

5. SERVICE PERFORMANCE AND WLAM OUTCOME REPORT AND PRESENTATION - INCLUSION AND WELLBEING SERVICE

The Committee considered a report (copies of which had been circulated) by the Depute Chief Executive providing an overview of a service assessment from the West Lothian Assessment Model process (WLAM 2017/20).

The report also provided a summary of recommendations from the officer led panel that had been identified for action and were to be delivered by the service management team.

The report advised that self-assessment was an important part of the council's Best Value Framework, ensuring that there was rigorous challenge of performance and continuous improvement embedded at all levels of the organisation. Regular, programmed self-assessment was also an integral part of improvement planning and preparation for external inspections.

The report provided the outcome from the self-assessment of the Inclusion and Wellbeing service and the agreed recommendations for improvement for the service as well as a summary overview of performance.

The West Lothian Assessment Model applied an evidence based rigorous model – The European Foundation for Quality Management (EFQM) Framework. This required employees to consider the long-term impact of the service in the stated objectives.

The Depute Chief Executive explained that the Inclusion and Wellbeing Service worked in partnership with schools, the Educational Psychology Service, the Quality Improvement Team and multi-agency partners to deliver education services and contribute to the overall aims of the council in relation to the educational attainment, achievement and health and wellbeing outcomes for West Lothian's children and young people.

The report also advised that the Inclusion and Wellbeing Service consisted of 2 areas; the central services provided by the team based at the Civic Centre and the out-reach, in-reach and Early Intervention services which were delegated to a range of Head Teachers across the authority.

In addition it was advised that Inclusion and Wellbeing was a supporting service for schools, pupils and their families and made a critical contribution to the council's corporate priorities 1, 2, 5,6 and 7 as follows:-

Priority 1 – Improving attainment and positive destinations

Priority 2 – Delivering positive outcomes and early interventions for early years

Priority 5 – Improving the employment position in West Lothian

Priority 6 – Delivering positive outcomes on health

Priority 7 – Reducing crime and improving community safety.

The service went through the West Lothian Assessment Model process in 2017/18 with a representative group of employees from the service critically evaluating the service effectiveness in the nine criterion parts of the assessment model. The service scored a total of 513.

Table 1 contained an overview of the service's score in the last cycle. The trend column was based on a comparison between the base position and the current WLAM score. The service had limited trend information for WLAM as it had only been formed as a standalone WLAM Unit since 2016/17.

The Review Panel in the WLAM Programme 2017/20 had three possible outcomes that would identify the progress and risk level of service performance and subsequently the level of scrutiny that would be applied to the service during the period of the WLAM programme. Table 2 provided the outcome of the Review Panel. Table 3 contained the evaluation of Performance Management in the service.

The Review Panel set out the following recommendations for the service:-

1. The Panel recognised the critical role of the service in ensuring that pupils across the authority were allocated with appropriate support. Also, how it effectively worked with schools, other parts of Education and council services across a range of programmes and key processes to ensure that different pupil needs were addressed.
2. The Panel noted that the service had increased the focus and effectiveness of performance management in recent years, but also that this was still developing. The Panel also noted the approach followed by the service to reviewing performance management. That it began discussions with key customers as to their expectations from the service and then followed the development of core service standards and associated measures and targets.
3. The Panel noted limited trend information for key performance indicators. This was due to the service reviewing and developing new performance indicators, aligned to the key activities, when it was established as a standalone WLAM unit in 2016/17.
4. The Panel noted employee survey results were collated above the service unit and that they would be disaggregated from 2018/19 results onwards. They also noted that the manager had undertaken specific improvement actions around leadership and empowerment.
5. The service should develop a suite of performance indicators to measure impact effectively. This review should ensure that in future years the service could evidence contribution to the relevant

outcomes.

6. The customer satisfaction performance indicators should be segmented by key customer groups to support a more detailed analysis of satisfaction levels with the service and the development of improvement actions.
7. In order to support positive engagement with customers and employees in future and develop a stronger insight into their needs and preferences, the service should monitor and analyse emergent customer and employee results more closely.

An overview of the performance indicators categorised as Public or High Level were included in Appendix 2 to the report.

The service had three indicators in the Local Government Benchmark Framework as follows;

- SCHN19b – School attendance rates (per 100 looked after children)
- SCHN20a – School exclusion rates (per 1000 pupils)
- SCHN20b – School exclusion rates (per 1000 looked after children)

In addition, recent Scottish Government funding for Looked After Children had been focussed on supporting engagement in learning of most vulnerable Looked After Children and Young People. There was also considerable cross-authority liaison in relation to the most effective practice in a multi-disciplinary approach to intensive and crisis intervention.

In conclusion the report advised that the Inclusion and Wellbeing Service completed the WLAM process as part of the council's corporate programme of self-assessment. This helped to ensure that excellent practice and performance was supported and the principle of continuous improvement was adopted in all council services.

The report recommended that the Committee:-

1. Note the outcome of the WLAM and Review Panel process;
2. Note the recommendations for improvement; and
3. Agree any other recommendations that may improve the performance of the service.

A number of questions were asked in relation to ESOL (English as a second language) GIRFEC (getting it right for every child) and the four levels in the Continuum of Support.

The Head of Education explained that ESOL was carried out by the Community Learning and Development team together with West Lothian College.

The officer explained each of the four levels in the Continuum of Support as follows:-

- Pupils whose needs were met by class staff team
- Pupils whose needs were met by the class staff team and through targeted additional school based intervention and support.
- Pupils whose needs were met by the class staff team targeted additional intervention and also through support from two or more agencies or different parts of the same agency.
- Pupils whose needs were met through accessing an additional support needs schools base either full or part time.

The Committee thereafter requested additional information with regard to the percentage of pupils at each of the 4 stages of the Continuum of Support which the officer undertook to provide.

Decision

To note the terms of the report.