



West Lothian  
Council

## ***Education Policy Development and Scrutiny Panel***

West Lothian Civic Centre  
Howden South Road  
LIVINGSTON  
EH54 6FF

31 August 2016

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 6 September 2016 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 the Education Policy Development and Scrutiny Panel held on Tuesday 17 May 2016 (herewith).
5. Nurture Provision Update
  - (a) Presentation by Liesel Harvey, Nurture Development Officer
  - (b) Report by Head of Education (Development) (herewith)
6. Adaptive Testing in Primary and Secondary Schools 2015/16
  - (a) Presentation on Adaptive Tests Results for Session 2015/16
  - (b) Report by Head of Education (Development) (herewith)

7. Education Services Management Plan - Report by Heads of Education (herewith)
8. Active Schools Performance Report 2015-16 - Report by Head of Education (Quality Assurance) (herewith)
9. Early Learning and Childcare - Plan for Flexibility and Choice - Update - Report by Head of Education (Development) (herewith)
10. Holiday Lunch and Activity Clubs - Report by Head of Education (Development) (herewith)
11. Scottish Attainment Challenge Innovation Fund - Report by Head of Education (Quality Assurance) (herewith)
12. Out of School Care - Consultation - Report by Head of Education (Development) (herewith)
13. Workplan 2016-17 (herewith)

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NOTE      **For further information please contact Elaine Dow on 01506 281594 or email [elaine.dow@westlothian.gov.uk](mailto: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 17 MAY 2016.

Present – Councillors Lawrence Fitzpatrick (Chair), Stuart Borrowman, Tony Boyle (substituting for David Dodds), John McGinty, Andrew Miller and Jim Walker; Appointed Representatives Elsie Aitken, John MacKinnon, Lynne McEwen, Myra Macpherson and Margaret Russell; Parent Council Representative Eric Lumsden.

Apologies – Councillor David Dodds

1. DECLARATIONS OF INTEREST

There were no declarations of interest made in terms of the Councillors' Code of Conduct.

2. MINUTE

The Panel confirmed the minute of the meeting held on 22 March 2016 as being a correct record. The Chair thereafter signed the minute.

3. SUPPORTING CHILDREN WITH PERSONAL CARE NEEDS

The Panel considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the proposed changes to the Supporting Children with Personal Care Needs Policy and Procedure.

The report explained that staff working in the early years setting raised with the council, through their trades union representatives, the perceived risk of complaint when they undertook personal care tasks on an individual basis.

The Senior Manager, Policy and Performance, stated that in order to reassure staff and to provide an appropriate balance of care to both staff and pupils, a review of the existing Supporting Children with Personal Care Needs Policy and Procedure was undertaken. Two new paragraphs were included within the policy and procedure, details of which were attached as an appendix to the report, which were consistent with Child Protection procedures and were also intended to provide reassurance to parents and staff that robust procedures were in place to provide maximum protection to both children and staff. The opportunity was also taken to review and revise other content in the policy and procedure in line with developing local best practice and national guidance.

During the course of the discussion Elsie Aitken recommended that the report should clarify that the policy related to the early years sector and was not part of the duties carried out by teachers. The Senior Manager undertook to amend the report prior to submission to the Education Executive for approval to reflect this.

Decision

- Noted the contents of the report; and
- Noted that the report would be forwarded to the Education Executive for approval subject to the amendment clarifying the sector and staff to which the policy applied.

4. SCHOOL SESSION DATES 2017/18

The Panel considered a report (copies of which had been circulated) by the Head of Education (Development) providing details of the proposed school session dates for 2017/18. Appendix 1 attached to the report outlined the proposed session dates for 2017/18 and appendix 2 provided details in calendar format. Appendix 3 to the report outlined the proposed session dates in neighbouring authorities.

The Senior Manager, Policy and Performance, confirmed that the proposed session dates for 2017/18 took account of the comments received during consultation with Parent Councils, Head Teachers and the Local Negotiating Committee with Teaching Staff.

In response to questions from members of the Panel the Senior Manager confirmed that it was not possible to set holidays which coincided with all neighbouring authorities. Some authorities had not yet published their dates for 2017/18 and other authorities were consulting on their proposed dates therefore the information contained in appendix 3 could be subject to change.

Decision

- Noted the contents of the report; and
- Noted that the report would be forwarded to the Education Executive for approval.

5. MEETING THE NEEDS OF CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the progress of the ongoing Additional Support Needs review and the developments in supporting the building of capacity to meet the needs of all children and young people across West Lothian.

The report recalled that in 2014 Education Services carried out a strategic review which highlighted the need to ensure equitable, high quality and sustainable education provision for pupils with additional support needs. Following the outcome of the ASN review, details of the work carried out to implement the first phase completed during academic year 2014/15 were outlined in the report. Phase two of the review involved Education

Services ensuring that mainstream schools were equipped within available resources to deliver appropriate learning experiences across the curriculum to enable all pupils to achieve at their highest level. The Panel was advised that the presumption of mainstream education for the majority of learners required an inclusive and shared ethos, effective skills and appropriate resources in order to be as successful as possible. To support this the following activities were undertaken:

- The introduction of the Inclusion and Wellbeing Forum (IWF); and
- A review of the Secondary West Lothian Behaviour Support Services.

The next phase of implementation of the ASN review scheduled for academic session 2016-2017 involved a consultation on the extension of provision within Ogilvie School Campus to primary and secondary provision and, following the success of the Cedarbank Annex within Deans CHS, a further review of secondary specialist provision for moderate learning difficulties and vulnerability would be carried out.

The Interim ASN Manager then responded to questions from members and confirmed that the Inclusion and Wellbeing Forum was set up in February 2016 with meetings held every fortnight, which were found to be positive. The Panel would also be kept updated on the progress of the Additional Support Needs review.

#### Decision

Noted the contents of the report.

### 6. PARENTAL ENGAGEMENT FRAMEWORK

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the review of the Council's Parental Engagement Framework. The draft revised Parental Engagement Framework was attached as an appendix to the report.

The report advised that the Scottish Schools (Parental Involvement) Act 2006 required all Education Authorities to produce a "Strategy for Parental Involvement". The existing Parental Involvement Strategy was approved by the Education Executive on 7 April 2009 and was reviewed in light of progress made in promoting parental involvement and engagement and to refocus it on those areas requiring most development. The draft revised Parental Engagement Framework and action plan acknowledged that the most important area for further development would be supporting parents to become involved in the learning of their individual children. Parental engagement was one of the key drives in the National Improvement Framework.

