



West Lothian
Council

Performance Committee

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

18 November 2015

A meeting of the **Performance Committee** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre** on **Monday 23 November 2015** at **2:00pm**.

For Chief Executive

BUSINESS

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.

Public Items for Decision

4. Confirm Draft Minute of Meeting of Performance Committee held on Monday 05 October 2015 (herewith).
5. Education Services - Strategic Resources Unit and Customer and Performance Unit - Report by Head of Education (Development) (herewith).
6. Education Services - Additional Support Needs (ASN) Team and Educational Psychology Service (EPS) - Report by Head of Education (herewith).

DATA LABEL: Public

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

MINUTE of MEETING of the PERFORMANCE COMMITTEE of WEST LoTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LoTHIAN CIVIC CENTRE, on 5 OCTOBER 2015.

Present – Councillors Stuart Borrowman (Chair), Tony Boyle, Greg McCarra, John McGinty

Absent – Carl John

1. DECLARATIONS OF INTEREST

There were no declarations of interest made.

2 MINUTE

The committee confirmed the Minute of its meeting held on 31 August 2015 as a correct record. The Minute was thereafter signed by the Chair.

3 ENVIRONMENTAL HEALTH AND TRADING STANDARDS

The committee considered a report (copies of which had been circulated) by the Head of Planning and Economic Development providing an overview of Environmental Health and Trading Standards (EH&TS) and details of service performance.

The report advised that the role of Environmental Health and Trading Standards was to protect and enhance through the application of statute, the health, welfare, environment, safety and trading marketplace of the people of West Lothian.

Activities of the service comprised of three main elements – reacting to customer requests, planned activities such as inspections and preventative activities aimed at reducing any negative impact of events.

The service operated an IT system, Civica Authority Public Protection, to risk rate premises, manage service requests and forward plan inspections for both Environment Health and Trading Standards.

The report went on to advise that Environmental Health and Trading Standards contributed to the overall Planning and Economic Development Management. The main activities for 2015/16 were contained within the extract from the Planning and Economic Development management plan at appendix 1.

The Head of Planning and Economic Development advised that the Environmental Health and Trading Standards were regularly measured through a suite of performance indicators using the Covalent system in line with council's performance management framework.

The service presented its performance improvement to the Chief Executive's performance review on 11 August and although no major improvements were required a one-year cycle was retained to allow monitoring of recent improvements.

The report recommended that the committee:-

1. Note the contents of the report and appendix 1;
2. Provide feedback on performance; and
3. Identify any recommendations for performance improvement.

There then followed a number of questions in particular to the definition of public water, how many suppliers of public water were within West Lothian and the roll out of the tobacco display ban.

Decision

To note the terms of the report.

4 REVENUES UNIT PERFORMANCE

The committee considered a report (copies of which had been circulated) by the Head of Finance and Estates providing an overview of the Revenue Unit together with details of service performance.

The report advised that the Revenue Unit provided a wide range of services which touch the entire West Lothian community including:-

- Council Tax and Water Service Charges billing and collection
- Business related billing and collection
- Delivering early intervention, advice and support for customers who had multiple debts due to the council, via the council's holistic and corporate approach
- Administration of the Scottish Welfare Fund, providing grants and goods to those who need this support
- Administration of Housing Benefit and Council Tax Reduction Scheme including Discretionary Housing Payments
- Management of income including housing and garage rent received through multiple payment channels in excess of £450 million annually.

The service operated with a total compliment of 114.2 FTE staff and an annual net revenue budget of £4.043 million.

In 2014/15 the service delivered a number of key achievements including

an increase in Council Tax collection, payment of Discretionary Housing payments to fully mitigate the impact of the bedroom tax, significantly improved processing times for claims for Housing Benefit and/or Council Tax Reduction by March 2015, introduction of cash payments for Scottish Welfare Fund, merging of Council Tax bills and benefit notifications into a single mail pack and introduction of a new online benefit form.

The report went on to advise that the Revenues Unit was regularly measured and monitored through a suite of performance indicators in line with the council's performance management framework using the Covalent system. Appendix 1 to the report provided a sample of performance indicators, including trend charts and associated commentary.

The report recommended that the committee:-

1. Note the contents of the report and appendix 1;
2. Provide feedback on performance; and
3. Identify any recommendations for performance improvement.

There then followed a number of questions in relation to how to apply for universal credit, collection rate targets and new council tax customers.

Decision

To note the terms of the report.

5. COMPLAINT PERFORMANCE REPORT QUARTERS 1 – 4: 2014/15

The committee considered a report (copies of which had been circulated) by the Depute Chief Executive providing the quarterly analysis of closed complaints for Quarter 1 – 4; 2015-16.

The committee was advised that the Scottish Public Services Ombudsman (SPSO) developed and published a model Complaint Handling Procedure (CHP) on 28 March 2012. The model CHP was to ensure a standardised approach in dealing with customer complaints across the local authority sector. All local authorities were required to adopt the model CHP by 31 March 2013.

Contained within the report at Table 1 was complaints information by category for Quarter 1 over the 5 year period 2010-11 to 2014-15. It was noted that of the 494 complaints for Quarter 1, 2015-16, 316 of these were attributed to Housing, Construction and Building Services and Operational Services.

The Depute Chief Executive explained that the increase in Policy Related complaints was driven by Education Services, Housing, Construction and Building Services and Operational Services.

The Complaint Steering Board had identified four high level indicators that

provided a summary of complaint handling performance. The four indicators were as follows :-

- Total complaints received
- Complaints closed within 5 working days
- Complaints closed within 20 working days
- Complaints partly upheld/upheld

Table 2 within the report provided a summary of service performance against these four indicators for Quarter 1: 2015-16.

Appendix 1 to the report provided information on council wide performance against the SPSO defined measures covering the period Quarter 1, 2015/16 (April 2015 to June 2015).

Table 3 provided indicative ratios for the number of complaints against the specific customer groups for Area Services, Education Services, Housing, Construction and Building Services and Operational Services.

The report concluded that the level of complaints received in Quarter 1; 2015-16 had shown a slight decrease when compared to the equivalent quarter in the previous year. Services would continue to monitor complaints on a regular basis and use this information to develop and improve service delivery.

It was recommended that the Performance Committee :-

1. Note the corporate and service complaint against the standards outlined in the council's complaint handling procedure; and
2. Continue to monitor complaint performance and request additional information from services as required.

Decision

To note the terms of the report.



West Lothian
Council

PERFORMANCE COMMITTEE

EDUCATION SERVICES – STRATEGIC RESOURCES UNIT AND CUSTOMER AND PERFORMANCE UNIT

REPORT BY HEAD OF EDUCATION (DEVELOPMENT)

A. PURPOSE OF REPORT

To provide the Performance Committee with an overview of the Education Strategic Resources Unit and Customer and Performance Unit together with details of service performance.

B. RECOMMENDATION

It is recommended that the Performance Committee:

1. Notes the contents of this report and appendix 1,
2. Provides feedback on performance, and,
3. Identifies any recommendations for performance improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Appendix 1 details performance indicators and results currently reported for the service.
V Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed; We are better educated and have access to increased and better quality learning and employment opportunities

VI Resources - (Financial, Staffing and Property)	Agreed revenue budgets.
VII Consideration at PDSP	Performance is reported to and scrutinised by the Education PDSP on an annual basis.
VIII Other consultations	None.

D. TERMS OF REPORT

Service Overview

The Strategic Resources Team 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, settings for eligible 2 year olds and is the client interface with Construction Services and Operational 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 Team undertakes workforce planning for teaching and non-teaching staff across the service including job sizing for promoted teaching posts and the service health & safety committee.

The Public/Private Partnership 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 which covers Armadale Academy and Deans Community High School. 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.

The Strategic Resources Manager takes, with the Customer and Performance Manager, the lead role in service design for pre-school provision for two year old children, and takes lead responsibility for childcare provision.

The main activities of the Strategic Resources service in 2015/16 are:-

- 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 provision for two year old children.
- Developing community playgroup provision.

The Customer and Performance Manager takes, with the Strategic Resources Manager, the lead role in service design for pre-school provision for two year old children, and the service redesign of pre-school provision to introduce greater flexibility. The Customer and Performance Manager service area is responsible for the contract with private nurseries and child-minders for the provision of services to pre-school children.

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

The information gathered by the pupil placement team is used to analyse pupil numbers and placing requests in order to allocate teachers to each primary schools to meet the needs of pupils within the catchment area, taking account of parental choice where possible, and the requirement to achieve Best Value. The information gathered by the pupil placement team is used to analyse pupil numbers and placing requests in order to allocate teachers and nursery nurses to each early learning and childcare establishments.

The Customer and Performance Manager is therefore responsible for delivering staffing within the available primary education and early years education budget, and responsible for ensuring that staffing numbers meet national requirements where appropriate, informing the Financial Management Unit on the staffing component of each schools devolved budget.

The information gathered and produced by the Pupil Placement team contributes to forecasting future total pupil numbers, and the pupil numbers likely to attend each school. This knowledge is Shared with the Financial Management Unit to guide the setting of Devolved Secondary School Budgets, and with the School Estate Working Group to guide the prioritisation of bids within the Council's Capital Programme.

Working through the Pupil Placement Team and Development Officer – Early Years, the Customer and Performance Manager manages the contract with Partner Providers for the delivery of early learning and childcare, in line legislative requirements within available resources, and is responsible for the tendering process.

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

The Customer and Performance service area performs service wide function including supporting achievement of internal and external customer quality standards, equalities, service planning and performance management, policy development, and consultation with and provision of information to Headteachers and the Local Negotiating Committee for Teachers.

The main activities of the Customer and Performance Service in 2015/16 are:-

- 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,
- To establish and support Parent Councils
- Planning for the expansion of provision for two year old children.
- Redesign of pre-school provision to introduce greater flexibility.

The Strategic Resources Unit and the Customer and Performance Unit operates with a combined total complement of 44.1 FTE staff and a combined annual net revenue budget of £16 million. The work of the units has a significant impact on the size and division of the devolved school budgets.

Significant achievements in 2015/16 include the introduction of greater flexibility and choice in pre-school provision and the expansion of services for 2 year olds. All known parents of eligible pre-school children were Consulted on the provision of increased flexibility and choice in the early years. Policy has been developed in relation to increased flexibility and choice in the early years, in order to increase efficiency and customer focus, meet the needs of all parents, including working parents, and ensure that the Council fulfils its statutory requirements. Fair and robust admission procedures for newly eligible groups of children, for example two year olds, have been developed.

Performance Management

The Strategic Resources Unit and the Customer and Performance Unit performance is regularly measured and monitored through a suite of performance indicators in line with the council's performance management framework, using the Covalent system. These indicators are representative of a range of activities delivered by the Units and include efficiency and effectiveness indicators and indicators measuring customer and staff perception.

Appendix 1 provides a sample of the Units performance indicators, including trend charts and associated commentary.

WLAM Performance

The Strategic Resources and Customer and Performance Services underwent a WLAM Assessment in July 2015. The outcome of the assessment gave the unit a score of 481, which showed an improvement on the score of 433 at the previous WLAM assessment.

The results of the assessment were presented to the Chief Executive's performance review panel during October 2015. During the panel discussion, the Unit provided an update of progress with previous WLAM assessment improvement actions and an overview of the unit's general approach to performance management and current performance indicator results.

Following feedback from the panel, the Units have been placed on WLAM cycle three (one year).

E. CONCLUSION

The report and attached appendix summarise the activities and the performance of the Strategic Resources and Customer and Performance Units. The Performance Committee is asked to note the report, provide feedback on performance and advise on any recommendations on performance improvement.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Activities and the performance of the Strategic Resources and Customer and Performance Units

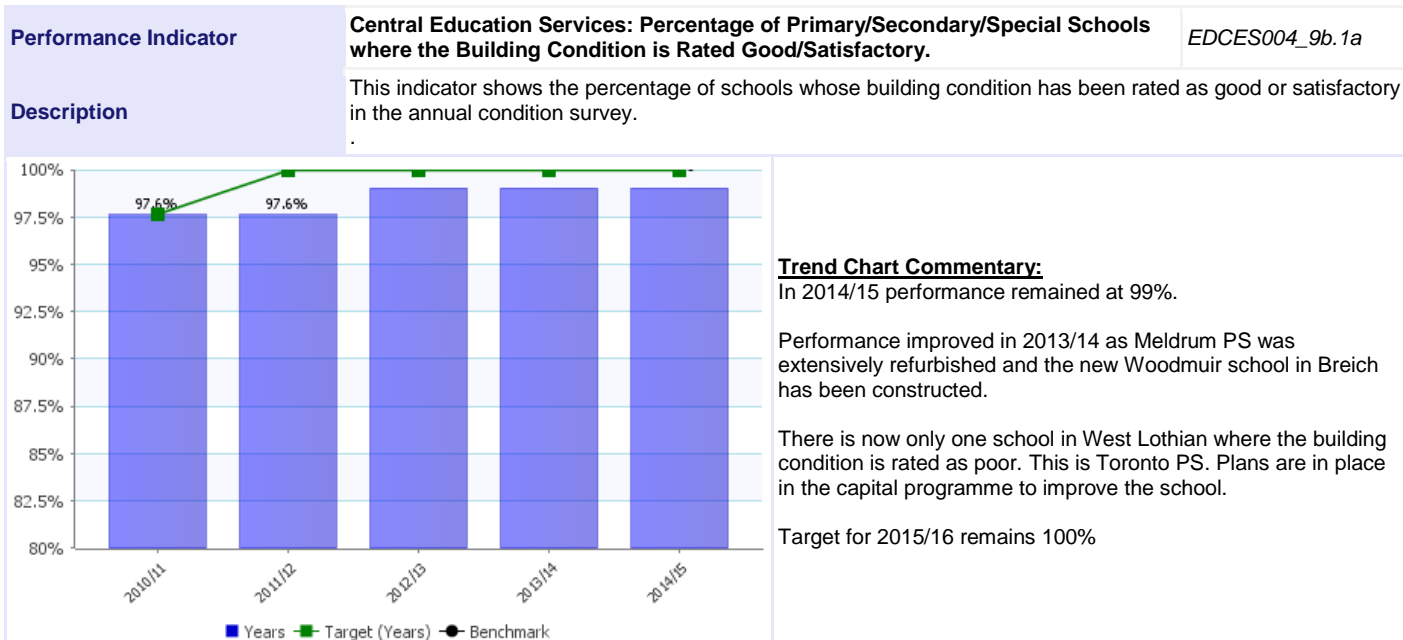
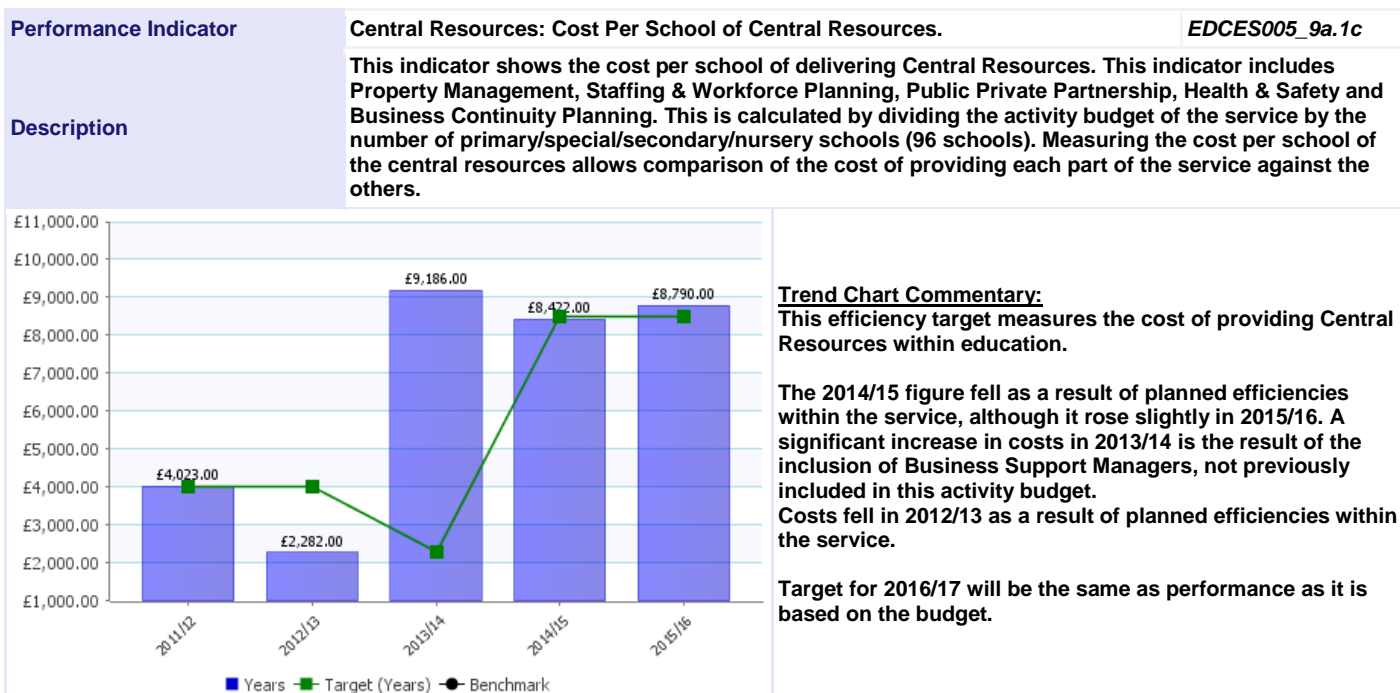
Contact Person: Andrew Sneddon, Service Manager – Policy and Performance
andrew.sneddon@westlothian.gov.uk

