update members on the work/progress of the Raising Attainment Team	Alison Phillips/Lorna McDonald	One Off	20/05/2014	10/06/2014

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
1 plus 2 Languages	To update members on the 1 plus 2 languages framework	Maureen McNaughton	One Off	20/05/2014 tbc	No
Work Experience – New Model	To inform members/recommend to present Work Experience New Model to Ed Exec	Michelle Robertson	One Off	20/05/2014	30/09/2014
Education Plan for Looked After Children	To inform members of the action plan for Looked after Children	Alan Millar	One off	20/05/2014	10/06/2014
Session Dates 2015 – 2016	To inform members of the proposed session dates for 2015-16	Andrew Sneddon	Annual	20/05/2014	10/06/2014
Time Limited Investment – Includes Raising Attainment funding 2014-2015 (Action from Ed Exec 17/12/13)	To update members on Time Limited Investment projects and the proposed allocation of the remaining funding available for school session 2014-15 to ensure the greatest impact in raising attainment in literacy and numeracy	Elaine Cook	One Off	20/05/2014	10/06/2014
Update on the Implementation of extension to pre-school Education for 3-4 year olds	To update Members on the Implementation of extension to pre-school Education for 3-4 year olds	James Cameron	One Off	20/05/2015	10/06/2014
Implementation of Provision of Childcare for Early Years and 2 year olds	To update Members on the Implementation of Provision of Childcare for Early Years and 2 year olds	James Cameron & Jane Kellock	One Off	20/05/2015	10/06/2014
F1 Challenge – Deans Community High School (DCHS) presentation	To inform members of the success of pupils from DCHS in the F1 Challenge	Elaine Cook	One Off	n/a	10/06/2014
Home Education Policy	Review Policy – (action from Ed Exec 01/10/13)	Andrew Sneddon	One Off	09/09/14	30/09/2014
Adaptive Testing	To update members on Adaptive Testing (Action Note 7 Jan 2014)	James Cameron	One off	09/09/14 tbc	No
Base School Forecasts – Exception report	To inform members as per PDSP 25/02/14 Action Note	David McKinney	One off	tbc	?
Nurture Groups	To update members on the progress and future of Nurture Groups	Ann Durnian	One Off	09/09/2014	
School Estate feasibility study – Peel PS, Broxburn Primary and Carmondean PS	To inform members as per PDSP 25/02/14 Action Note	Paul Kettrick	One off	Oct 2014	

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Implementation of the New Highers	To update members on the implementation of the New Highers	Elaine Cook	One off	Dec 2014	No
HMI Partnership agreement 2014/15	To inform members of the HMI Partnership agreement 2014/15	Ann Durnian	Yearly	Feb 2015 tbc	No
Attainment of Looked After Children	To update members on attainment achieved by Looked After children	John Tease	Yearly	Feb 2015 tbc	No