The revised draft Parental Engagement Framework would bring benefits to parents, pupils and schools and would contribute to raising attainment in line with the Raising Attainment Strategy. The Framework would be

further revised in line with national developments in parental engagement and family learning.

During the question and answer session the Parent Council Representative stated that each school appeared to have their own individual parental involvement framework and recommended that consideration be given to a standard template being available to all schools to enable the parental involvement in each school to be assessed.

#### Decision

- Noted the contents of the report; and
- Noted that the report would be forwarded to the Education Executive for approval subject to consideration being given to a standard template being available to assess parental involvement.

### 7. HOME EDUCATION POLICY

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the proposed revised Home Education Policy, details of which was attached at appendix 1 to the report.

The report recalled that in November 2014 the Education Executive agreed to review the existing Home Education policy in consultation with Schoolhouse, Scotland's national home education support charity. Home education is a right conditional upon the parents providing an efficient education suitable to the age, ability and aptitude of the child.

The Interim Additional Support Needs Manager advised the Panel that the purpose of the revised policy was to provide clarity on the roles and responsibilities of West Lothian Council and parents/carers in relation to children and young people who were home educated. The aim was to develop positive relationships of trust and mutual respect to ensure an educational provision which was in the best interests of the individual child/young person.

The Interim Additional Support Needs Manager then responded to questions from members of the Panel and noted the recommendation that the Home Education Policy should be amended to clarify aspects relating to the roles and responsibilities of the council in relation to the Named Person service available for home educated children. The Panel was advised that an update relating to the implementation of the Named Person service would be submitted to the Education Executive for consideration in due course.

The following amendments to the proposed revised Home Education Policy were also suggested:

- Page 8, item H – Examinations and School Course Availability for

Home Education Children/Young People – paragraph 1 should include reference to “course provision” for clarity;

- Page 9, item J – Flexi-Schooling – further clarity to be provided on the difference between flexi-schooling and home education.

#### Decision

- Noted the contents of the report; and
- Noted that the report would be forwarded to the Education Executive for approval subject to the amendments being made as outlined above.

### 8. TIMETABLE OF MEETINGS 2016-2017

The Panel considered the timetable of meetings for 2016-2017 (copies of which had been circulated).

#### Decision

Noted the timetable of meetings for 2016-2017.

### 9. WORKPLAN 2015-16

The Panel considered the contents of the workplan (copies of which had been circulated).

The Depute Chief Executive provided an update advising that a report on SQA Attainment Results would be submitted to the Education Executive for consideration at its meeting scheduled to be held on 30 August 2016.

#### Decision

Noted the contents of the workplan subject to including the SQA Attainment Results report.







## **EDUCATION SERVICE POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **NURTURE PROVISION UPDATE**

#### **REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

##### **A. PURPOSE OF REPORT**

To inform the Panel of the impact of Nurture Groups within West Lothian Schools and to provide an interim evaluation of the impact of this work.

##### **B. RECOMMENDATION**

To note the information contained in the evaluation report.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	Inclusion and Wellbeing workstream Performance indicators (still in development)
<b>V Relevance to Single Outcome Agreement</b>	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.
<b>VI Resources - (Financial, Staffing and Property)</b>	None

**VII Consideration at PDSP** 6<sup>th</sup> September 2016

**VIII Other consultations** None

#### **D. TERMS OF REPORT**

##### **Background**

West Lothian Council has a long history of effective Nurture Group work, starting in 2006 with the implementation of small scale projects focusing on Nurture Groups. This work has grown over the last 10 years and has been supported by significant time limited investment funding on two occasions.

Nurture Groups are a proven intervention with a wealth of evidence which demonstrates impact on the development of healthy relationships in the early years. Nurture groups play a key role in closing the attainment gap.

During the school session 2015-2016, West Lothian Council provided funding for 45 primary schools to allocate nurture teacher allocation. ranging in complement depending on the size and needs of the school<sup>1</sup>

The aim was to achieve successful and sustainable implementation of nurture groups (NGs) in the 45 primary schools through:

- Nurture staff development
- Raising awareness of the impact of nurture approaches
- Measuring impact of nurture groups

##### **How the Educational Psychology Service has supported the project**

A Nurture Development Officer (NDO), four educational psychologists (EPs) and the Educational Psychology Service (EPS) Research Assistant have been involved in the project forming a nurture team within the EPS.

A detailed plan of the nurture implementation process can be found in Appendix 1 of the full report.

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<sup>1</sup> Note: this funding will continue into session 2016-2017 but on a reduced basis for all schools.

## **Summary of interim evaluation data**

### **Staff Development & Training**

Based on the evaluation information gathered this session, staff development opportunities have been very positively received by staff and the supports offered to schools have been found to be useful. In particular, these have included: initial training sessions, the nurture development officer support and the nurture network sessions.

Leadership support within schools was also found to be high - a large number of managers have attended nurture training and showed an interest in the development of nurture training specifically for managers.

Raising awareness of the importance of a nurturing approach is a priority across the authority and in addition to whole school awareness raising training, schools are taking their own steps to embed nurture in the wider life of the school (eg. professional dialogue and engaging with the nurture principles as staff groups). Additional information shared by schools highlighted the value of the supports available on an authority level.

### **Engagement of children and young people**

Information gathered from both primary and secondary schools indicated that Nurture Groups are being accessed by a wide age range of children. The majority of these children are in the P1-3 age range. This is in line with the original focus of the project and is in keeping with early intervention. Similarly within the secondary sector, nurture support is targeted to S1 and S2 pupils which demonstrates the nurture project previously supported by the authority has been sustained.

### **School self-evaluation data**

Based on primary schools' own self-evaluation of impact, feedback indicates that nurture is having a positive impact on:

- individual pupils' social, emotional and behavioural development and skills for learning (particularly co-operation skills, attention, emotional awareness and self-esteem/confidence);
- partnership working with parents and
- the wider life of the school, especially in the areas of understanding of pupils' needs and the ability to support pupils.

This feedback suggests that in a relatively short space of time, nurture is developing children's skills and removing barriers to learning which in turn has the potential to improve engagement with learning and raise levels of attainment. In addition to the targeted nurture support, schools are indicating that on a wider level they are better able to support pupils within their setting.