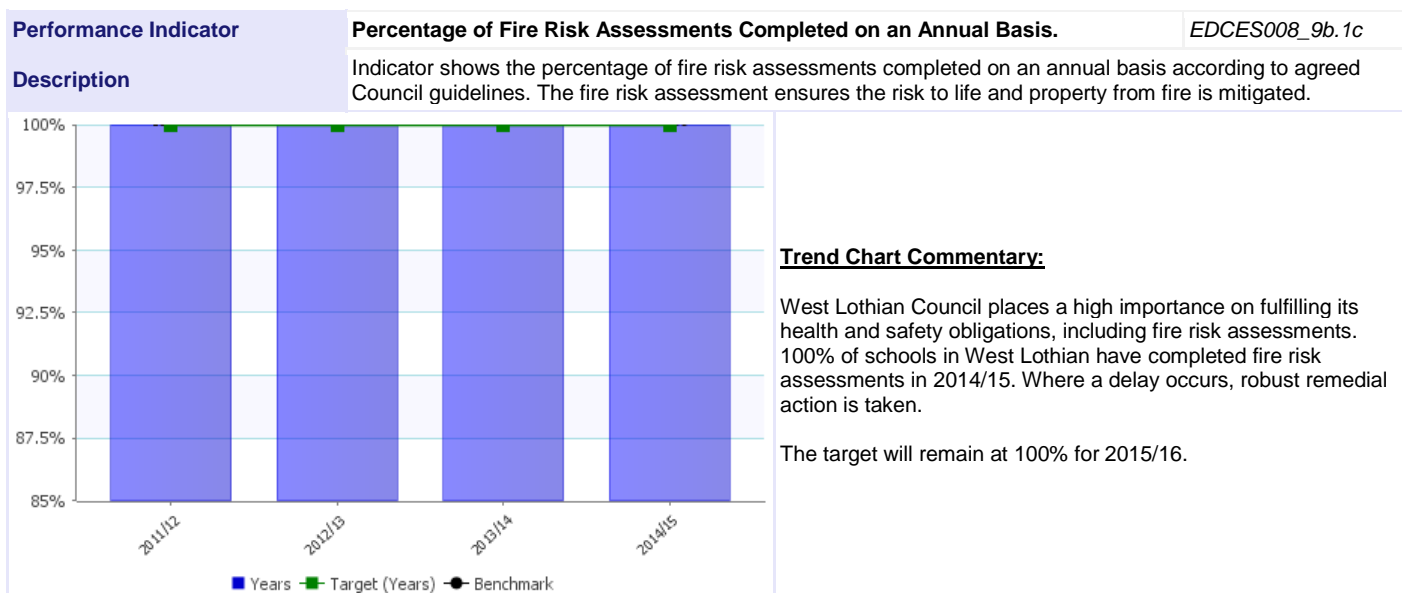
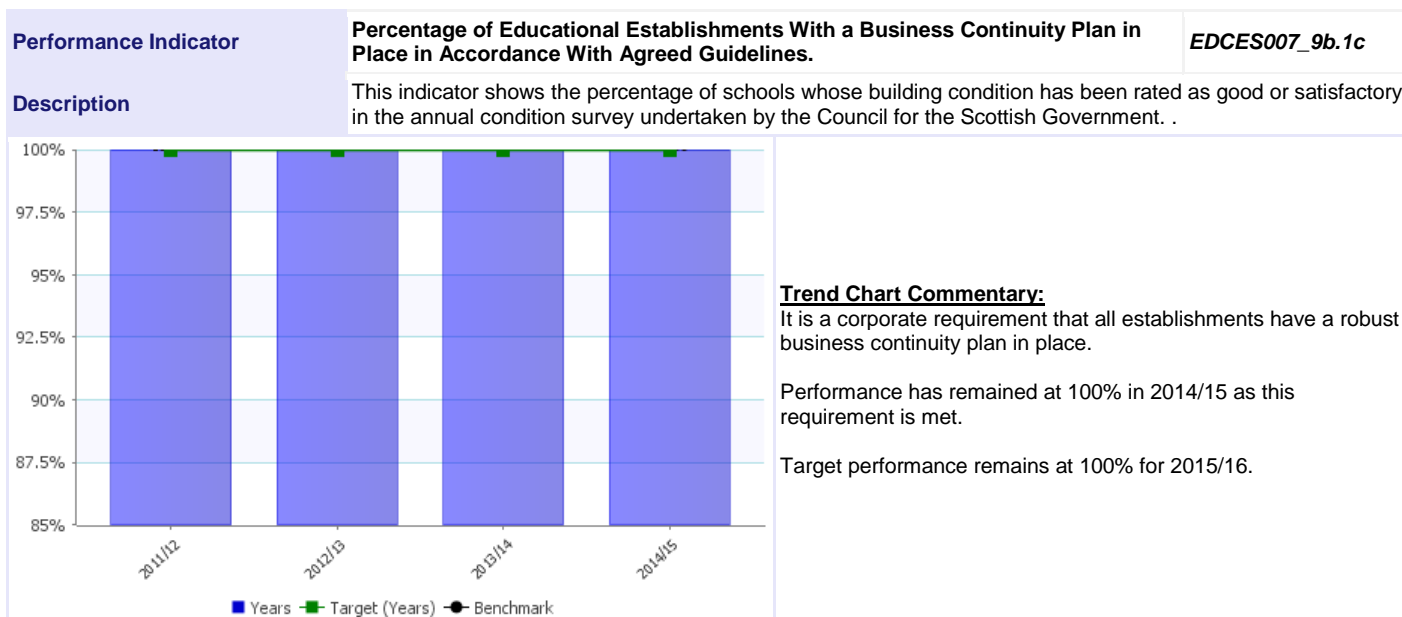
Donna McMaster
Head of Education (Development)

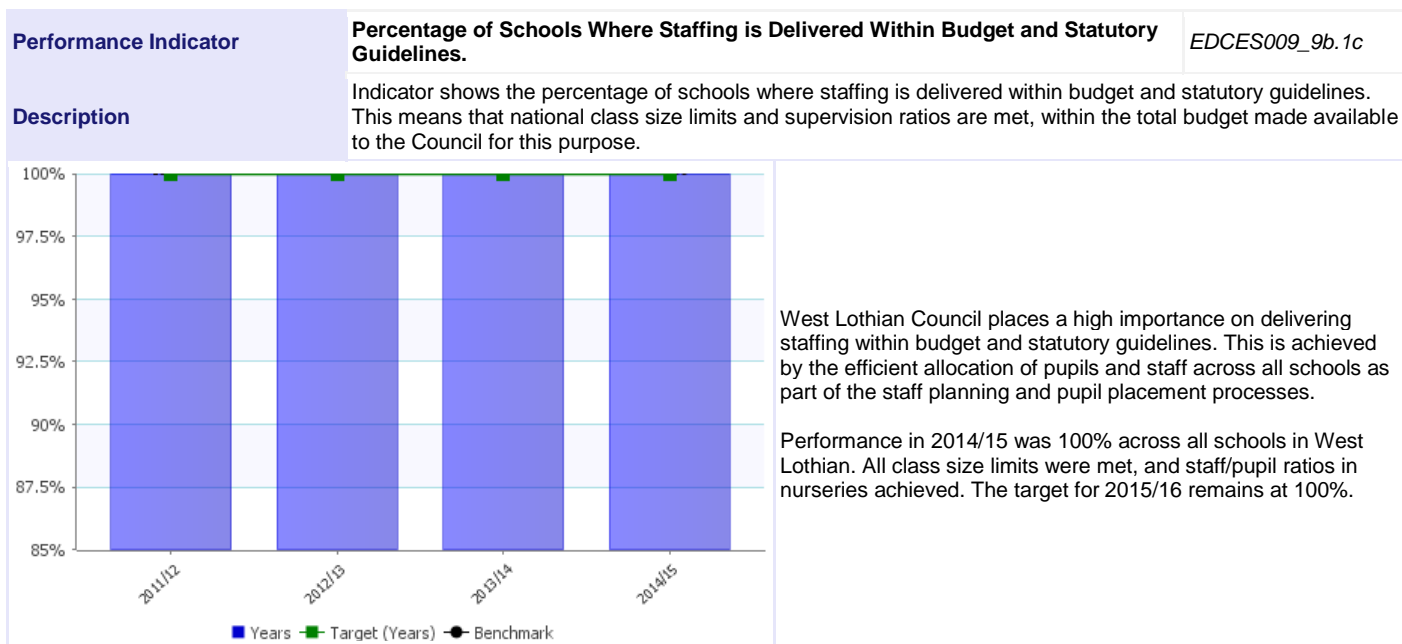
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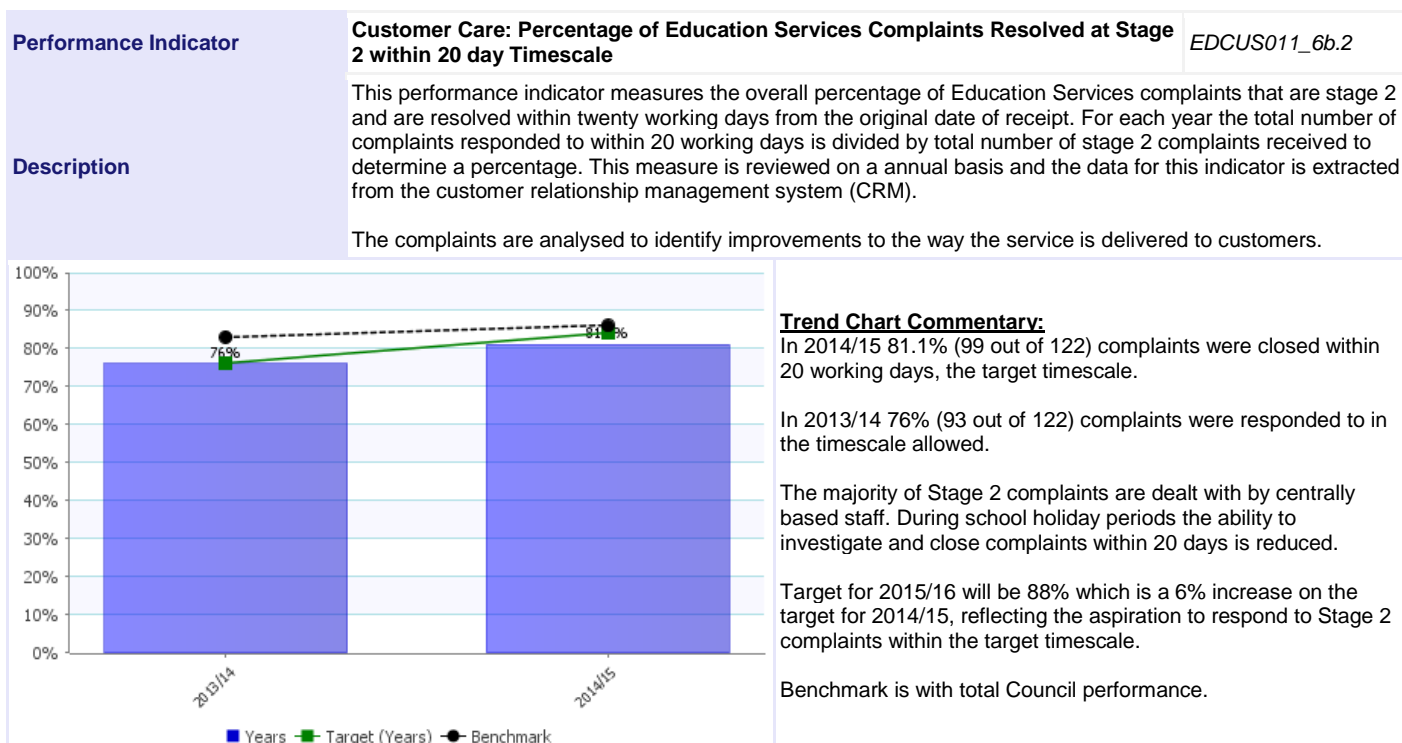
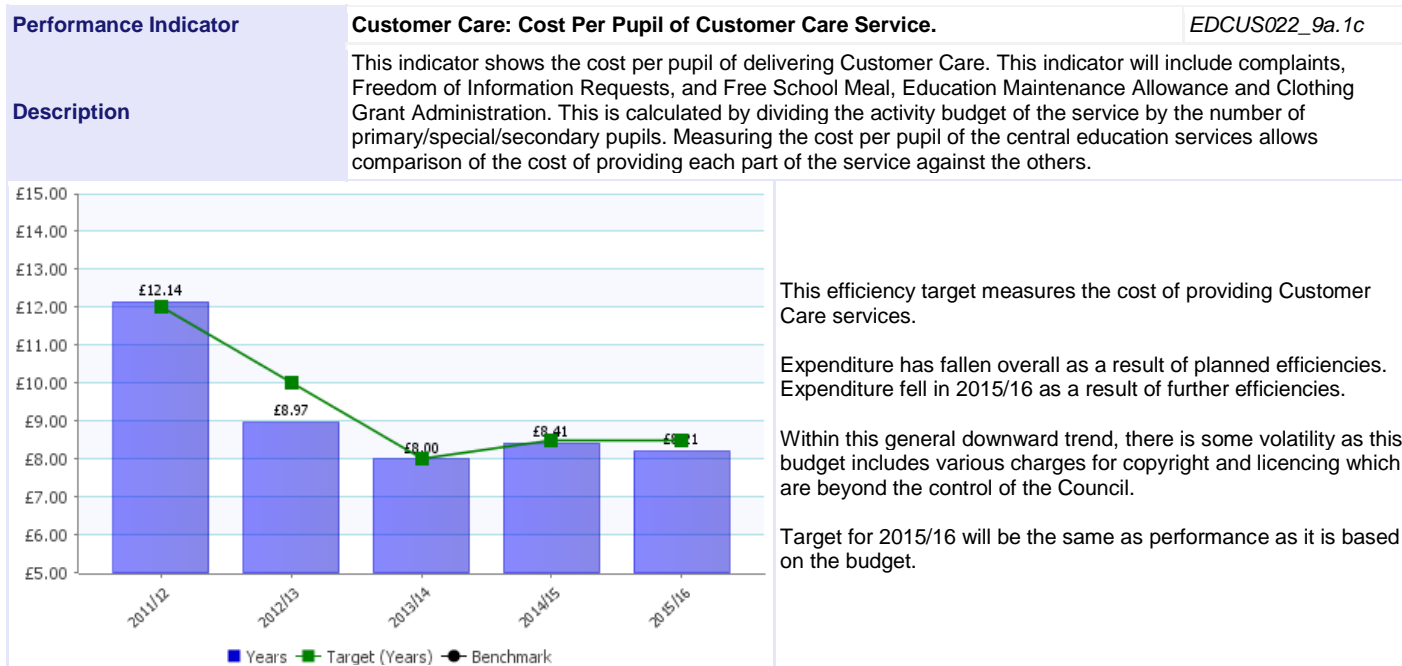
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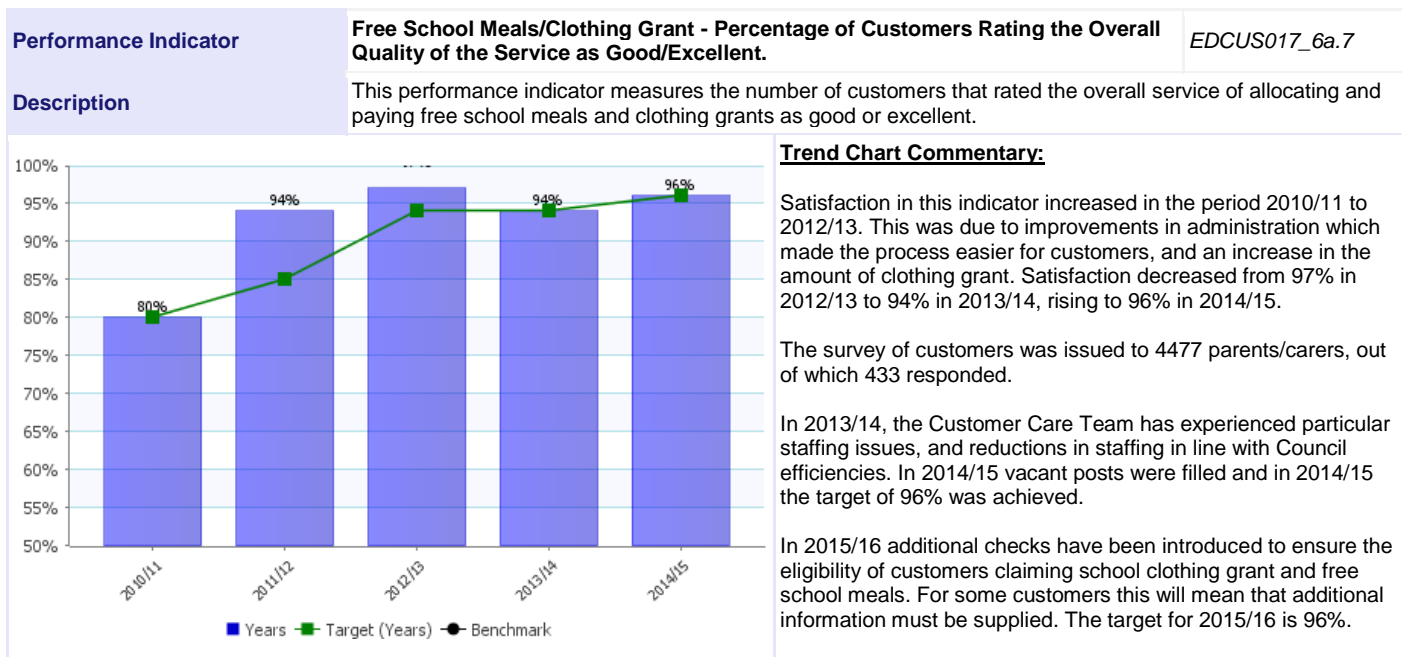
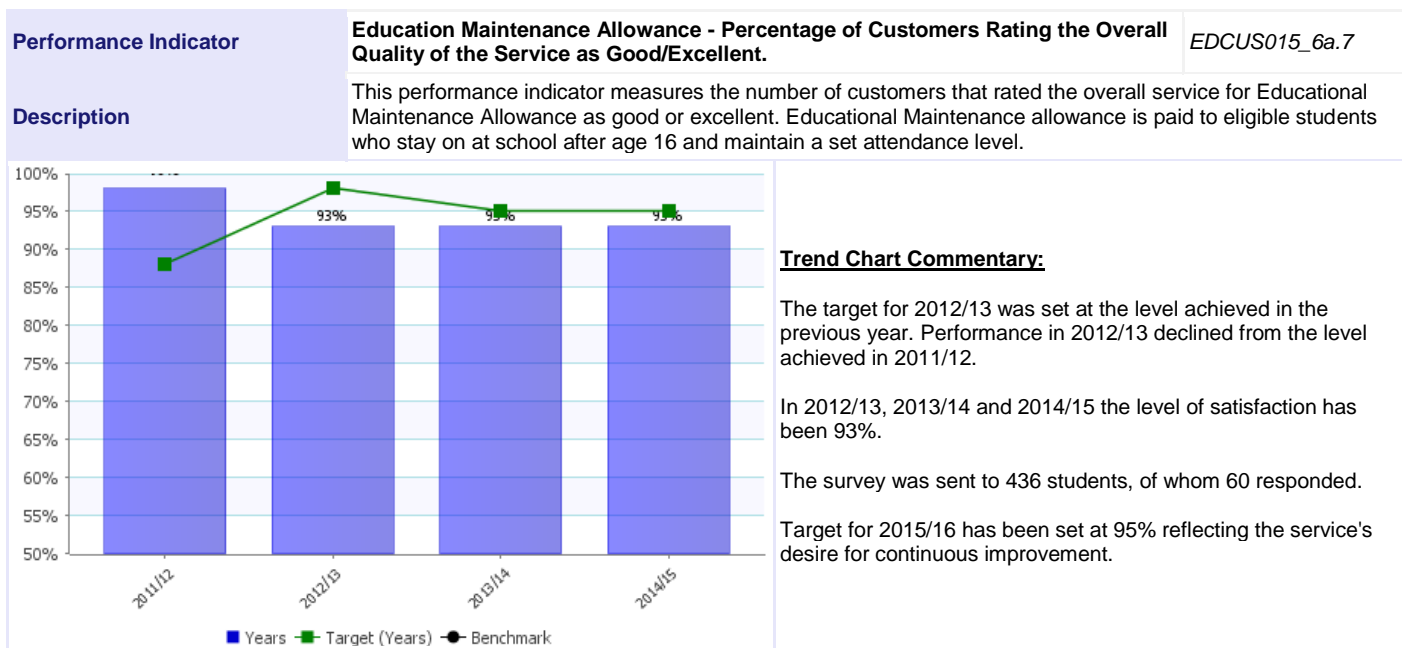
CUSTOMER AND PERFORMANCE UNIT