### **Fidelity to the evidence-based Nurture model**

The nurture group intervention is based on key factors and fidelity with these is important for greatest success. Three key elements for success include:

- using the Boxall Profile to assess social and emotional profile
- social interaction over snack time and
- having two adults present to demonstrate positive interactions

Based on feedback from primary schools, the majority of schools were able to implement these factors consistently within their setting and indicated that they would be able to continue to deliver these strategies with reduced funding. Additionally, schools described ways in which they were planning to widen nurture to other classrooms and to develop a whole school approach.

### **Challenges**

Challenges, such as funding and timetabling, can often be associated with the implementation of nurture groups and these were referred to on a number of occasions throughout the evaluation process. From the information gathered there was a strong commitment to nurture and the potential it has for positive impact on targeted vulnerable individuals and on a wider school approach.

## **E. CONCLUSION**

The interim evaluation provides valuable information to demonstrate the impact of nurture on targeted groups of pupils and at whole school level. The EPS is keen to continue to build on this and ensure sustainability of nurture approaches.

In light of the evaluation information, the focus next year will be on embedding nurture practice across the authority and looking at a Nurturing Schools approach. Similar staff development opportunities and support will continue for nurture staff/schools, including initial nurture training for new staff.

A 'champions approach' will be taken to develop whole school nurturing approaches. Management and identified additional staff will continue to be supported by the Nurture Team to lead and facilitate developments in their own setting. There will be further evaluation in July 2017.

## **F. BACKGROUND REFERENCES**

Fixsen, D.L., Blasé, K., Duda, M., Naoom, S., & Wallace, F. (2009). Core implementation components. *Research in Social Work Practice*, 19, 531-540

Appendices/Attachments: Nurture Interim Evaluation 2015-2016; Appendix 1: Nurture implementation process

Contact Person: Jennyfer McNiven (Principal Educational Psychologist)

(Name of responsible CMT member) Donna McMaster

Date of meeting: Tuesday 6<sup>th</sup> September 2016



**West Lothian Council  
Educational Psychology Service**

**Educational Psychology Service**  
West Lothian Civic Centre  
Howden South Road  
Livingston  
West Lothian  
EH54 6FF

Principal Educational Psychologist:  
Jennyfer McNiven

**Contact:**

**Tel: 01506 283130**

**Fax: 01506 283129**

## **Nurture Interim Evaluation Report 2015-2016**

**Analysis and report completed by West Lothian Educational Psychology Service  
July 2016**

***Nurture Team:***

*Laura Clark*  
*Research Assistant*

*Jenny Gray*  
*Educational Psychologist (Probationer)*

*Liesel Harvey*  
*Nurture Development Officer*

*Joanna Hookham*  
*Educational Psychologist*

*Gillian Ruddock*  
*Educational Psychologist*

*Fiona Sturrock*  
*Educational Psychologist*

Due acknowledgement to West Lothian Educational Psychology Service should be made for the use of any material contained in, or derived from, this report.

## **1. Introduction**

### **1.1 Nurture Groups**

Nurture groups (NGs) were developed by Marjorie Boxall in 1969 as a response to large numbers of young children entering primary school with significant social, emotional and behavioural difficulties, many of whom were required to be considered for alternatives to mainstream education. Boxall had identified that these difficulties were a result of missed early nurturing experiences within the children's family home. These children were not yet able to establish trusting relationships with adults nor respond appropriately to other children. As a result they were not yet ready to meet the social and intellectual demands of school life.

NGs provide a context and a model of relationships for children who have missed essential early learning experiences which support social and emotional development. Groups are usually supported within schools by two adults with up to ten children who attend on a part-time regular basis whilst integrating with their mainstream classes over the course of four school terms. Careful integration is required to be considered following this period to allow children to make a successful return to their full-time mainstream class.

Nurture groups are guided and based upon the following six principles:

1. Children's learning is understood developmentally
2. The Nurture Group offers a secure base
3. Nurture is important for the development of wellbeing<sup>1</sup>
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Through providing focused and targeted teaching in a safe, secure and consistently structured home like environment, children are supported to gain confidence, improve emotional literacy, social skills, resilience, self-esteem and communication to help them learn and further develop.

An extensive research base illustrates the effectiveness of NGs in supporting the inclusion of vulnerable children and young people in education (Reynolds, Mackay and Kearney 2009; Binnie and Allen 2008). Benefits have been reported in key areas including:

- Social and emotional development
- Cognitive and educational development
- Teacher and school improvement
- Support needs and school placement

Due to its emphasis on increasing positive outcomes and early intervention for children and young people in education, the nurture initiative links closely with the Raising Attainment Strategy, Getting It Right for Every Child and Curriculum for Excellence.

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<sup>1</sup> Previously 'Nurture is important for self-esteem'

## 1.2 Background to project

During the previous session (2015-2016), West Lothian Council provided funding to 45 primary schools for nurture teachers, ranging in complement depending on the size and needs of the school<sup>2</sup>. Building on effective primary and secondary nurture work in the authority and targeting Primary 1-3, the aim was to achieve successful and sustainable implementation of NGs in the 45 primary schools through:

- Nurture staff development
- Raising awareness of nurture groups
- Measuring impact of nurture groups

## 2. Planning and implementation process

A nurture development officer (NDO), four educational psychologists (EPs) and the research assistant have been involved in the project forming a nurture team within the educational psychology service (EPS). The core implementation components from implementation science<sup>3</sup> (Fixsen, Blasé, Duda, Naoom, & Wallace, 2009) were used in the planning stages and reflected on throughout. This framework was chosen because it supports the development of high-fidelity practices and helps ensure evidence-based practice/interventions are implemented effectively and sustainably. The core components are described as being integrated and compensatory in nature which means that strengths in some can overcome weaknesses in others. A detailed plan of the nurture implementation process can be found in Appendix 1.

## 3. Evaluation

### 3.1 Evaluation process

Based on the key areas identified above, evaluation information was sought to gather evidence of staff development, awareness raising of nurture and impact of nurture groups.

The nurture team gathered feedback at the end of nurture training sessions using a standard EPS evaluation summary considering a range of key areas. Two rounds of electronic questionnaires were devised to gather feedback from schools to monitor the implementation of nurture groups across the authority. These were sent to head teachers (deputes in secondary) who were encouraged to complete jointly with the nurture teacher. Not all questions were answered by all of the respondents; number of responses are therefore quoted for each individual question (n=number of responses).

- **Survey 1** sent to primary and secondary schools (April 2016) gathered valuable information relating to:
  - Training and line management
  - Steps taken to embed nurture at a whole school level
  - Number of nurture groups per school and their make-up

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<sup>2</sup> Note: this funding will continue into session 2016-2017 but on a reduced basis for all schools.

<sup>3</sup> Staff selection, pre-service and in-service training, coaching and consultation, staff performance evaluation, decision support data systems, facilitative administrative support, and systems interventions

- **Survey 2** sent to primary schools (May 2016) was designed to gain a deeper level of insight and questions were informed by a literature review and the responses to the first questionnaire. The questionnaire generated information relating to:
  - Staffing of nurture
  - Number of pupils receiving nurture support per stage and by gender
  - Impact of nurture on individual pupils
  - Extent to which schools' practice reflected the NG model
  - How staff were gathering evidence of impact
  - Partnership working with parents
  - Impact of nurture at a whole school level

### **3.2 Staff development/raising awareness of nurture**

#### *3.2.1 Nurture training sessions*

Over the course of the year, 183 evaluations were received from training sessions targeted at nurture staff using the EPS's evaluation form. This informed us that:

- 96% felt the training met their development needs
- 89% felt that the pace was appropriate to the time available
- 93% felt that the content was well presented and contained a balance of activities
- 89% felt that the training had provided the knowledge and skills to put their learning into practice.

#### *3.2.2 Management support*

Based on feedback from primary and secondary schools (Source: Survey 1):

- 42% receive line management support from their head teacher, 43% from their depute head teacher and 13% from a principal teacher (n=53).
- 75% of nurture line managers have attended nurture training delivered by the EPS, national Nurture Network or another local authority (n=52).
- Just 38% of line managers expressed interest in a refresher course (n=47) but 76% would be interested in training specifically aimed at line management of nurture (n=51).

#### *3.2.3 Raising awareness of nurture*

Based on feedback from primary and secondary schools (Source: Survey 1):

- 52% have received whole school awareness raising training (n=51).
- 66% said nurture had been embedded in the wider life of the school (n=50).

Further details from schools described how nurture has been embedded in the wider life of the school; key examples include:

- Engaging with the nurture principles
- Strong links between nurture and mainstream classes (pupils and staff)
- Professional dialogue, e.g. team meetings, planning sessions
- Training, e.g. whole school nurture awareness raising, attachment training, restorative approaches
- Policy development



- Linking with parents, e.g. open mornings, home-link jotter, parents' evenings
- Part of school self-evaluation process
- Development of health and wellbeing programme
- Wider use of support strategies and assessment methods out with the nurture group

### 3.2.4 Support available to schools

Based on supports offered to schools throughout the year by the EPS, Table 1 reports how many respondents used the supports and to what degree they found them useful.

**Table 1: Feedback on EPS supports (Source: Survey 2; n=29)**

<b>% who agreed/strongly agreed support was useful</b>	<b>Type of support</b>	<b>No. who had not used the support</b>
<b>93%</b>	Initial Training Sessions	1
<b>89%</b>	Nurture Development Officer	3
<b>82%</b>	Nurture Network Sessions	3
<b>65%</b>	Whole-School Awareness Raising Training	11
<b>71%</b>	Self-Evaluation Framework	7
<b>63%</b>	Outlook Group	12
<b>58%</b>	Link EP	7

## 3.3 Measuring impact of nurture

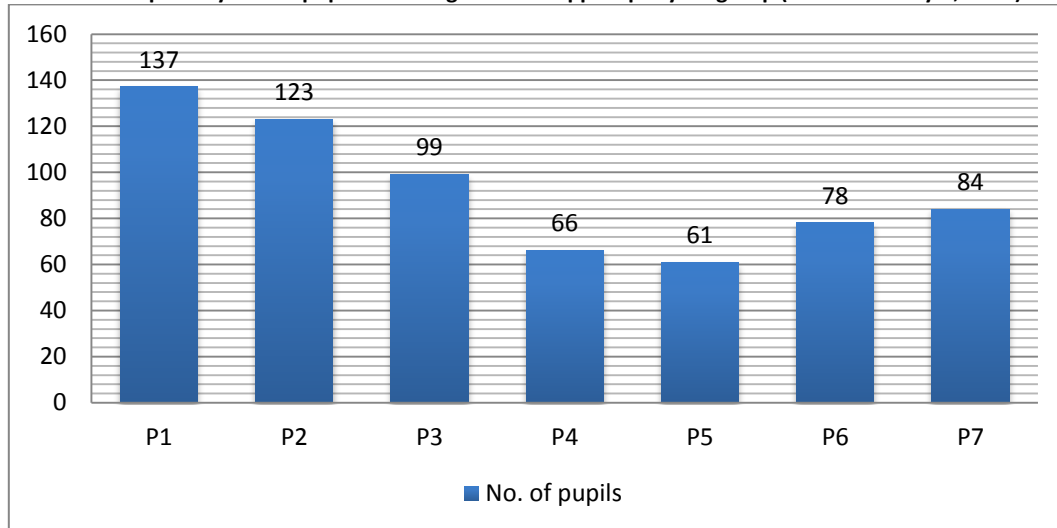
### 3.3.1 How well do nurture groups meet the needs of vulnerable pupils?