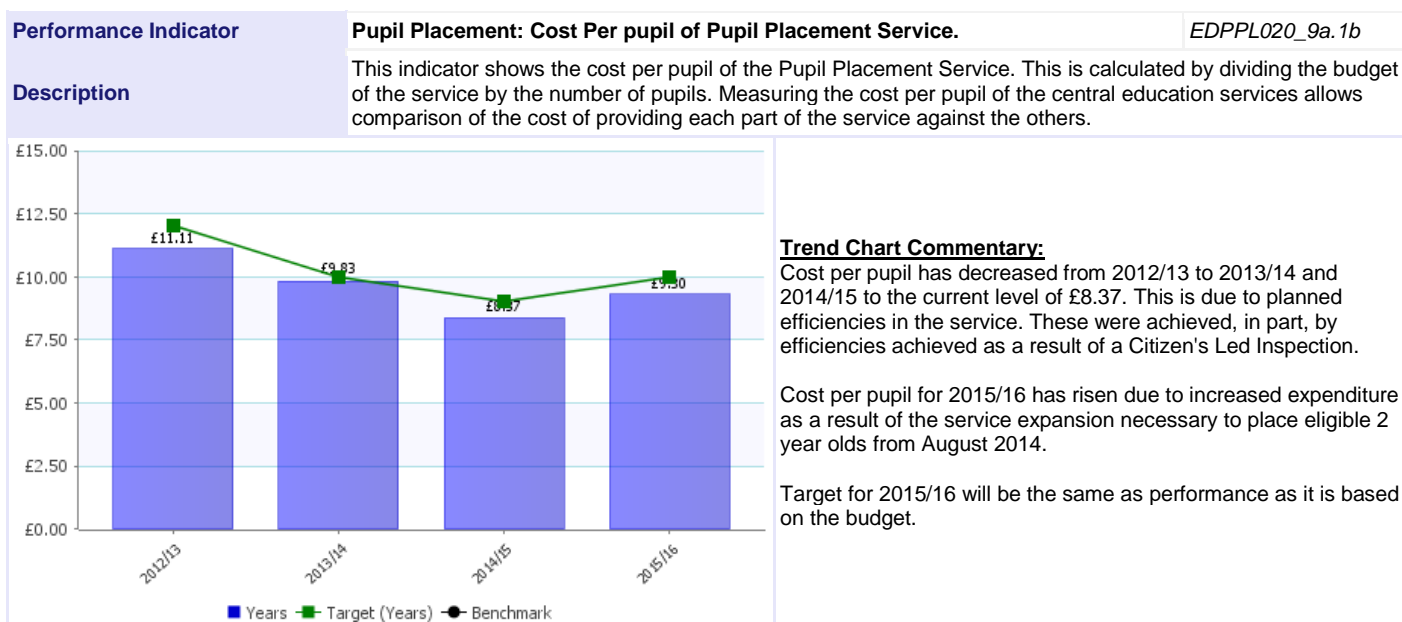
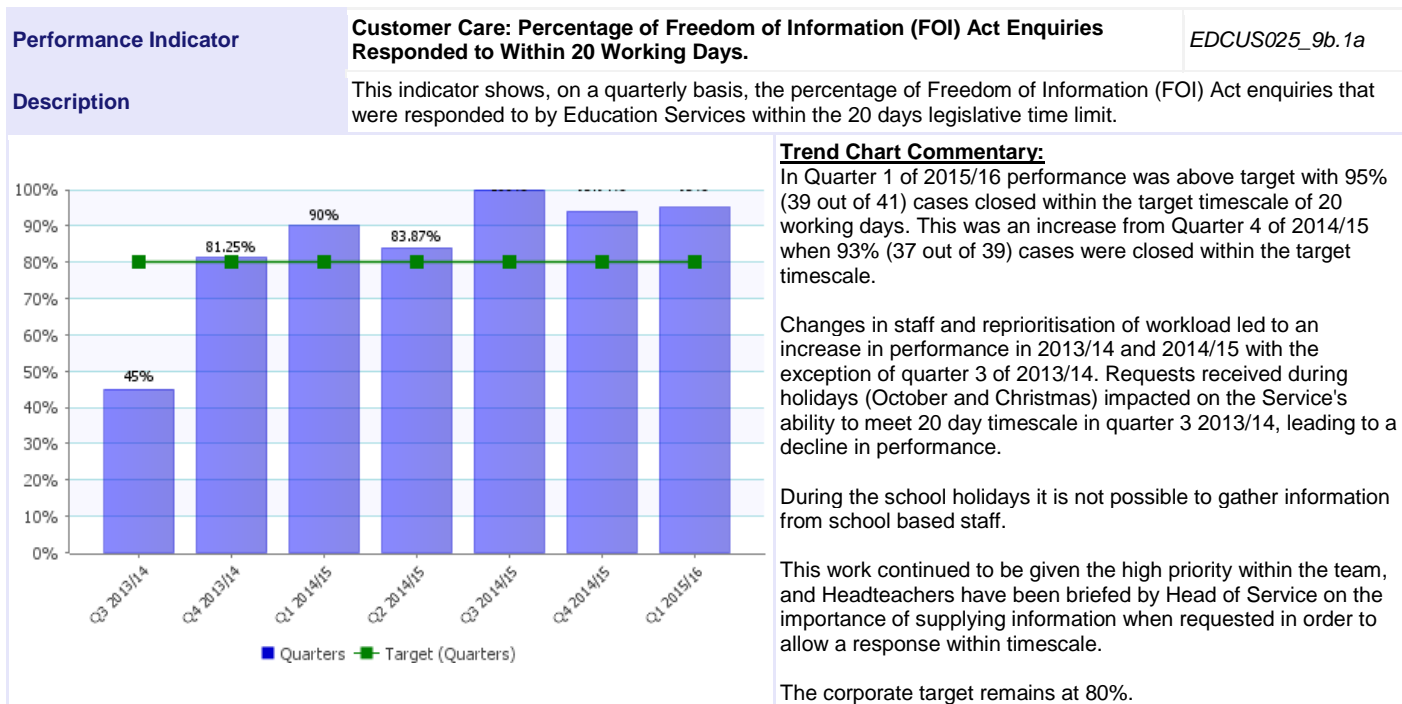


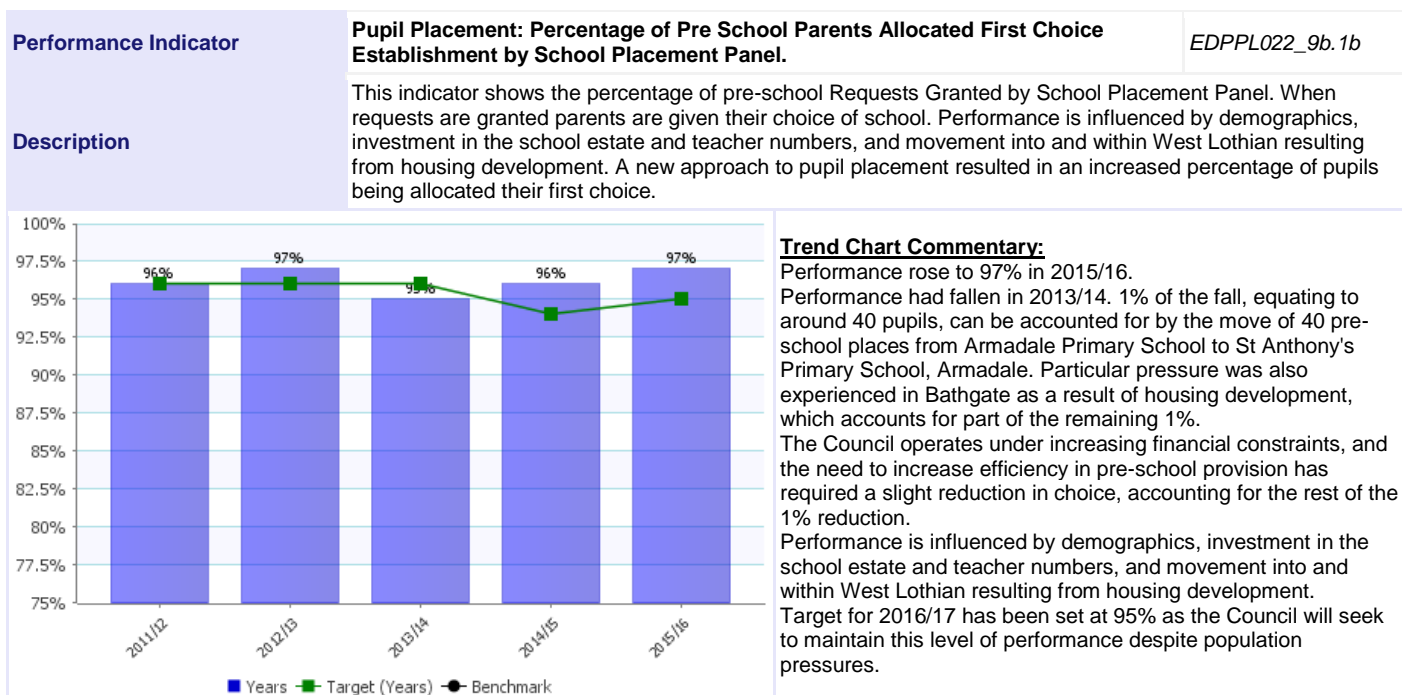
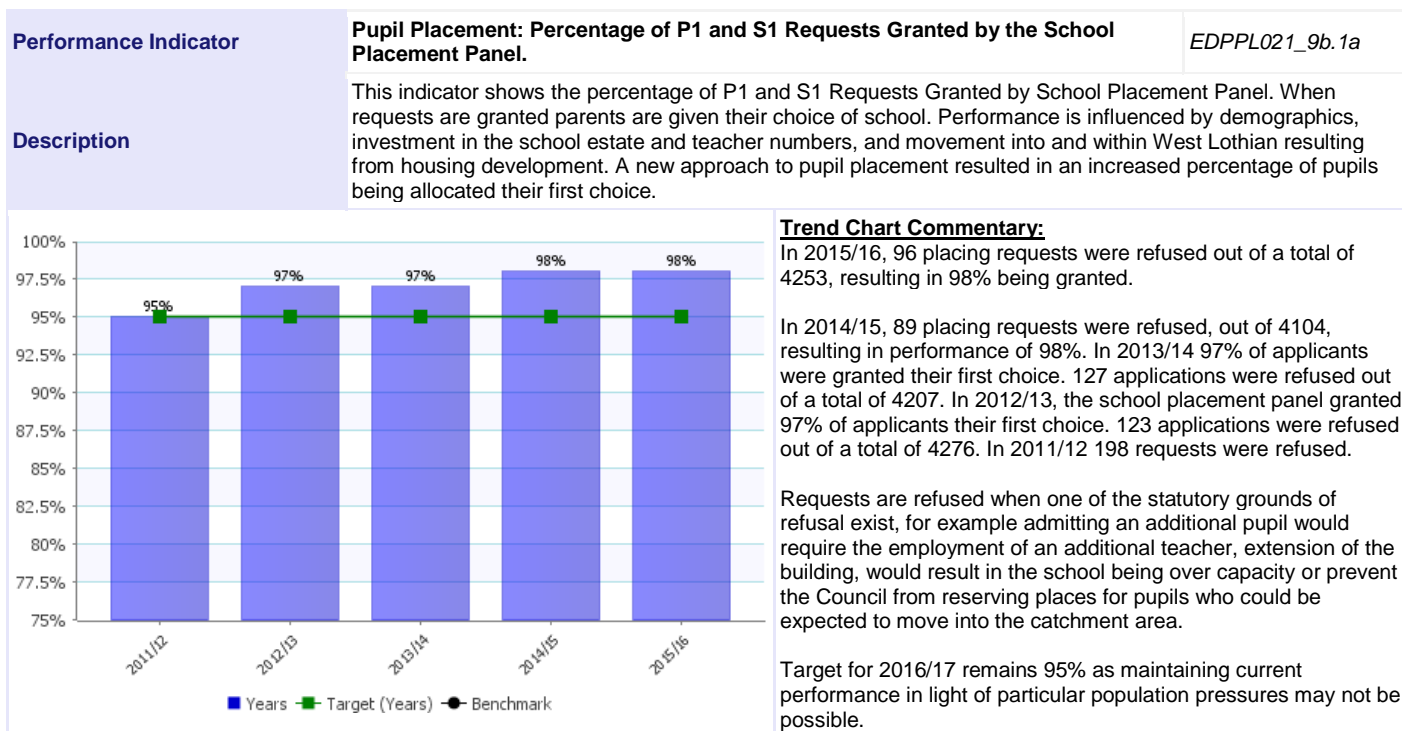