#### Pupil information

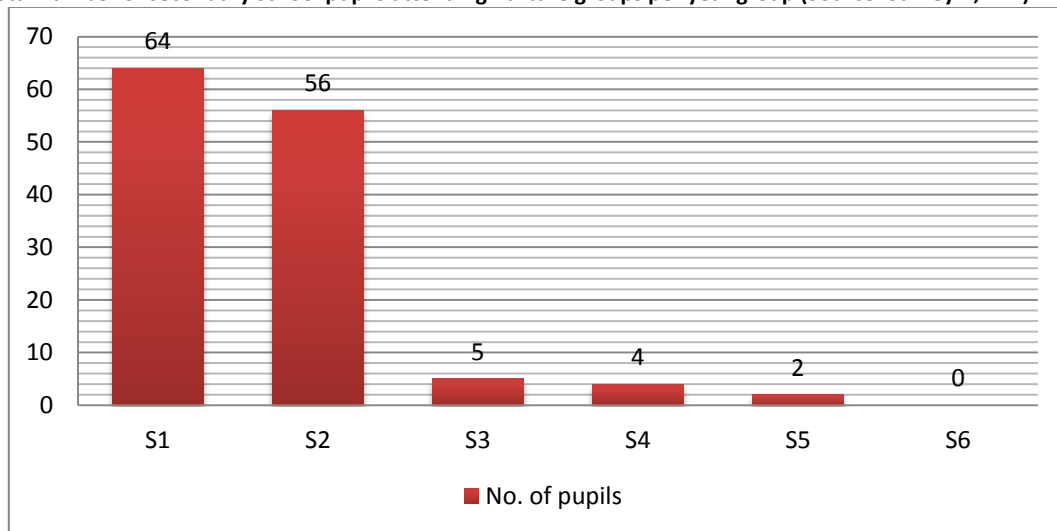
Feedback from primary and secondary schools indicated that there were a total of 779 pupils receiving nurture support from 125 nurture groups or on an individual basis (Source: Survey 1; n=46):

- 648 primary school pupils received nurture support from 105 nurture groups; 30 pupils received individual nurture support (see Figure 2)
- 131 secondary school pupils attended 20 nurture groups (see Figure 3)

**Figure 1: Total number of primary school pupils receiving nurture support per year group (Source: Survey 1; n=39)**



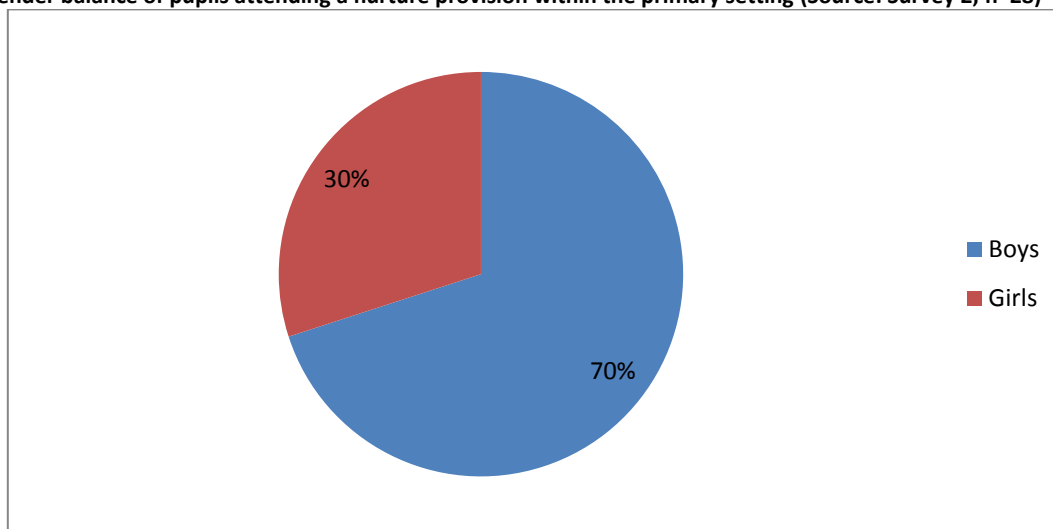
**Figure 2: Total number of secondary school pupils attending nurture groups per year group (Source: Survey 1; n=7)**



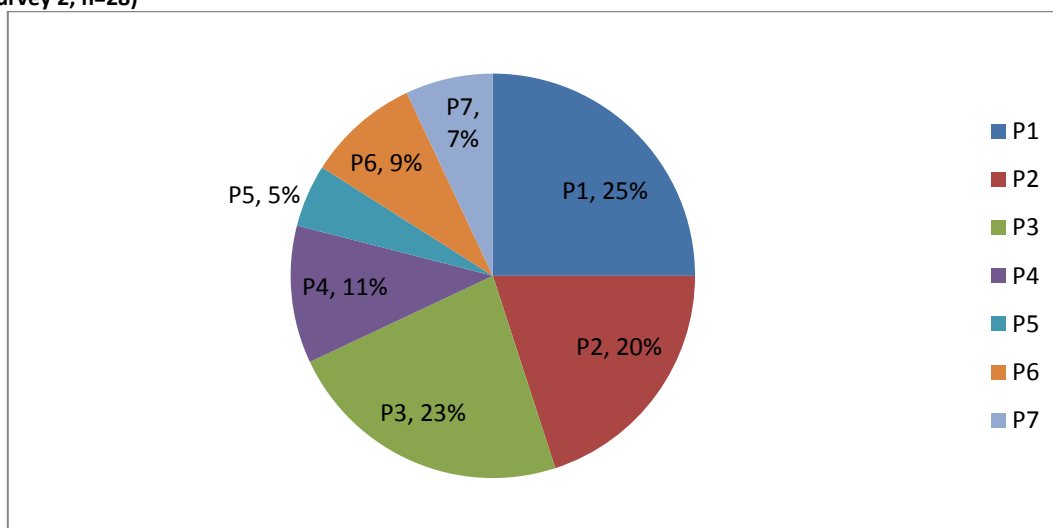
Additional information gathered from respondents in Survey 2 indicated that:

- Just over two thirds of pupils who attended a nurture provision were boys (see Figure 4).
- Based on the total amount of time spent in nurture on an average week, almost two thirds was spent by P1-3 pupils (see Figure 5).

**Figure 3: Gender balance of pupils attending a nurture provision within the primary setting (Source: Survey 2; n=28)**



**Figure 4: Distribution of time spent in nurture over an average week, based on total amount of time spent in nurture in hours and minutes (Survey 2; n=28)**



### Impact on pupils

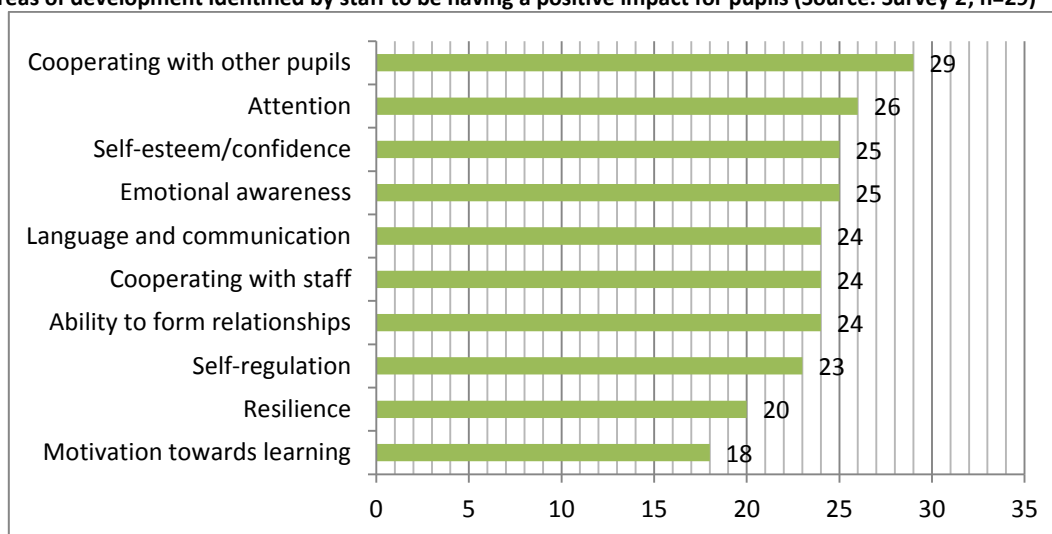
Based on schools' own evaluation of progress, information was gathered about the positive impact nurture was having on pupils (Survey 2; n=29):

- 73% indicated nurture has had a positive impact on the social, emotional and behavioural development (SEBD) of most/almost all pupils<sup>4</sup>
- 73% indicated nurture was also having a positive impact on the skills for learning (SFL) of most/almost all pupils
- The biggest impact could be seen in terms of pupils' cooperation skills, attention, emotional awareness and self-esteem/confidence (see Figure 6).

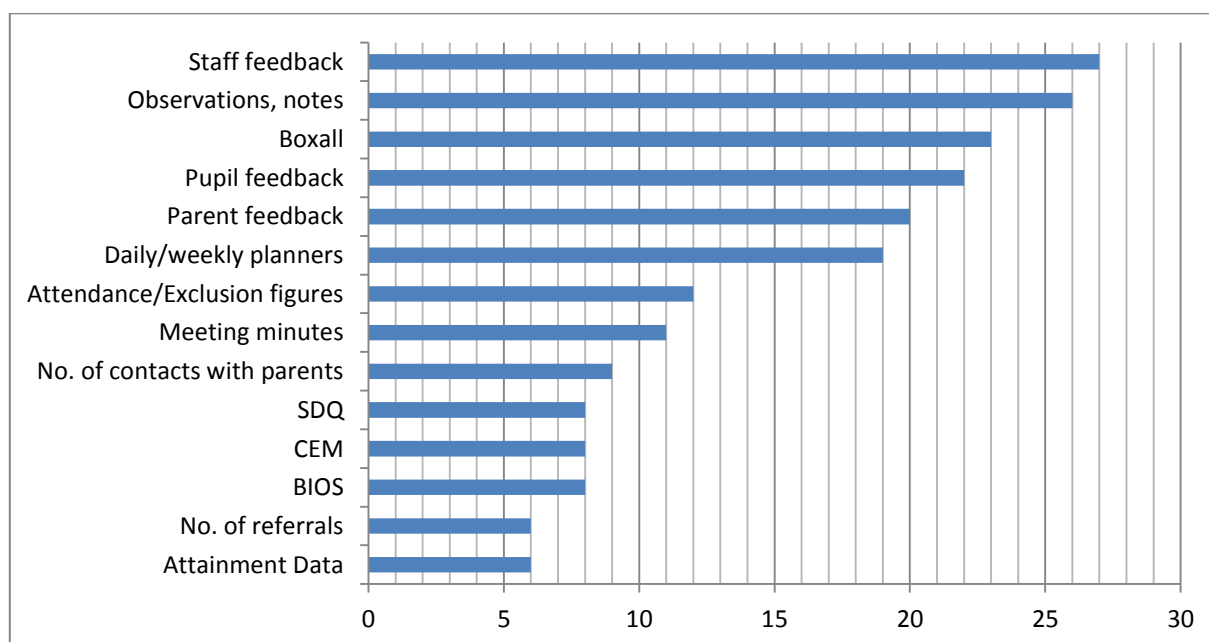
<sup>4</sup> Key to response options were as follows: Few (up to 15%), Less than half (15%-49%), Majority (50%-74%), Most (75%-90%) and Almost all (over 90%).

- The highest reported sources of evidence were staff feedback, observations/notes, Boxall Profile, and pupil/parent feedback (see Figure 7 below).

**Figure 5: Areas of development identified by staff to be having a positive impact for pupils (Source: Survey 2; n=29)**



**Figure 6: Ways in which evidence of impact has been gathered by staff (Source: Survey 2; n=29)**



### 3.3.2 How much do nurture groups reflect the nurture group model?

Research has shown that there are a number of factors which contribute to the effectiveness of nurture groups and that there can be a number of challenges in implementing the nurture group model consistently.

Effective factors included (Source: Survey 2, n=29):

- 97% of respondents were able to consistently use the Boxall Profile to identify targets and provide opportunities for social interaction over snack-time
- 90% consistently had two adults present in nurture, maintained a daily routine and helped pupils maintain links with their mainstream class
- 87% had a consistent nurture room and around 84% of nurture groups had a balanced group composition and strong working relationships between nurture staff
- 81% of nurture staff consistently used assessment (e.g. SDQ, BIOS, Boxall) to identify pupils
- 77% of nurture staff were consistently linking with mainstream staff
- 71% provided a balance between individual and group work
- 68% had consistent involvement from SMT and partnership working with parents