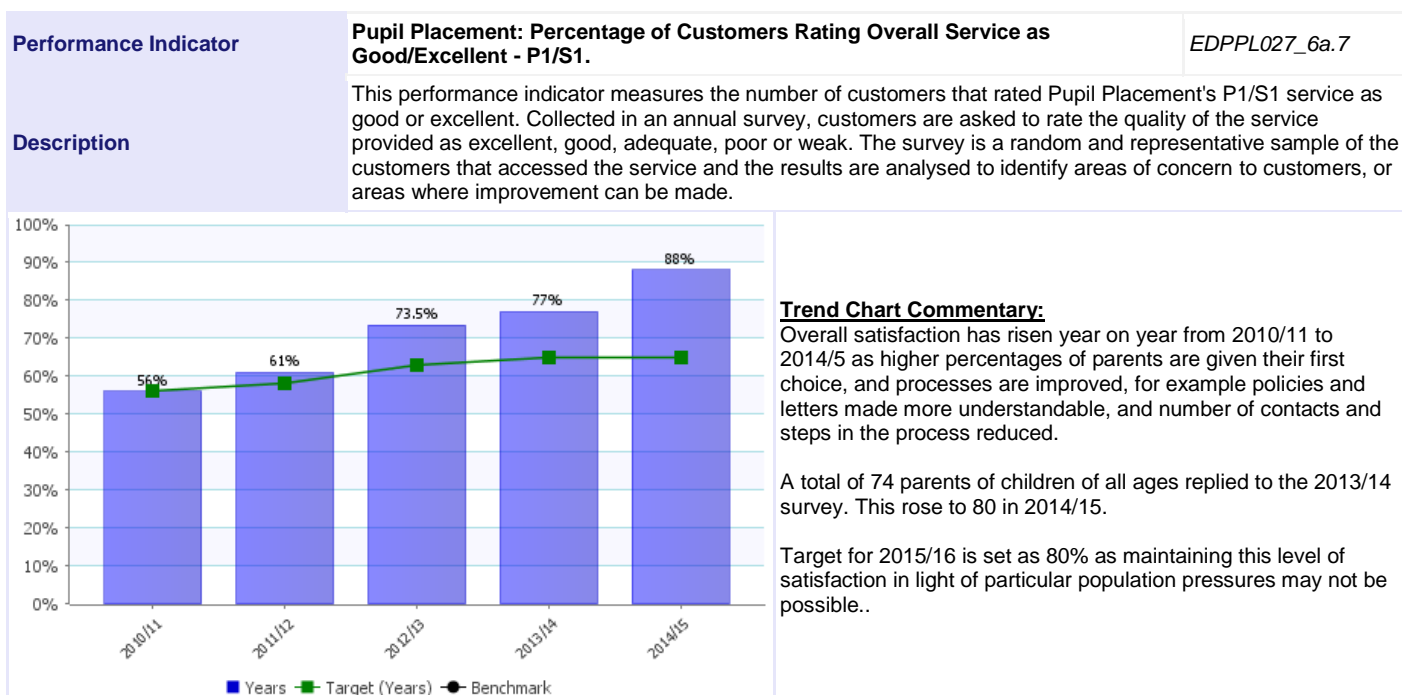
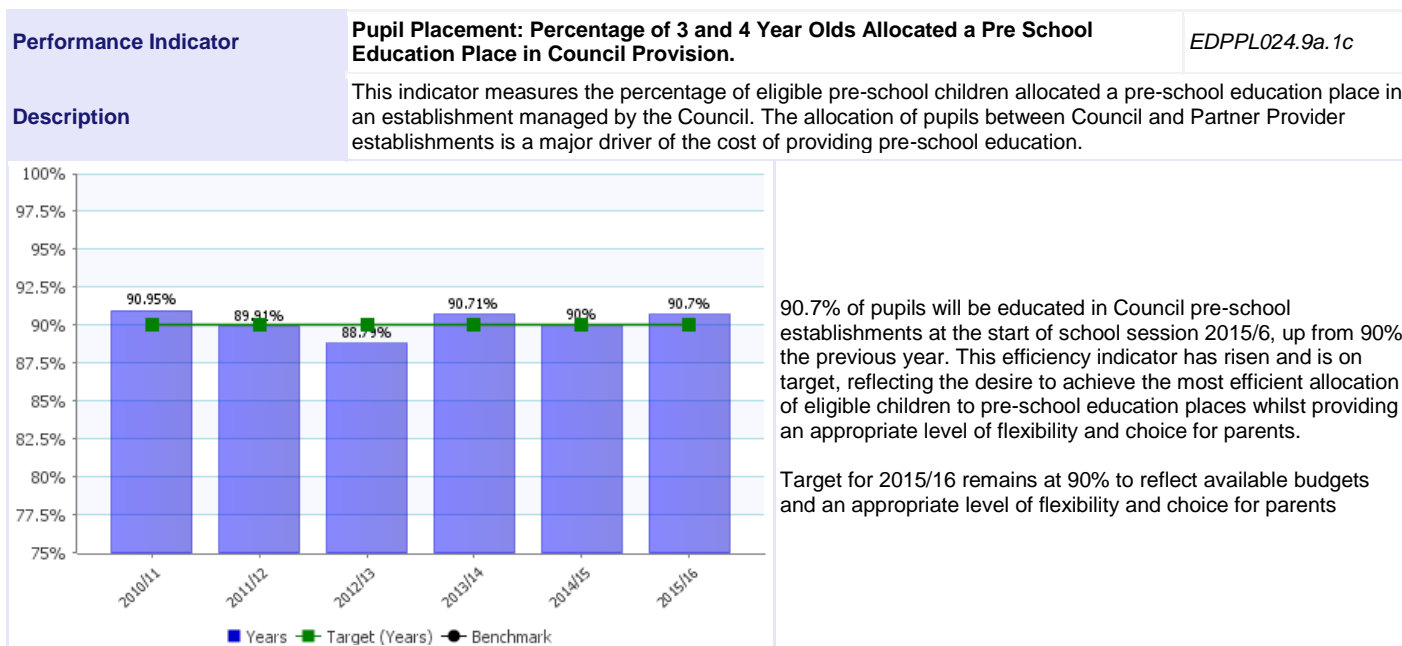


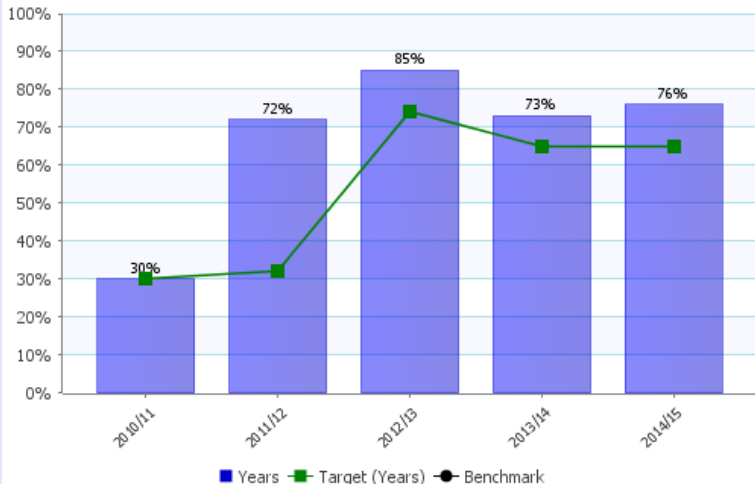


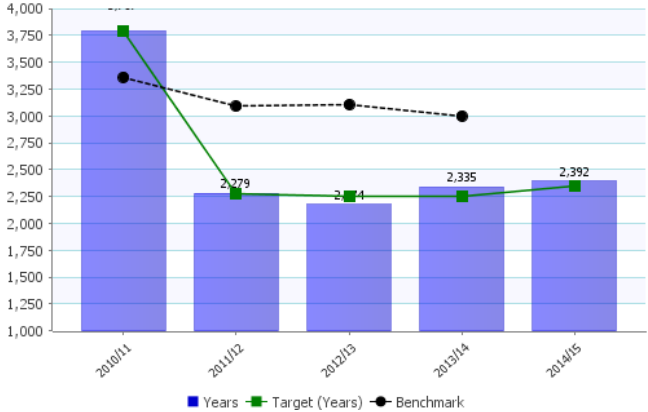








Performance Indicator	Pupil Placement: Percentage of Customers Rating Service as Good/Excellent - Pre School.	EDPPL028_6a.7																												
Description	<p>This performance indicator measures the number of customers that rated Pupil Placement - Pre-School service as very good or good. Collected in an annual survey, customers are asked to rate the quality of the service provided as excellent, good, adequate, poor or very poor. 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.</p>																													
 <table><tr><th>Year</th><th>Years (Actual)</th><th>Target (Years)</th><th>Benchmark</th></tr><tr><td>2010/11</td><td>30%</td><td>30%</td><td>-</td></tr><tr><td>2011/12</td><td>72%</td><td>72%</td><td>-</td></tr><tr><td>2012/13</td><td>85%</td><td>85%</td><td>-</td></tr><tr><td>2013/14</td><td>73%</td><td>73%</td><td>-</td></tr><tr><td>2014/15</td><td>76%</td><td>76%</td><td>-</td></tr><tr><td>2015/16</td><td>-</td><td>75%</td><td>-</td></tr></table>		Year	Years (Actual)	Target (Years)	Benchmark	2010/11	30%	30%	-	2011/12	72%	72%	-	2012/13	85%	85%	-	2013/14	73%	73%	-	2014/15	76%	76%	-	2015/16	-	75%	-	<p>Trend Chart Commentary:</p> <p>The requirement to achieve greater efficiency in resource allocation will result in fewer parents receiving the placement of their choice, leading to a decline in satisfaction in future years.</p> <p>In 2014/15 satisfaction rose despite a restriction in the number of places that could be granted at a new Partner Provider, which gave rise to significant levels of complaint. It is still below peak level, although has risen overall over 5 years.</p> <p>In 2013/14 dissatisfaction arose in Armadale with the relocation of 40 pre-school places from Armadale Primary School to St Anthony's Primary School, in parts of Bathgate and Livingston due to population pressure, and amongst those applying for a partner provider place after the closing date for applications after which the majority were refused.</p> <p>A total of 74 parents of children of all ages replied to the 2013/14 survey. In 2014/15 this rose to 80.</p> <p>There was an increase in satisfaction from 30% 2010/11 to 72% 2011/12 following a change in approach to increase customer focus.</p> <p>Satisfaction is very closely linked to outcome. Target for 2015/16 has been set at 75%, as positive outcomes cannot be guaranteed in light of particular population pressures.</p>
Year	Years (Actual)	Target (Years)	Benchmark																											
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2014/15	76%	76%	-																											
2015/16	-	75%	-																											

Performance Indicator	Nursery Education: Cost Per Pre School Place.	<i>EDSCH073_9a.1c</i>
Description	This indicator shows the average amount of money spent on each pre school child in West Lothian pre school establishments each year. This national measure is used to assess efficiency in the delivery of pre school education.	
		<p>Trend Chart Commentary:</p> <p>The internally calculated cost per pre-school place for 2014/15 is £2392, up from £2335 in 2013/14. A final calculation is expected from the improvement service in early 2016, and benchmarking data will be available at that time.</p> <p>In 2013/14 cost per pre-school registration rose to £2335 from £2174 in 2012/13. West Lothian Council's ranking moved from 3rd lowest cost in 2012/13 to 5th lowest cost in 2013/14.</p> <p>West Lothian Council has benefited from efficient use of the school estate and efficient management of the allocation of pupils and staff to schools. This has increased efficiency, and brought down cost per pupil, although West Lothian Council has retained a greater degree of teacher input into pre-school provision ('early learning and childcare') than other authorities.</p> <p>The current relatively low expenditure in West Lothian is largely due to the very rigorous approach to pupil placement which maximises efficient allocation of staff resources to meet anticipated demand; and efficient allocation of pupils within these staff resources once set. This is achieved with a high level of parental satisfaction, and a high level of parents being allocated their first choice, as well as the introduction of flexibility and choice. There is recognition, however, that not all parents will receive their first choice, in particular those who apply after the closing date for applications, when budgets have been set. The achievement of best value is an explicit factor in all decisions.</p> <p>It should be noted that this indicator does not provide a sound basis for benchmarking with the private sector. It is based on the number of pre-school children in September. As there are three intakes per year, and the number of children admitted will be at its lowest so early in the year, this results in an artificially high cost per pre school child that will adversely affect any comparison with the fee paid to private sector nurseries to purchase places under contractual arrangements.</p> <p>Target for 2015/16 will be £2,392, as the Council will aim to improve quality of provision within existing resources.</p>



PERFORMANCE COMMITTEE

EDUCATION SERVICES – ADDITIONAL SUPPORT NEEDS (ASN) TEAM AND EDUCATIONAL PSYCHOLOGY SERVICE (EPS)

REPORT BY HEADS OF EDUCATION

A. PURPOSE OF REPORT

To provide the Performance Committee with an overview of the Additional Support Needs (ASN) Team and Educational Psychology Service (EPS) WLAM Unit activities together with details of service performance.

B. RECOMMENDATION

It is recommended that the Performance Committee:

1. Notes the contents of this report and appendix 1,
2. Provides feedback on performance, and,
3. Identifies any recommendations for performance improvement.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Appendix 1 details performance indicators and results currently reported for the service.
V Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed; We are better educated and have access to increased and better quality learning and employment opportunities
VI Resources - (Financial, Staffing and Property)	Agreed revenue budgets.

VII Consideration at PDSP	Performance is reported to and scrutinised by the Education PDSP on an annual basis.
VIII Other consultations	None.

D. TERMS OF REPORT

Additional Support Needs Team: Overview of Service

The Additional Support Needs team has a complement of 8.3 FTE and is managed by the interim Additional Support Needs Manager. The Team, as part of central Education Services, work in partnership with schools, the Educational Psychology Service, the Quality Improvement Team and multi-agency partners to deliver education services to pupils, their parents/carers, and the wider community. More specifically, 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. The Education Services' Child Protection Officer is also part of the Additional Support Needs Team offering advice, support and training to all schools. Collaborative planning with multi-agency partners is a key focus throughout the team's strategic and operational activities with the Getting It Right for Every Child (GIRFEC) agenda underpinning all partnership working.

The Additional Support Needs Team vision is the achievement of long term sustainable quality educational provision for all West Lothian's children and young people which is appropriately inclusive to remove barriers to participation, learning and achievement, and to promote equity of provision.

This is achieved by:

- placing the needs of children and young people at the centre of service delivery
- identifying and addressing barriers to participation, learning and achievement
- working collaboratively with partners
- building capacity at individual and systemic levels, and
- operating within a context of continuous improvement.

Activities

The main activities of the Team in 2015/16 involve:

- Ensuring long term sustainability of specialist provision.
- Building capacity within mainstream educational provision through review of ASN management structure, Senior Officer Review pathways and outreach services to establish a more effective identification of training/support needs and to ensure co-ordinated access to efficient and effective support for all mainstream schools.
- To support schools and to work with multi-agency partners in the implementation of GIRFEC in line with the legislative timescales.
- To support schools and partner agencies in provision of appropriate services for Looked After Children.
- Provision of training to schools in all aspects of ASN planning for children and young people.

- To ensure consistent application of child protection procedures across the service
- To support schools, children/young people and families through the continuation of policy development in the areas of Positive Relationships, Medication in Schools, Attendance at School, Looked After Children, Autistic Spectrum Disorder (ASD), Transition Planning and Home Education.

Educational Psychology Service: Overview of Service

The Educational Psychology Service has a complement of 14.5FTE and is managed by the Principal Educational Psychologist. The Educational Psychology Service works directly with children and their families, schools and multi-agency partners to contribute to the overall aims of the council in relation to the educational achievements and mental health and wellbeing outcomes for West Lothian's children and young people.

The vision of the Educational Psychology Service is to improve the wellbeing and educational outcomes of all children and young people in West Lothian through the application of psychology. The purpose of the service is to support schools and individual children/young people to continuously improve learning and attainment.

This is achieved by:

- placing the needs of children and young people at the centre of service delivery
- identifying and addressing barriers to learning
- working collaboratively with partners
- building capacity at individual and systemic levels
- operating within a context of continuous improvement

Educational Psychologists contribute locally and nationally to developing and implementing strategies to ensure educational progress for all children and young people through the five core functions of Consultation, Assessment, Intervention, Staff Development and Research.

Activities

The main activities of the service in 2015/16 will be:

- To continue to support schools and families to enhance the teaching and learning of children and young people through the delivery of the 5 core functions of Consultation, Assessment, Intervention, Staff Development and Research.
- To support schools and families through the Service Improvement Plan focusing on the priority areas of Nurture, Transformational Change in ASN and Research relating to the Raising Attainment agenda through effective teaching and learning.
- To continue to support schools and the Education Service and to work with multi-agency partners with the implementation of GIRFEC in line with the legislative timescales

Significant Achievements 2014-2015

Over the last year, the ASN Team and Educational Psychology Service have continued to strengthen collaborative planning across services. This has resulted in more effective engagement by the services in the Validated Self-Evaluation (VSE) process in schools. This process aims to support the quality improvement agenda across identified schools.

Both Services are also jointly engaged in the development of the Transformational Change in ASN programme and working effectively together to support this second phase of the ASN Review.

The Educational Psychology Service has completed a successful VSE process in conjunction with Education Scotland. The significant impact of the Service on learning and teaching and partnership working was validated and as a result, a new Service Improvement Plan has been shaped to ensure ongoing impact of the Service.

The ASN Team has progressed strategic planning in the areas of: Looked After Children; Social, Emotional and Behavioural needs; transition planning; and Autistic Spectrum Disorder. This work is firmly rooted in a multi-agency framework in collaboration with key partners and within the context of Getting it Right for Every Child.

Performance Management

The Additional Support Needs Team and Educational Psychology Service performance is regularly measured and monitored through a suite of performance indicators in line with the council's performance management framework, using the Covalent system. These indicators are representative of a range of activities delivered by the Units and include efficiency and effectiveness indicators and indicators measuring customer and staff perception.

Due to recent changes in WLAM Unit structures, a range of new Performance indicators are also under development.

Appendix 1 provides a sample of the Units performance indicators, including trend charts and associated commentary.

WLAM Performance

The Additional Support Needs Team and the Educational Psychology Service underwent a WLAM Assessment in July 2015 as part of wider Education Services. The outcome of the assessment gave the Unit a score of 468, which showed an improvement on the score of less than 400 at the previous WLAM assessment.

The results of the assessment were presented to the Chief Executive's performance review panel during October 2015. During the panel discussion, the Unit provided an update of progress with previous WLAM assessment improvement actions and an overview of the unit's general approach to performance management and current performance indicator results.

E. CONCLUSION

The report and attached appendix summarise the activities and the performance of the Additional Support Needs team and Educational Psychology Service Unit. The Performance Committee is asked to note the report, provide feedback on performance and advise on any recommendations on performance improvement.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Appendix 1: Education Services – Additional Support Needs (AAN) Team and Educational Psychology Service (EPS) PIs

Contact Person: Alison Raeburn / Jennyfer McNiven

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Head of Service:

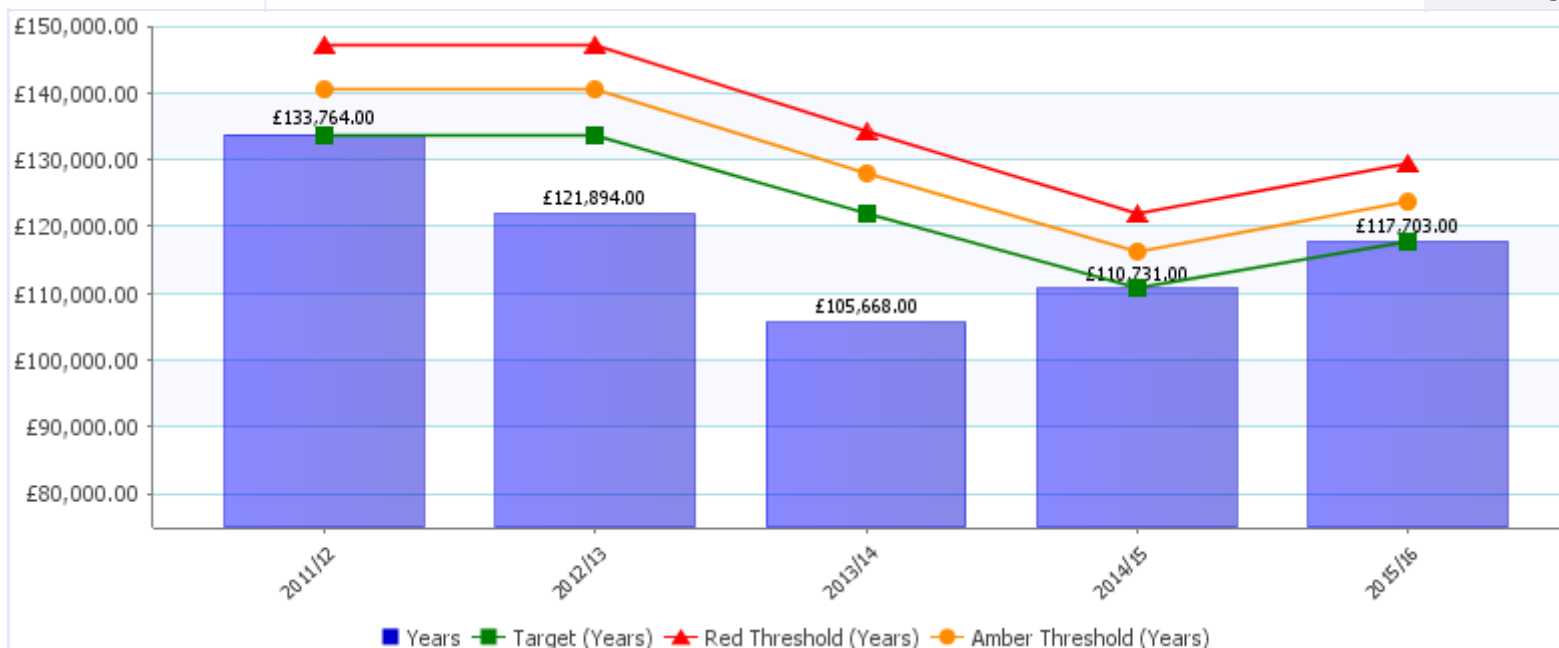
James Cameron

Head of Education (Quality Assurance)

Date of meeting: 23 November 2015

APPENDIX 1 EDUCATION SERVICES – ADDITIONAL SUPPORT NEEDS (ASN) TEAM AND EDUCATIONAL PSYCHOLOGY SERVICE (EPS) PIs

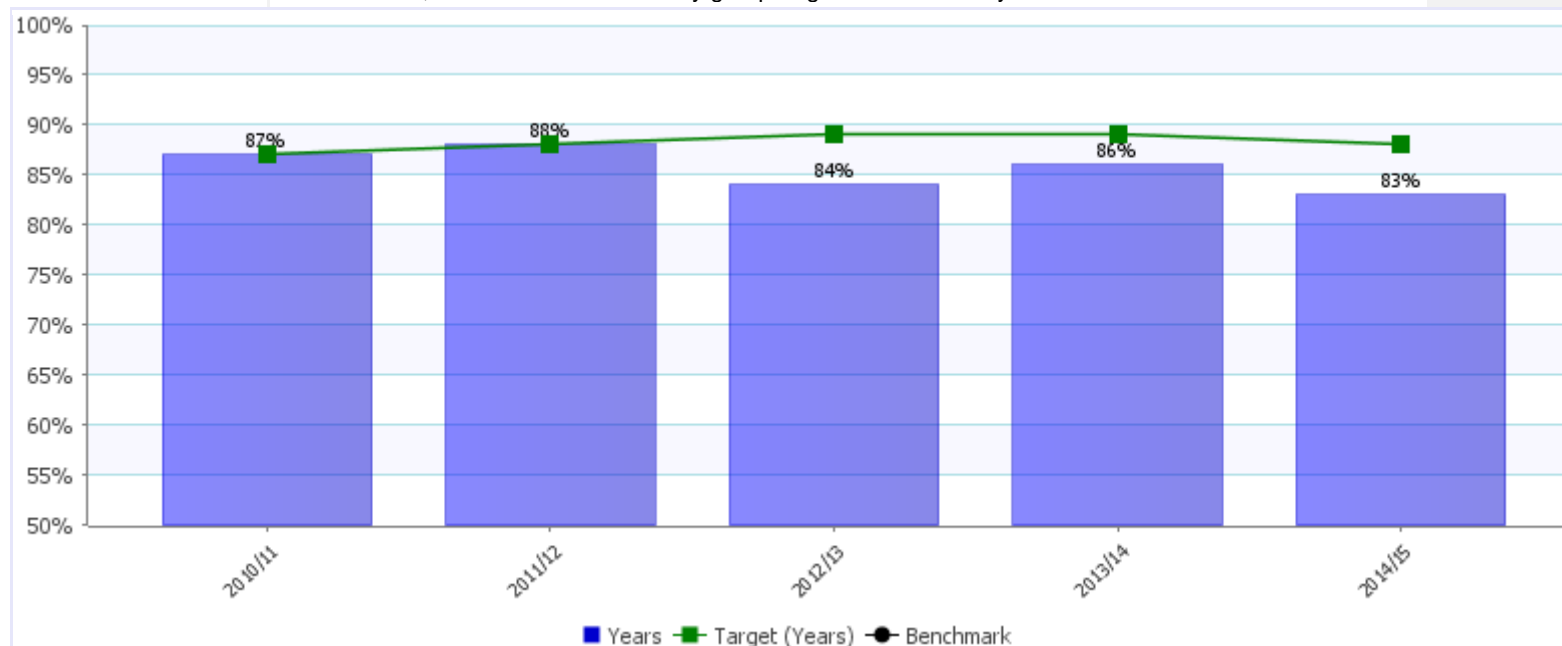
PI Code & Short Name	EDASN001_9a.1c Additional Support Needs: Cost Per School of Additional Support Needs (ASN) Services.	PI Owner	zEDASN_PIAAdmin; Alison Raeburn
Description	This indicator shows the cost per school of providing ASN services. This is calculated by dividing the activity budget of the service by the number of primary/special/secondary/nursery schools (96 schools). Measuring the cost per school of this part of the central education service allows comparison of the cost of providing the ASN service year on year.	Traffic Light Icon	🟢
		Current Value	£117,703.00
		Current Target	£117,703.00



Trend Chart Commentary:


The Outwith Schools and Residential/Secure Budget was realigned from Education to Social Policy from 2011/12 to 2014/15, resulting in a decrease, although expenditure has increased marginally from 2013/14 to 2015/16 as a result of: indexation and pay award; and realignment of staff as an initial approach to enhanced service provision. Target is reviewed annually by the Senior Management Team and is influenced by budget allocation and plans for service activity. Target for 2015/16 is the same as performance as it is based on the budget.

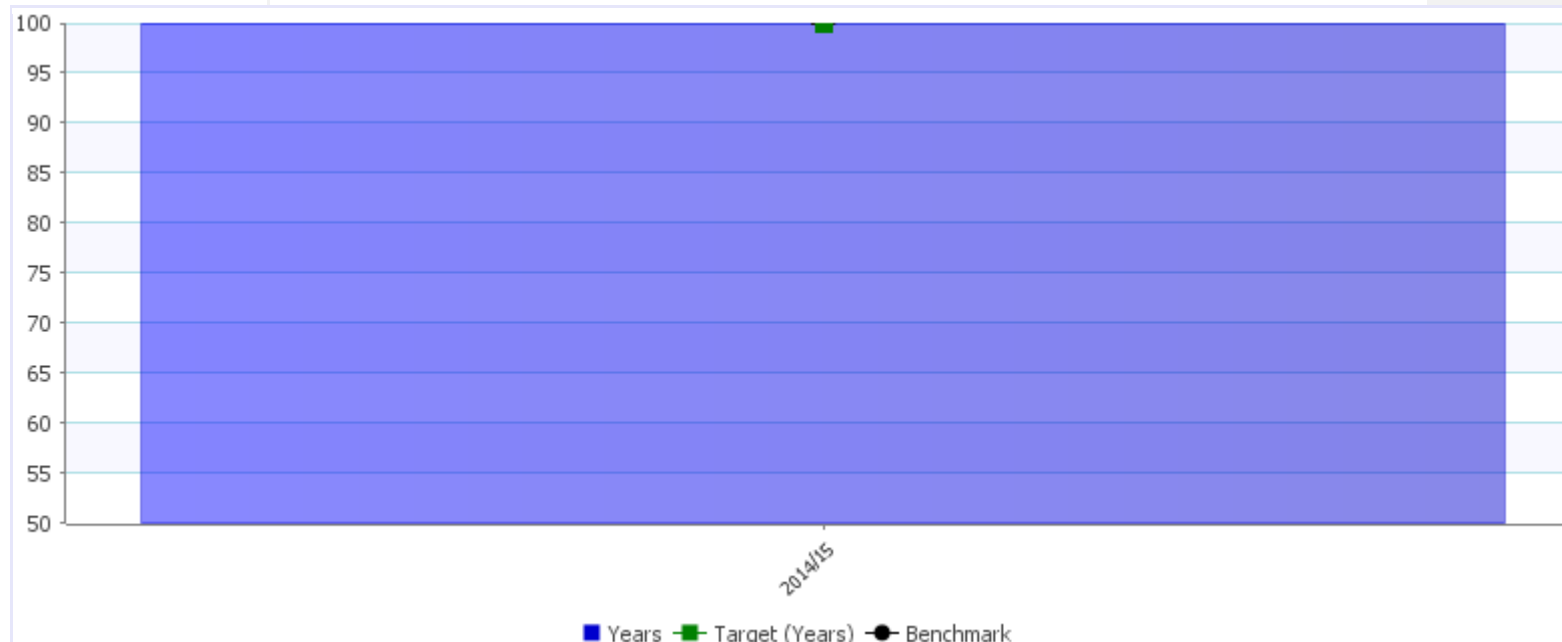
PI Code & Short Name	EDASN003_6a.7 Percentage of Headteachers Rating the Additional Support Needs (ASN) Provision Within West Lothian as Good/Excellent.	PI Owner	zEDASN_PIAdmin; Alison Raeburn
Description	This indicator shows the results of customer satisfaction surveys carried out by the Central Education Service. It shows the percentage of headteachers rating the ASN (Additional Support Needs) Team as good or excellent. 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. Headteachers are the main recipients of advice and support from the team, and are therefore the key group targeted in the survey.	Traffic Light Icon	🟢
		Current Value	83%
		Current Target	88%



The percentage of headteachers rating the ASN service as good or excellent has decreased from 86% to 83% from 2013/14 to 2014/15 and is below target. A total of 46 headteachers responded to the survey and 38 rated the provision as good/excellent. The feedback from the survey is being taken in to account in an ongoing review of communication processes to meet next year's target. Historically this survey has been sent out to Education Services. As from 2015/16 the Additional Needs Service will be devising its own suite of survey questions to gain a better understanding of its impact on its customers.

Target of 88% has been set for 2015/16.

PI Code & Short Name	EDASN018_9b.1b Percentage of Families successfully engaging in Independent Mediation Services.	PI Owner	zEDASN_PAdmin; Alison Raeburn
Description	This indicator shows the percentage of families successfully engaging in Independent Mediation. A family may require access to this service where communication between the family and school/authority requires independent intervention to support positive progress at school.	Traffic Light Icon	
		Current Value	100
		Current Target	100



This Performance Indicator was introduced in 2013/14 in order to measure the number of pupils/students requiring access to independent mediation services. In 2013/14, this was 3. Independent Mediation is provided by "Commonground Mediation" for West Lothian Council.


In 2014/15 the performance indicator changed in order to be more effective by focussing on the percentage of families successfully engaging in independent Mediation. Successful engagement in these circumstances is defined as a preventative measure to reduce the number of active Additional Support Needs Tribunals.

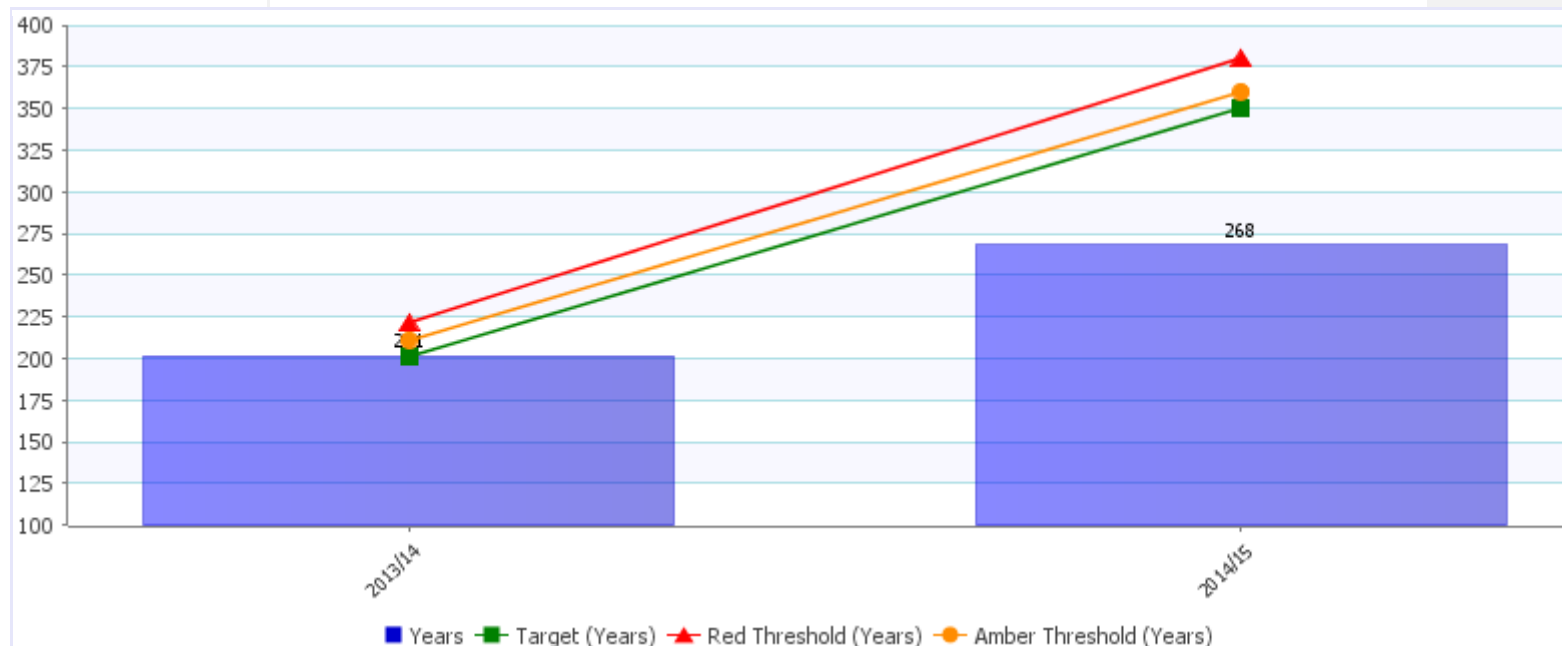
In 2014/15 the percentage of families who successfully engaged in Independent Mediation was 100%. There were 10 enquiries received by Commonground Mediation during the school session, 6 of which proceeded to Mediation.

1 of the 4 not proceeding to Mediation was resolved on first contact with Commonground Mediation. The other 3 of the 4 were resolved by internal communication between Education Services and the families without the need for independent mediation.