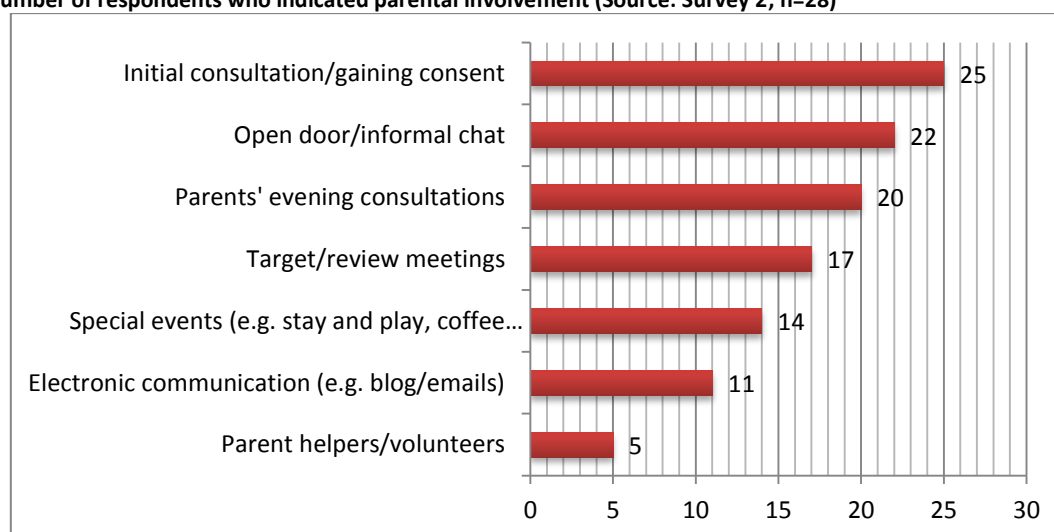
Challenging factors included (Source: Survey 2; n=27):

- 52% had experienced problems with timetabling
- 45% reported that staff absences and partnership working with parents had been challenging
- 35% had found funding issues to be problematic
- 31% had identified staff buy-in and group composition to be challenging
- 27% found maintaining links between nurture and mainstream staff a challenging factor whilst 24% identified staffing changes (in nurture and/or SMT) as challenging
- 21% experienced issues with resources (e.g. space, materials)
- 17% felt that pupils were missing out on opportunities in mainstream whilst attending nurture support

### 3.3.3 How well do nurture groups promote partnership working with parents?

- 60% agreed or strongly agreed that the nurture group(s) in their school promoted partnership working with parents (Source: Survey 2; n=30)
- Almost 90 % of schools stated that they had taken steps to involve parents in nurture (Source: Survey 1; n=44)
- Parents have been involved in nurture in a number of ways with most common being initial consultations, open door/informal chats and parents' evenings (see Figure 8 below)

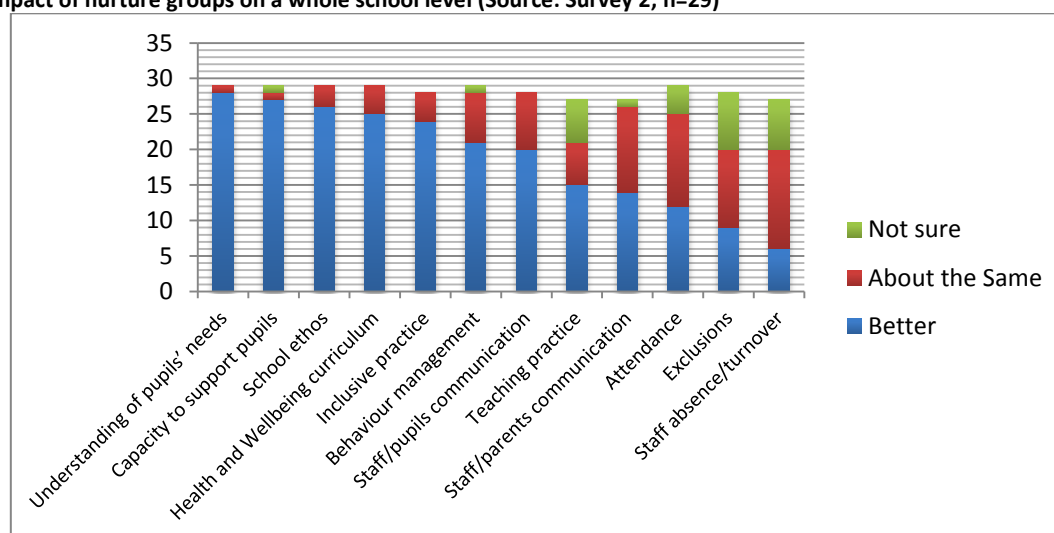
**Figure 7: Number of respondents who indicated parental involvement (Source: Survey 2; n=28)**



### 3.3.4 How much do nurture groups have an impact on the wider life of the school?

- 82% of schools agreed/strongly agreed that nurture groups were having an impact on the wider life of the school (Source: Survey 2; n=28).
- Schools were able to identify positive changes on key areas such as: understanding of pupils' needs, capacity to support pupils, school ethos, health and wellbeing curriculum, inclusive practice, and behaviour management (see Figure 9).

Figure 8: Impact of nurture groups on a whole school level (Source: Survey 2; n=29)