Each of the 6 Mediation cases had the potential for an Additional Support Needs Tribunal reference. None of the 6 cases proceeded to a Tribunal Hearing.

The target for 2015/16 is set at 100.

PI Code & Short Name	EDCUS008_6b.3 Complaints: Total Number of Complaints Received by Education Services	PI Owner	zEDCUS_PIAAdmin; Hannah Cairns
Description	This indicator measures the total number of complaints received during the year relating to Education Services. This measure is reviewed on an annual basis and the data for this indicator is extracted from the customer relationship management system (CRM). The complaints are analysed to identify improvements to the way the service is delivered to customers.	Traffic Light Icon	
		Current Value	268
		Current Target	350




Trend Chart Commentary

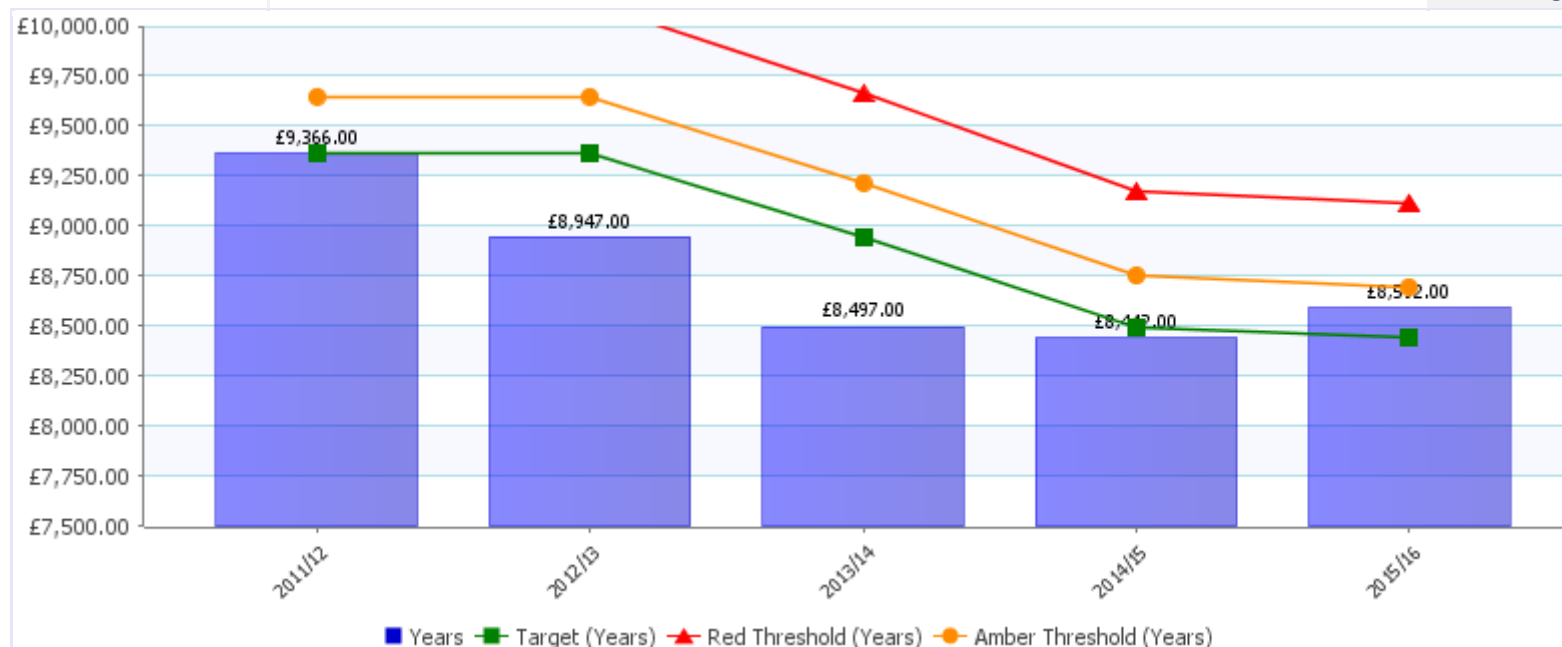
268 complaints were logged in 2014/15, an increase from 2013/14 when 201 complaints were logged. 2013/14 was the first year that this indicator was reported.

Of the 268 complaints logged in 2014/15, 205 were made against schools. Of the 205 complaints against schools, 48 (23%) were recorded by schools, with the rest being recorded by Central Education Services and the Council Information Service/ Customer Service Centre.

The desire to reduce complaints as a measure of increased satisfaction is balanced by the recognition that it would be desirable to continue to increase the number of Stage 1 complaints captured and recorded at school level. Schools have received advice to ensure an increased number of Stage 1 complaints are captured, and will be offered training to help them achieve this objective.

Reflecting the objective to continue to increase the number of stage 1 complaints recorded by schools, the target for 2015/16 will be set at 350, and adjusted in light of ongoing performance. Benchmarking will take place with appropriate services when all Council services publish comparable data.

PI Code & Short Name	EDPSY000_9a.1c Psychological Services: Cost per School of Psychological Services Provision.	PI Owner	zEDPSY_PIAAdmin; Jennyfer McNiven
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 school of the Central Education Services allows comparison of the cost of providing each part of the service.	Traffic Light Icon	
		Current Value	£8,592.00
		Current Target	£8,442.00



Trend Chart Commentary:

The cost of delivering the Educational Psychology Service has declined between 2011/12 and 2014/15, as a result of planned service redesign resulting in staffing decreases. The figure rose marginally in 2015/16 reflecting increased costs.

Attempts have been made to gather similar data from neighbouring authorities. These have been unsuccessful to date but negotiations continue.

Target for 2015/16 will be the same as performance as it is based on the budget.

PI Code & Short Name	EDPSY003_9b.1c Psychological Services: Percentage of people receiving training from the Educational Psychology Service who rated as good or excellent the extent to which we met our stated course aims.	PI Owner	zEDPSY_PIAAdmin; Jennyfer McNiven
Description	This performance Indicator measures the percentage of people receiving training from the Educational Psychology Service (EPS) and rating the extent to which the aims of the course were met as good or excellent. The data is collected immediately through evaluation forms from those receiving training. Examples of training include: Getting It Right For Every Child (GIRFEC), Baby Brains, Addressing Barriers to Learning (ABLE), additional support needs. A full inventory of the training provided by the service is collated annually. Training is delivered to a range of customers including school staff, parents, and partner agencies.	Traffic Light Icon	🟢
		Current Value	97%
		Current Target	95%



Trend Chart Commentary

2014-2015

In 2014/15 there were 332 people who received training from the Educational Psychology Service. 97% of training participants (made up of school staff, parents, and partner agency staff) rated the extent to which our stated course aims were met as good or excellent (based on 321 of 332 participants). Target for 2015/16 is 95%.

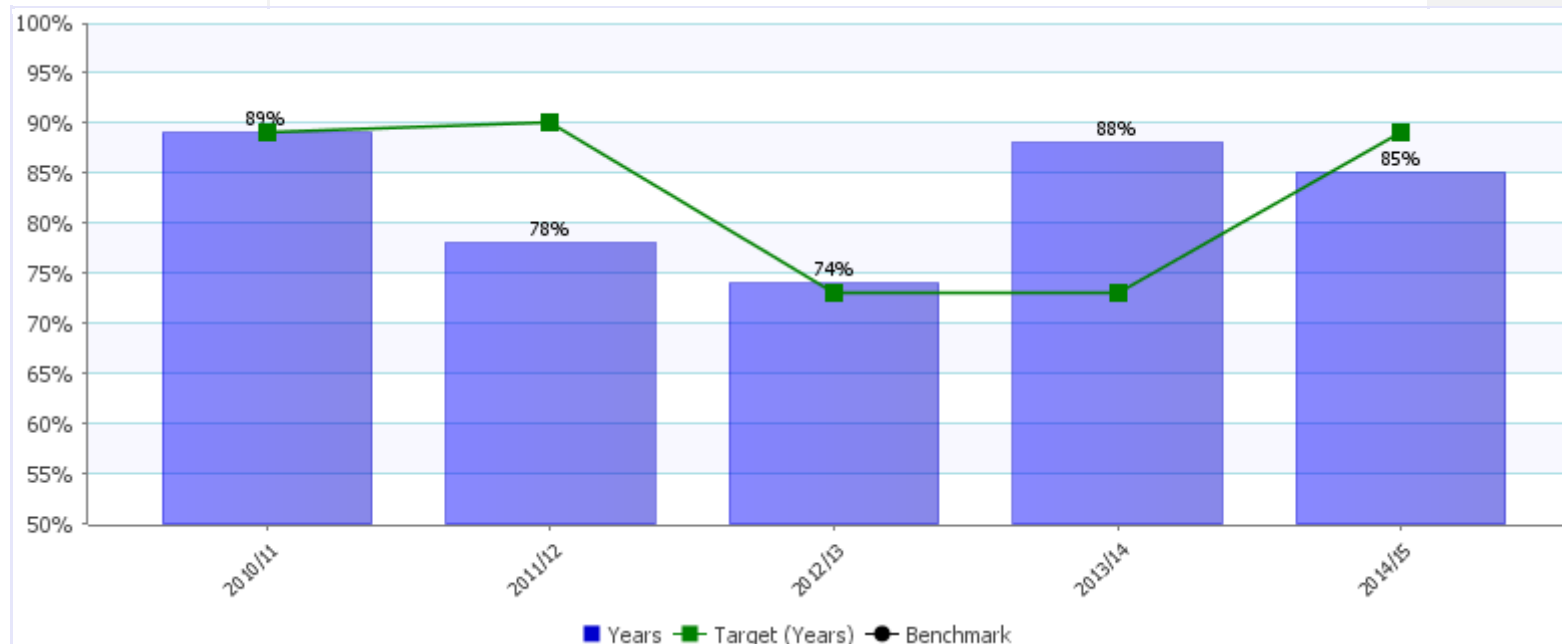
2013-2014

In 2013/14 there were 358 people who received training from the Educational Psychology Service. 95% of training participants (made up of school staff, parents, and partner agency staff) rated as good or excellent the extent to which we met our stated course aims for the training session.

We have therefore sought to ensure that we have ongoing opportunities for delivering training to a range of customers. Staff development is included in our Service Level Agreement discussions with every school / establishment. This is the first year of recording this data in COVALENT. As a result of the positive feedback in relation to our training, we have actively sought opportunities to work more collaboratively with partners / secondary schools this year as part of our service re-design.

Target for 2014/15 is 95%.

PI Code & Short Name	EDPSY103_6a.7 Psychological Services: Percentage of Headteachers Rating the Psychological Services Provision Within Education Services as Good/Excellent.	PI Owner	zEDPSY_PIAAdmin; Jennyfer McNiven
Description	This indicator shows the percentage of Head Teachers rating the Educational Psychology Service (EPS) as good or excellent as gathered through the customer satisfaction surveys carried out by the Central Education Service. From June 2015 onwards, this data will be gathered in a more detailed way through direct contact from the EPS with each school, in order to provide feedback that will better inform future EPS service delivery.	Traffic Light Icon	🟢
		Current Value	85%
		Current Target	89%

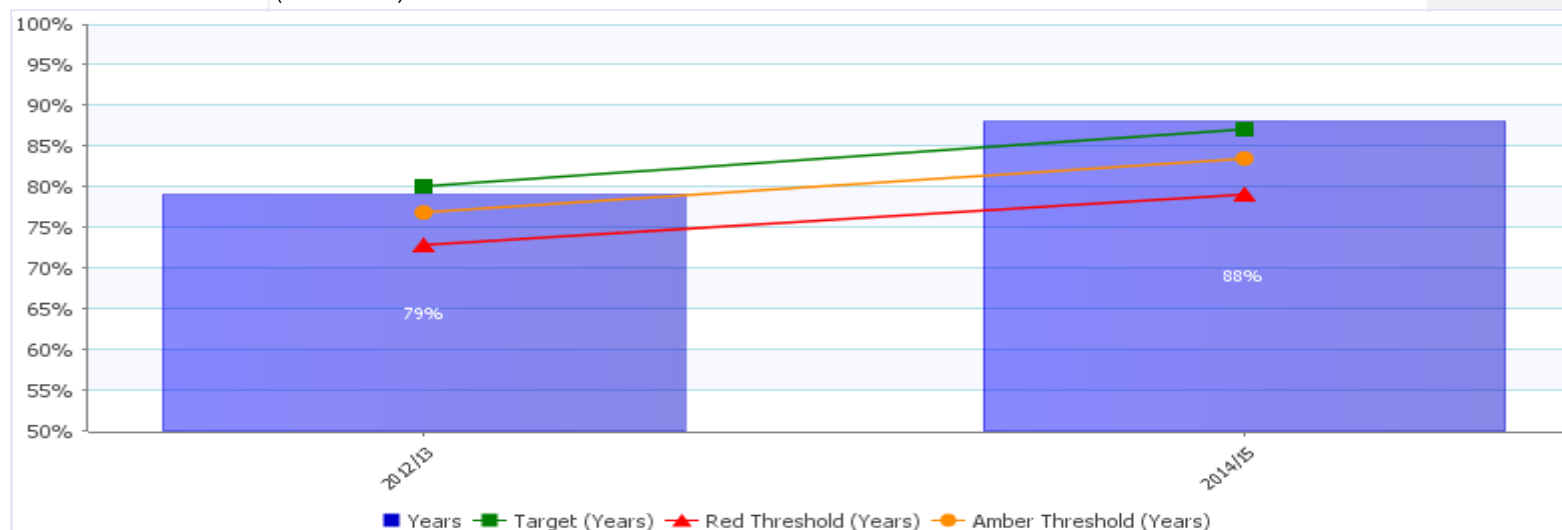


Trend Chart Commentary

The percentage of headteachers rating the service as good or excellent has decreased from 88% to 85% between 2013/14 and 2014/15. Performance in 2014/15 was below target (89%).

From June 2015 onwards, this data will be gathered in a more detailed way through direct contact from the EPS with each school, in order to provide feedback that will better inform future EPS service delivery.

PI Code & Short Name	EDPSY200_6a.7 Psychological Services: Percentage of parents/carers who rated the overall quality of customer service from the Educational Psychology Service staff as good or excellent	PI Owner	zEDPSY_PIAdmin; Jennyfer McNiven
Description	<p>This Performance Indicator measures the percentage of parents rating the overall quality of customer service from the Educational Psychology Service as good or excellent. The data was gathered via a sample of telephone surveys. For each Educational Psychologist, a sample of 5 allocated pupils was chosen and line managers gathered parent/carer views via phone.</p> <p>A total of 63 parents who have pupils with active involvement with the Educational Psychology Service were contacted via telephone to gather their views, of the parents contacted, we had 34 respondents to our survey (a response rate of 54%, which is an improvement on our previous survey response rate of 10% (2012-2013)).</p>	Traffic Light Icon	🟢
		Current Value	88%
		Current Target	87%



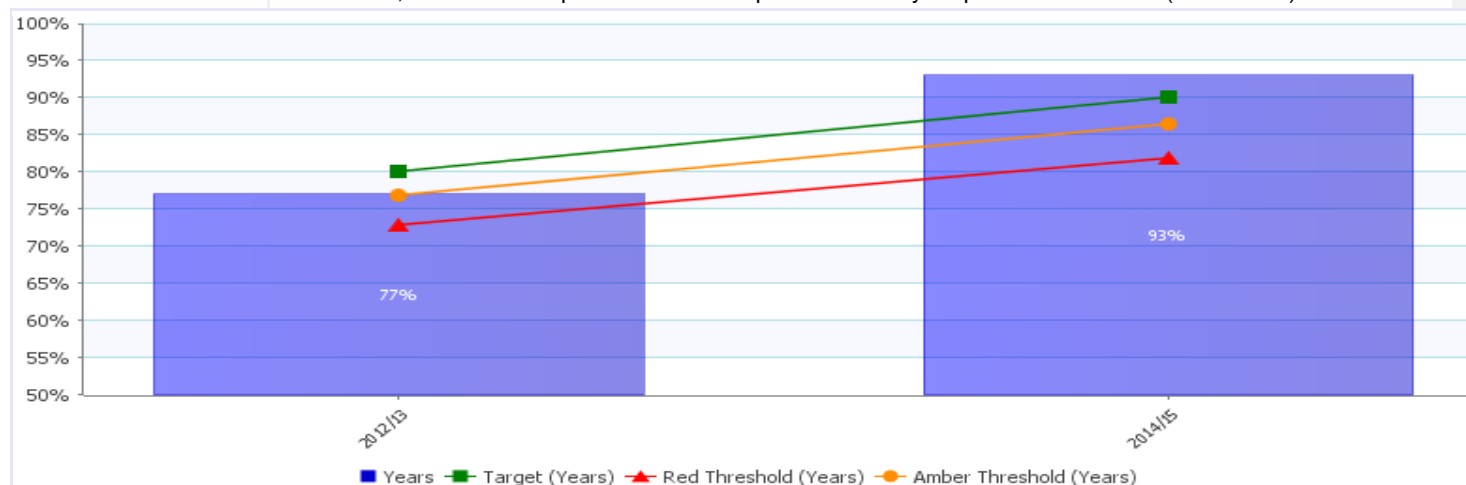
Trend Chart Commentary

2014/15 Data collected for this area had previously been on a 3 year cycle, so there is no data for 2013/14, but from now on this information will be gathered annually. This performance indicator shows that 88% of parents rated the overall quality of customer service from staff as good or excellent (based on 28 of 32 responses). While telephone survey proved a more successful strategy for gathering parents' views, we intend to trial use of email surveys next year to see if this increases our response rate even further. Target for 2015/16 is 87% and to increase our response rate.

2012-2013

In 2012-2013, 79% of parents rated the overall quality of customer service from the Educational Psychology Service as good or excellent (based on 11 of 14 responses). Response rates from this stakeholder group were low at 14 returns. A total of 140 questionnaires were issued to parents of pupils with active involvement with the Educational Psychology Service, however only 14 were returned. In the past, we have also conducted whole parent group surveys (to over 600 parents) and targeted surveys (at the end of a specific piece of work by the Educational Psychologist) with similarly low response rates. We are working on new ways of engaging with parents as part of this year's self-evaluation process review and intend to trial a telephone survey approach with a sample of parents.

PI Code & Short Name	EDPSY210_6a.11 Psychological Services: Percentage of parents/carers who rated the quality of information provided by the Educational Psychology Service staff as good or excellent	PI Owner	zEDPSY_PIAAdmin; Jennyfer McNiven
Description	This Performance Indicator measures the percentage of parents rating the quality of the information provided by the Educational Psychologist as good or excellent. The data was gathered in June 2015. The data was gathered via a sample of telephone surveys. For each Educational Psychologist, a sample of 5 allocated pupils was chosen and line managers gathered information from parents/carers via phone. A total of 63 parents who have pupils with active involvement with the Educational Psychology Service were contacted via telephone to gather their views, of the parents contacted, we had 34 respondents to our survey (a response rate of 54%, which is an improvement on our previous survey response rate of 10% (2012-2013).	Traffic Light Icon	🟢
		Current Value	93%
		Current Target	90%



Trend Chart Commentary

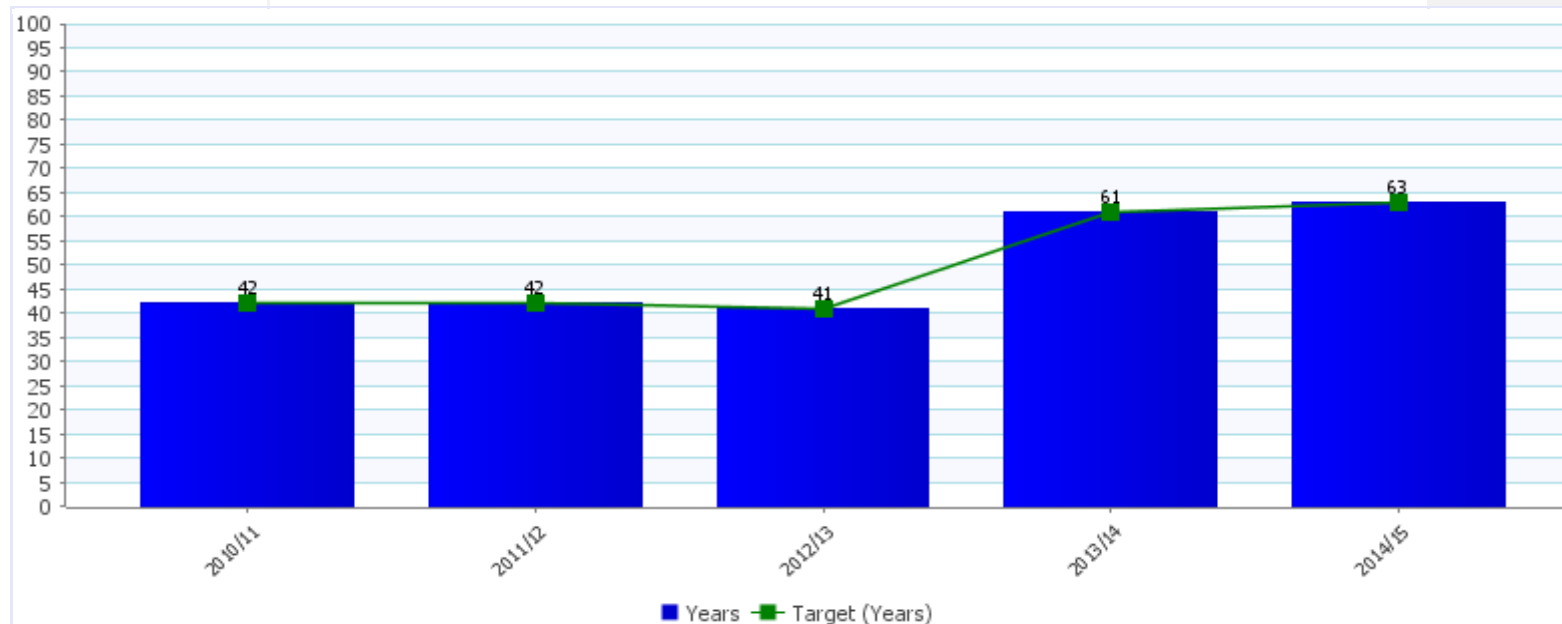
2014/15 This performance indicator was introduced in 2013/14. Data collected for this area had been on a 3 year cycle, so there is no data for 2013/14, but from now on this information will be gathered annually. This performance indicator shows that 93% of parents rated quality of information provided by staff as good or excellent (based on 28 of 30 responses). A total of 63 parents who have pupils with active involvement with the Educational Psychology Service were contacted via telephone to gather their views, of the parents contacted, we had 34 respondents to our survey (a response rate of 54%, which is an improvement on our previous survey response rate of 10%). While this a proved a more successful strategy for gathering parents' views, we intend to trial use of email surveys next year to see if this increases our response rate even further. Target for 2015/16 is 90% and to increase our response rate.

2013-2014

This new performance indicator introduced in 2013/14 shows that 77% of parents rated the quality of information provided by the Educational Psychologist as good or excellent (based on 10 of 13 responses). Response rates from this stakeholder group were low at 14 returns. A total of 140 questionnaires were issued to parents of pupils with active involvement with the Educational Psychology Service, however only 14 were returned. In the past, we have also conducted whole parent group surveys (to over 600 parents) and targeted surveys (at the end of a specific piece of work by the Educational Psychologist) with similarly low response rates. We are working on new ways of engaging with parents as part of this year's self-evaluation process review and intend to trial a telephone survey approach with a sample of parents.

We continue to ensure that all Educational Psychologists within the service engage in annual continuing professional development (CPD) activities in line with our professional registering body the Health and Care Professions Council. We have also introduced core CPD targets in the PRPDP process for everyone in the service. These relate to key areas of Educational Psychology Service delivery. Target for 2014/15 is 80%.

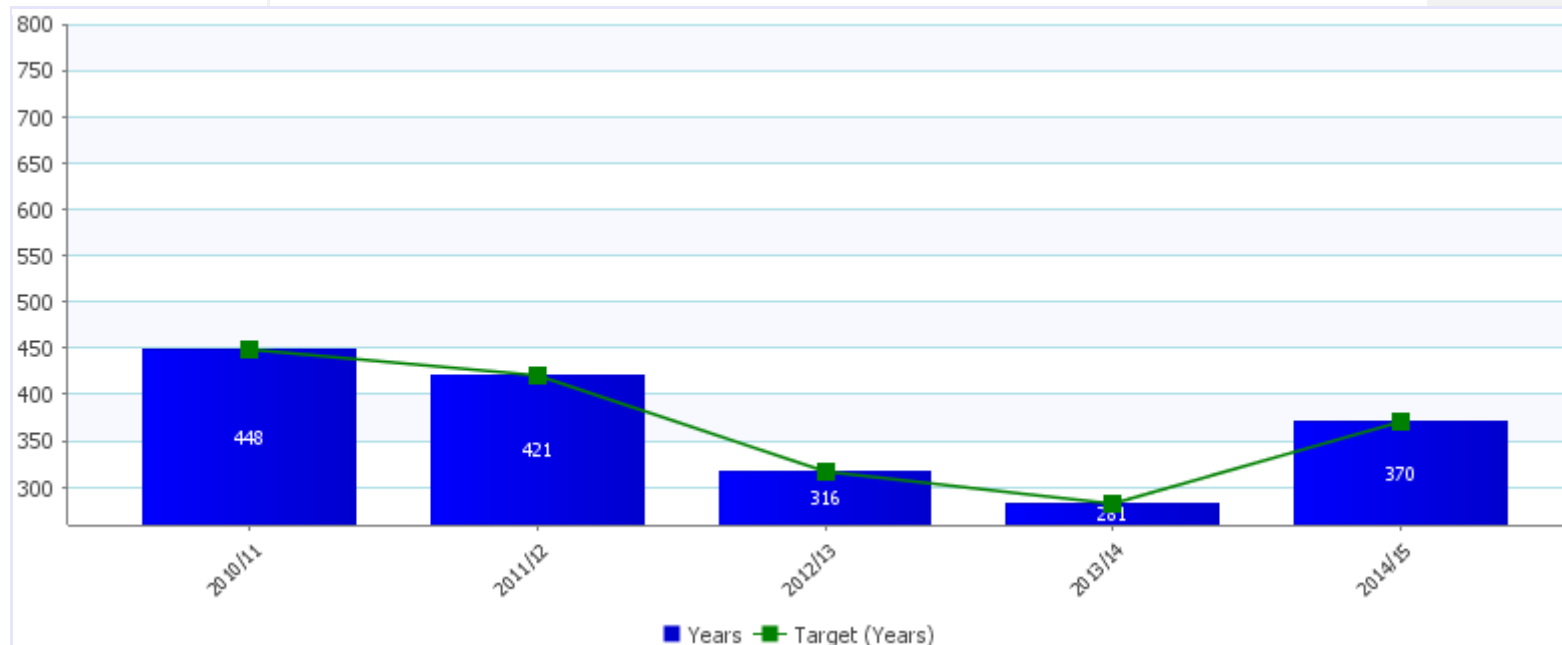
I Code & Short Name	CP:EDSCH27_9b.1c Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion in Primary Schools.	PI Owner	zEDSCH_PIAAdmin; Alison Raeburn
Description	Number of half-days (openings) per year per 1,000 pupils that primary aged pupils are not allowed to attend school due to unacceptable behaviour, resulting in a loss to the amount of education they receive.	Traffic Light Icon	🟢
		Current Value	63
		Current Target	63



Trend Chart Commentary:

The number of openings lost per 1000 pupils in primary schools has risen from 61 in 2013/14 to 63 in 2014/15. This increase is due to an increase in the number of exclusion incidents between 2013/14 and 2014/15 (212 vs 252). Benchmarking data is collected every two years. Benchmarking data for 2012/13 placed West Lothian (9 exclusions/1000pupils) below the National average (10 exclusions/1000 pupils) in terms of the number of pupils excluded per 1000 pupils. Benchmarking data for 2014/15 will be available around January 2016. National guidance directs local authorities not to set targets for exclusion from schools, however, performance is monitored on a school by school basis to measure the effectiveness of the services policy "Included, Engaged & Involved: A Positive Approach to Managing School Exclusions".

PI Code & Short Name	CP:EDSCH28_9b.1c Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion in Secondary Schools.	PI Owner	zEDSCH_PIAAdmin; Alison Raeburn
Description	Number of half-days (openings) per year that secondary students are not allowed to attend school due to unacceptable behaviour - per 1,000 pupils	Traffic Light Icon	🟢
		Current Value	370
		Current Target	370




Trend Chart Commentary:

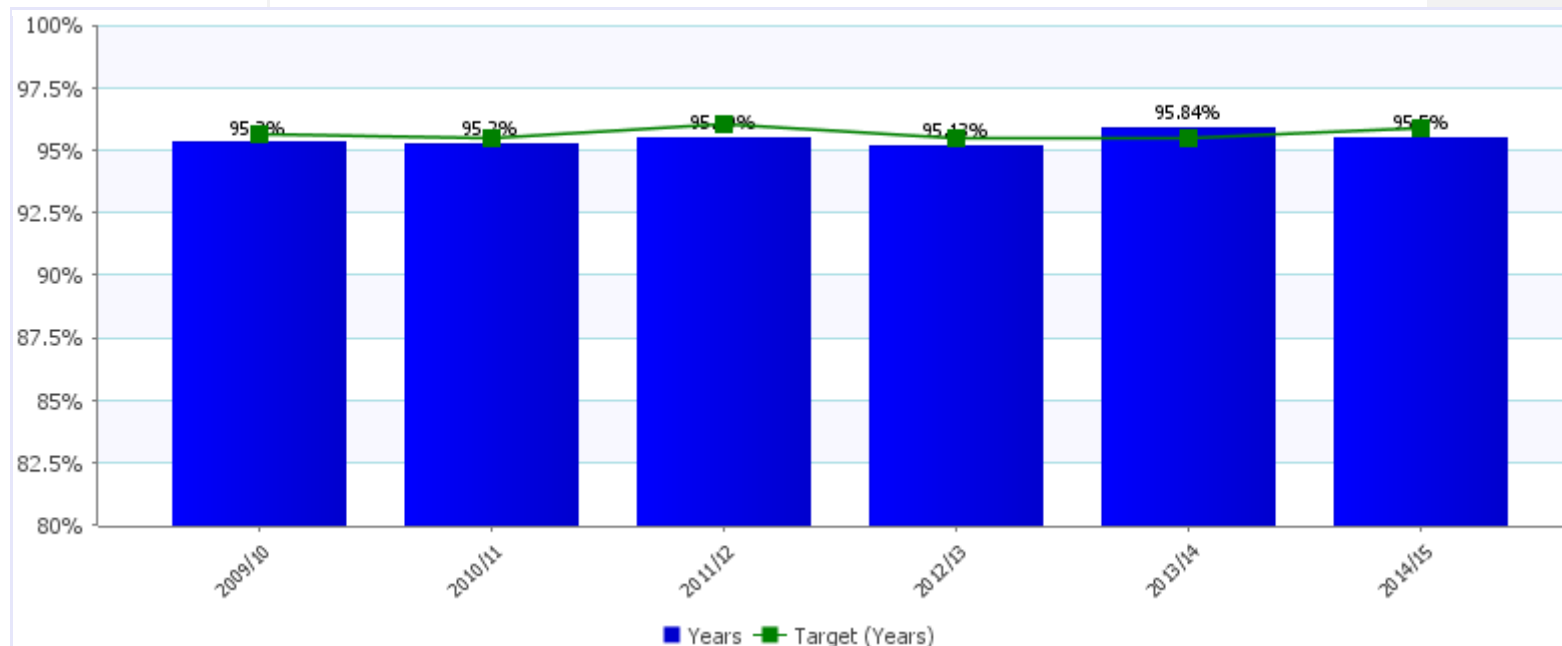
The number of openings lost per 1000 pupils in secondary schools has risen from 281 in 2013/14 to 370 in 2014/15. This increase is due to an increase in the number of exclusion incidents between 2013/14 and 2014/15 (783 vs 892).

Benchmarking data is collected every two years. Benchmarking data for 2012/13 placed West Lothian (67 exclusions/1000pupils) above the National average (58 exclusions/1000 pupils) in terms of the number of pupils excluded per 1000 pupils.

Benchmarking data for 2014/15 will be available around January 2016.

National guidance directs local authorities not to set targets for exclusion from schools, however, performance is monitored on a school by school basis to measure the effectiveness of the services policy "Included, Engaged & Involved: A Positive Approach to Managing School Exclusions".

PI Code & Short Name	CP:EDSCH36_9b.1c Percentage Attendance Levels in West Lothian Primary Schools.	PI Owner	zEDSCH_PAdmin; Alison Raeburn
Description	Indicator shows the percentage attendance levels of primary pupils attending West Lothian primary schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording. National data on attendance is now collected by the Scottish Government every two years.	Traffic Light Icon	
		Current Value	95.5%
		Current Target	95.9%




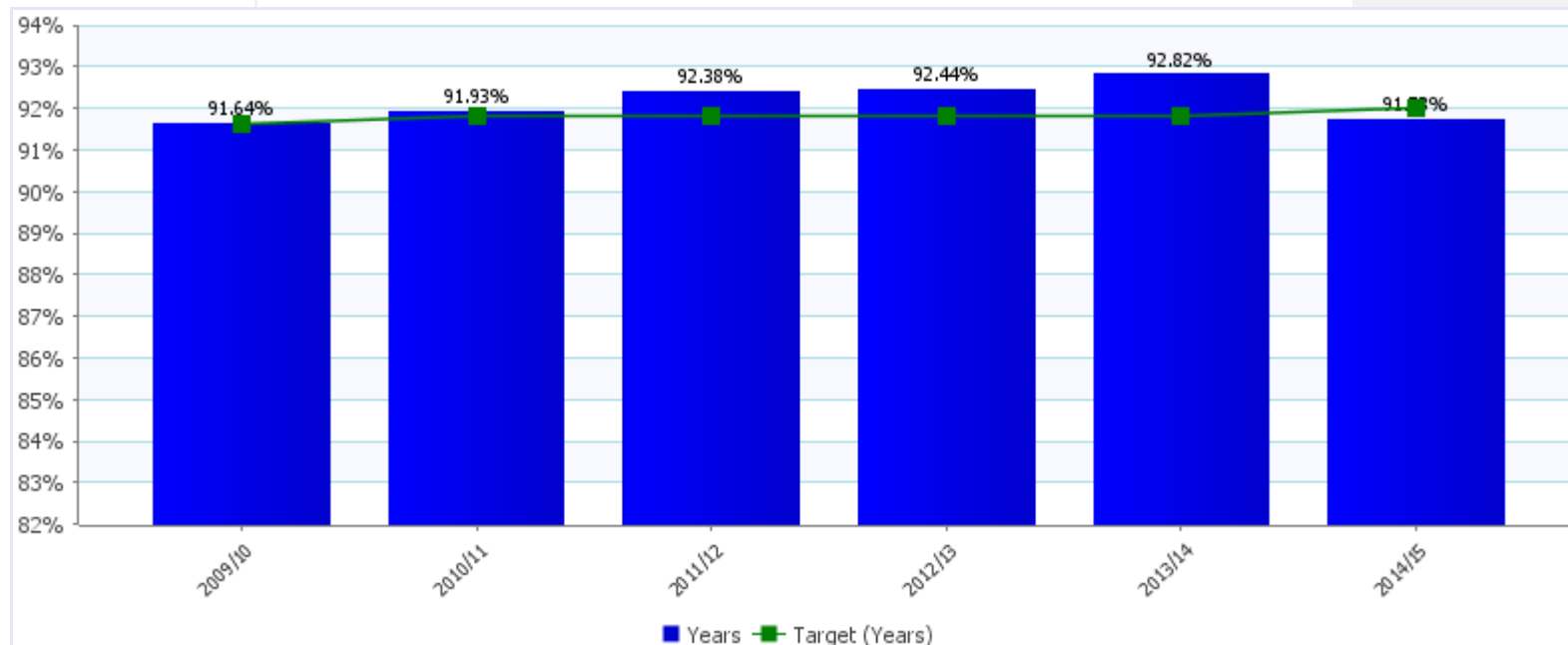
Trend Chart Commentary:

Attendance levels in West Lothian primary schools have decreased from 95.84% to 95.45% between 2013/14 and 2014/15 and are below target. Authorised absence levels rose from 3.05% to 3.43% between 2013/14 and 2014/15 whilst unauthorised absence levels remained the same at 1.1%. The increase in authorised absence levels account for the decrease in attendance levels.

Benchmarking data is collected every two years. Benchmarking data available for 2012/13 placed West Lothian (95.1%) above the national average (94.9%). Benchmarking data for 2014/15 will be available around January 2016.

West Lothian Council has a positive attendance policy that matches national advice and incorporates multi-agency support interventions. The Additional Support Needs team will monitor performance on a school by school basis to measure the effectiveness of the implementation of the Council's policy. The target for 2015/16 has been set at 95.6%.

PI Code & Short Name	CP:EDSCH37_9b.1c Percentage Attendance Levels in West Lothian Secondary Schools.	PI Owner	zEDSCH_PIAAdmin; Alison Raeburn
Description	Indicator shows the percentage attendance levels of secondary pupils attending West Lothian secondary schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording. National data on attendance is now collected by the Scottish Government every two years.	Traffic Light Icon	
		Current Value	91.73%
		Current Target	92%



Trend Chart Commentary:

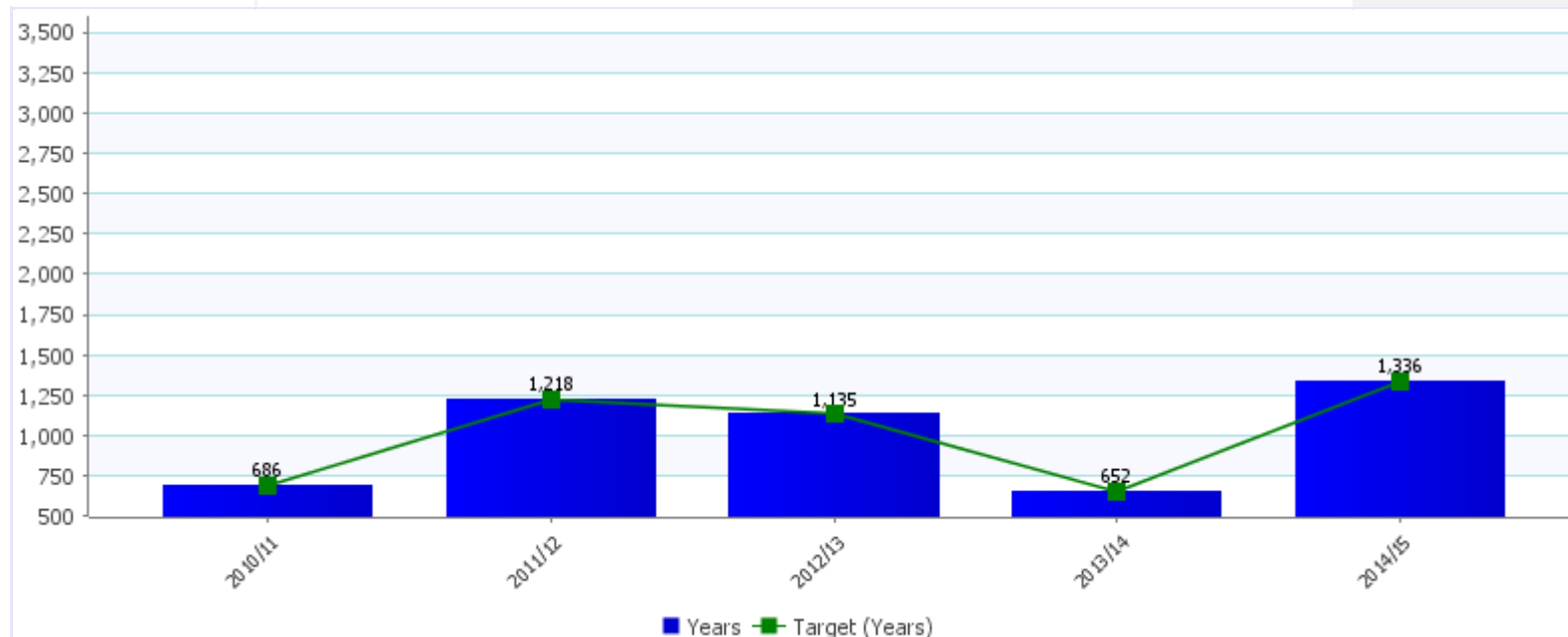
Attendance levels in West Lothian secondary schools have decreased from 92.82% to 91.73% between 2013/14 and 2014/15 and are below target. Authorised absence levels rose from 4.73% to 5.22% between 2013/14 and 2014/15 whilst unauthorised absence levels rose from 2.36% to 2.94%. The amount of time lost to exclusion also rose from 0.04% to 0.06%. All three factors account for the decrease in attendance levels.

Benchmarking data is collected every two years. Benchmarking data available for 2012/13 placed West Lothian (92.3%) above the national average (91.9%). Benchmarking data for 2014/15 will be available around January 2016.

West Lothian Council has a positive attendance policy that matches national advice and incorporates multi-agency support interventions. The Additional Support Needs team will monitor performance on a school by school basis to measure the effectiveness of the implementation of the Council's policy. The target for 2015/16 has been set at 92%.

DATA LABEL: PUBLIC

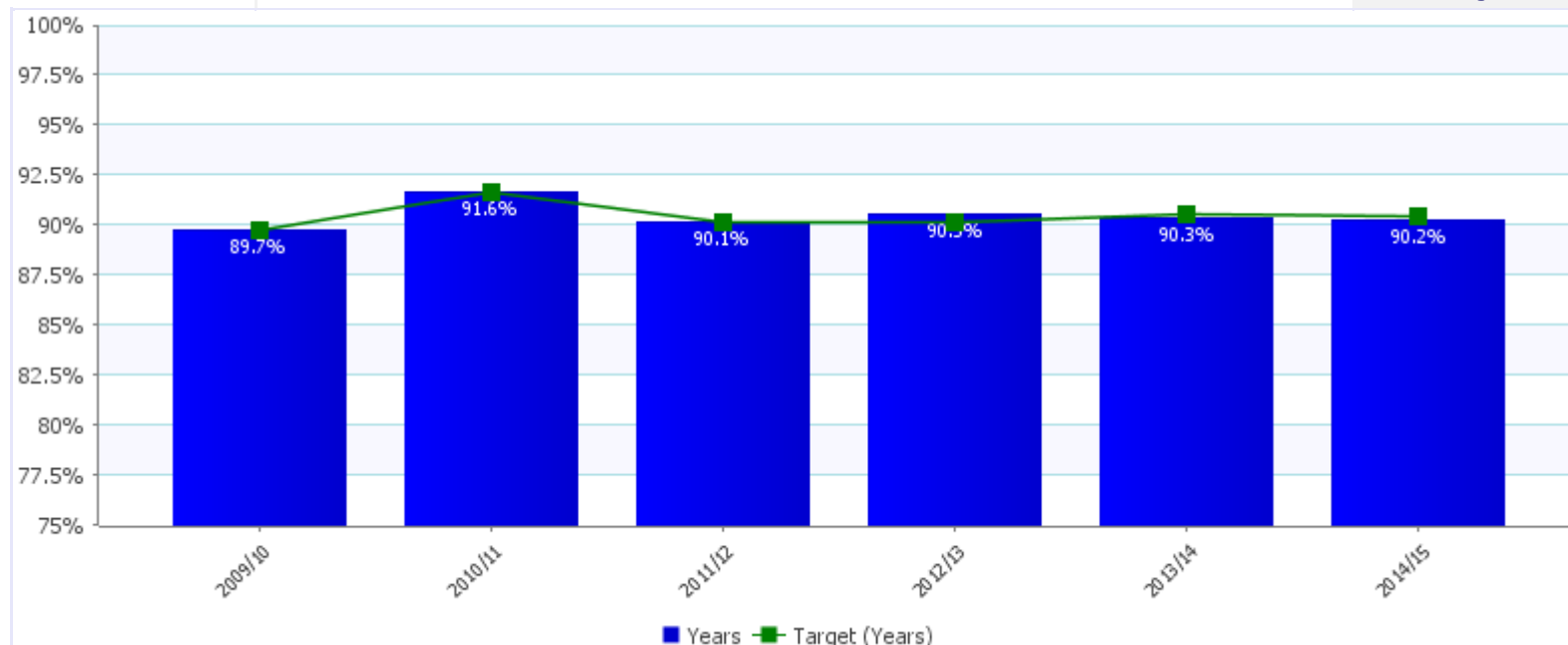
PI Code & Short Name	EDSCH066_9b.1c Exclusions: Number of Openings Lost per 1000 Pupils Due to Exclusion (Special Schools).	PI Owner	zEDSCH_PIAAdmin; Alison Raeburn
Description	Number of half-days (openings) per year that children/young people are not allowed to attend special school due to unacceptable behaviour - per 1,000 pupils	Traffic Light Icon	🟢
		Current Value	1,336
		Current Target	1,336



Trend Chart Commentary:

The number openings lost per 1000 pupils due to exclusion in special schools varies year on year. In 2014/15 the figure has increased from the previous year by 105%, and is at its highest over the last five years. An analysis of exclusion data for 2014/15 indicates that two out of the five special schools contributed to this increase. National guidance directs local authorities not to set targets for exclusion from schools, however, performance is monitored on a school by school basis to measure the effectiveness of the services policy "Included, Engaged & Involved: A Positive Approach to Managing School Exclusions". The Additional Support Needs team is actively working with both the schools with the aim of reducing the amount of time lost to exclusion.

PI Code & Short Name	EDSCH067_9b.1c Pupil Attendance: Percentage Attendance Levels in West Lothian Special Schools.	PI Owner	zEDSCH_PIAAdmin; Alison Raeburn
Description	Indicator shows the percentage attendance levels of pupils attending West Lothian special schools. Differing recording practices across Local Authorities mean comparisons between authorities will be affected by these differences in recording. National data on attendance is now collected by the Scottish Government every two years.	Traffic Light Icon	✓
		Current Value	90.2%
		Current Target	90.4%




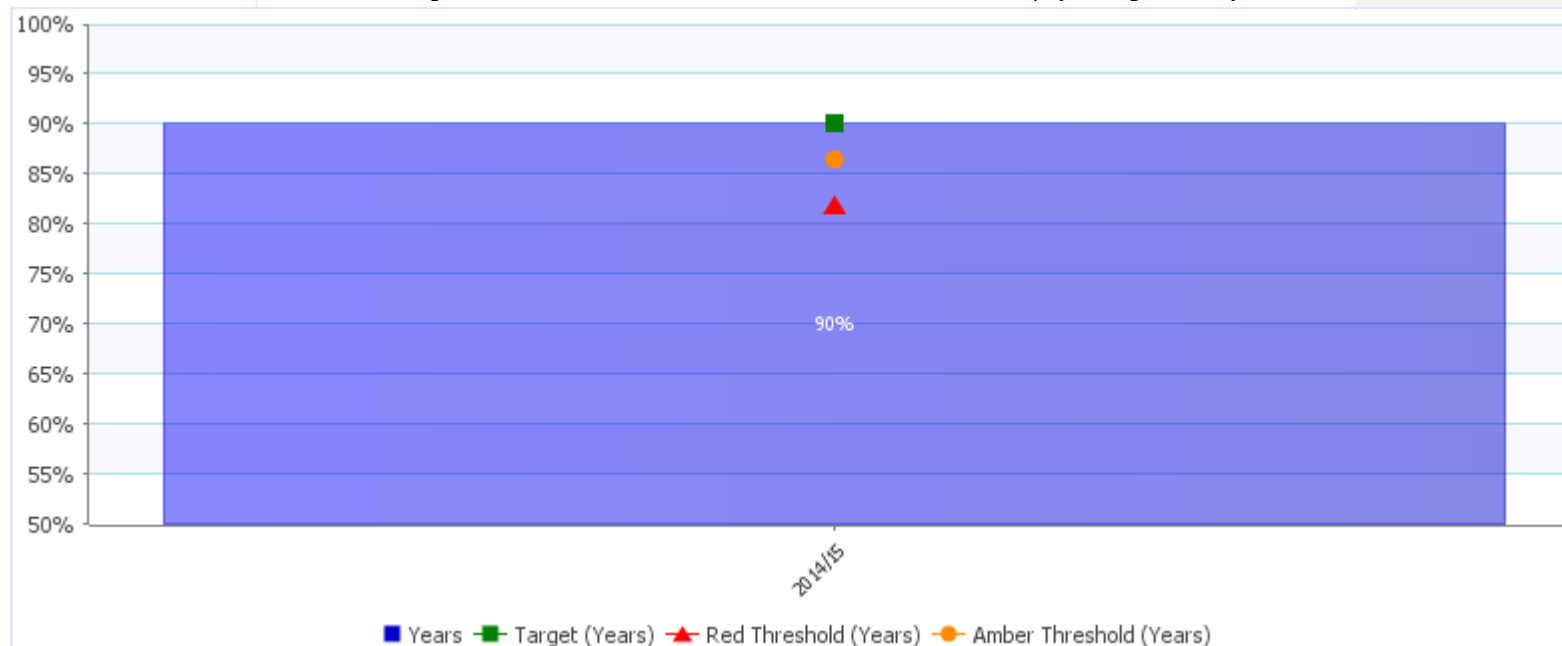
Trend Chart Commentary:

Attendance levels in West Lothian special schools have decreased from 90.3% to 90.2% between 2013/14 and 2014/15 and are below target. Authorised absence levels fell from 6.9% to 5.8% between 2013/14 and 2014/15 whilst unauthorised absence levels rose from 2.6% to 3.7%. The amount of educational time lost to exclusion rose from 0.2% to 0.4% between 2013/14 and 2014/15. The increase in time lost to exclusion and unauthorised absence levels account for the decrease in attendance levels.

Benchmarking data is collected every two years. The latest benchmarking data for 2012/13 placed West Lothian at 90.5% compared to 90.5% nationally. Benchmarking data for 2014/15 will be available around January 2016. West Lothian Council has a positive attendance policy that matches national advice and incorporates multi-agency support interventions. The Additional Support Needs team will monitor performance on a school by school basis to measure the effectiveness of the implementation of the Council's policy. The target for 2015/16 has been set at 90.4%.

DATA LABEL: PUBLIC

PI Code & Short Name	EDPSY009_9b.1c Percentage of schools who agreed or strongly agreed with the statement: 'The Educational Psychologist helps the school to achieve aspects of its improvement plan'	PI Owner	zEDPSY_PIAAdmin; Jennyfer McNiven
Description	This Performance Indicator measures the percentage of schools who agreed or strongly agreed with the statement 'The Educational Psychologist helps the school to achieve aspects of its improvement plan.' The data is gathered via a sample of questionnaire surveys. The surveys are distributed to Head Teachers in person via paper survey or via email and form part of the end of year review of the Service Level Agreement set between schools and their link educational psychologist each year.	Traffic Light Icon	
		Current Value	90%
		Current Target	90%



Trend Chart Commentary

2014-2015

This new performance indicator introduced in 2014/15 shows that 90% of schools agreed or strongly agreed with the statement 'The Educational Psychologist helps the school to achieve aspects of its improvement plan' (based on 35 of 39 responses). In order to review all aspects of service delivery, the Educational Psychology Service asked Head Teachers (or a delegate) to complete a customer service questionnaire. Responses were received from 49 of the 96 schools in West Lothian (including six secondary schools, 42 primary schools and one special school), which represents a 51% response rate to the survey. Target for 2015/16 is 90% and to increase our response rate.