### 3.4 Additional information

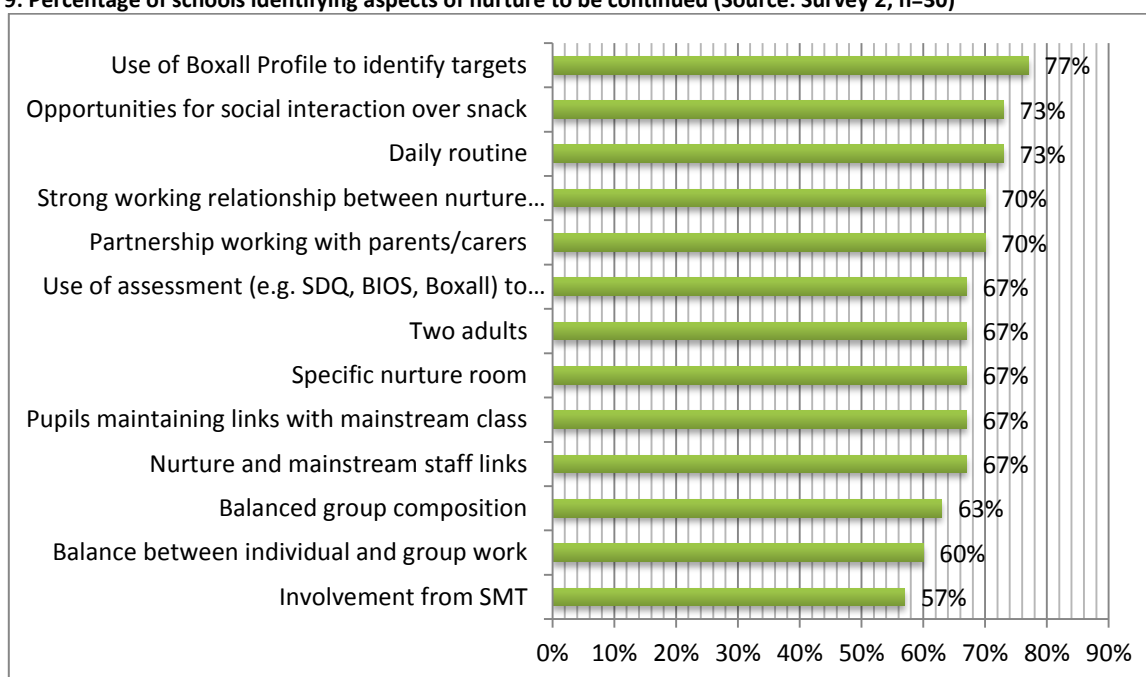
#### 3.4.1 Continuation Factors

Despite schools citing funding and staffing as being an issue in continuing their nurture provision, schools identified that they were keen to continue many of the factors that contribute to the effectiveness of nurture groups (see Figure 10).

Respondents also provided further information about how they plan to continue nurture in their setting, key themes focused on the following:

- Continuing to provide targeted nurture support to individuals with the funding available
- Widening the nurture approach throughout the school, both in classrooms and on a whole school level, examples include:
  - Engaging with and embedding the nurture principles
  - Use of the Boxall Profile
  - Focus on social and emotional development

**Figure 9: Percentage of schools identifying aspects of nurture to be continued (Source: Survey 2; n=30)**



### 3.4.2 Uncaptured feedback

Additional qualitative feedback gathered highlighted a few key points:

- There is a very high level of commitment and passion for nurture across the authority in both primary and secondary schools
- Schools value the impact of nurture on both an individual and whole school level and feel it is a necessary resource within their establishment, regardless of SIMD decile
- The high level of authority support this year has been very beneficial
- Challenges associated with nurture are very real issues for schools, e.g. staffing and funding, and refer to these in various contexts

## 4. Conclusion

The focus this session was to build on effective primary and secondary work already going on in the authority and achieve successful and sustainable implementation of NGs within the 45 funded primary schools, with a particular focus on Primary 1-3. The nurture team within the EPS hoped to achieve this through staff development, raising awareness of nurture, and measuring impact of nurture by facilitating self-evaluation in schools.

Based on the evaluation information gathered this session, staff development opportunities have been very positively received by staff and the supports offered to schools have been found to be useful, particularly initial training sessions, the nurture development officer and the nurture network sessions. Leadership support within schools was also found to be high: a large number of managers have attended nurture training and showed an interest in nurture training specifically for managers. Awareness of nurture is being

raised across the authority and in addition to whole school awareness raising training, schools are taking their own steps to embed nurture in the wider life of the school (such as professional dialogue and engaging with the nurture principles). Additional information shared by schools highlighted the value of the supports available on an authority level.

Information gathered from both primary and secondary schools indicated that there is a wide range of nurture support being accessed by almost all stages across the authority, with the majority of pupils in the P1-3 age range. This is line with the original focus of the project and is in keeping with early intervention. Similarly within the secondary sector, nurture support is targeted to S1 and S2 pupils which demonstrates the nurture project previously supported by the authority has been sustained to some degree.

Based on primary schools' own self-evaluation of impact, feedback indicates that nurture is having a positive impact on individual pupils' social, emotional and behavioural development and skills for learning (particularly co-operation skills, attention, emotional awareness and self-esteem/confidence); partnership working with parents; and the wider life of the school, especially in the areas of understanding of pupils' needs and the ability to support pupils. This feedback suggests that in a rather short space of time, nurture is developing children's skills and removing barriers to learning which in turn has the potential to improve engagement with learning and raise attainment levels. In addition to the targeted nurture support, schools are indicating that on a wider level they are better able to support pupils within their setting.

The nurture group intervention is based on key factors and fidelity with these is important for greatest success. Based on feedback from primary schools, the majority of schools were able to implement these factors consistently within their setting, such as using the Boxall Profile, social interaction over snack time and having two adults present in nurture. With regards to next session, schools identified factors that they would be able to continue with reduced funding on a lesser scale, for example, use of Boxall Profile, daily routine and snack. Additionally, schools described ways in which they were planning to widen nurture to other classrooms and to a whole school approach.

Challenges, such as funding and timetabling, can often be associated with the implementation of nurture groups and these were referred to on a number of occasions throughout the evaluation process. Despite the challenges and changes to funding, what was evident from the information gathered was a strong passion and commitment to nurture and the potential it has for positive impact on targeted vulnerable individuals and on a wider school approach.

## **5. Next steps**

At an authority level funding will continue into session 2016-2017 for all 45 primary schools on a reduced basis. In light of the evaluation information, the focus will be on embedding nurture practice across the authority and looking at a nurturing schools approach. Similar staff development opportunities and support will continue for nurture staff/schools, including initial nurture training for new staff, and a 'champions approach' will be taken to developing whole school nurturing approaches. Management and identified additional staff will be supported by the nurture team to lead and facilitate developments in their own setting. There will be further evaluation at the end of the session.



## 6. References

Binnie, L and Allen, K. (2008). Whole school support for vulnerable children: the evaluation of a part-time nurture group. *Emotional and Behavioural Difficulties*. Volume 13, Issue 13.

Fixsen, D.L., Blasé, K., Duda, M., Naoom, S., & Wallace, F. (2009). Core implementation components. *Research in Social Work Practice*, 19, 531-540.

Reynolds, S., Mackay, T., and Kearney, M. (2009). Nurture groups: a large-scale, controlled study of effects on development and academic attainment. *British Journal of Special Education*. Volume 36, Issue 4, 204-212.

## Appendices

### Appendix 1

**Table 1: Nurture implementation process**

Core Component	Implementation process (steps taken and measures considered throughout)
<p><b>Recruitment and selection</b>  <i>It is important to ensure the correct personnel are recruited and selected at all levels of the nurture intervention</i></p>	<p><i>Training provider</i></p> <ul style="list-style-type: none"> <li>• The nurture team from the EPS delivered training, a common and cost-effective approach taken by local authorities nationally</li> <li>• Partner agencies were selected to also deliver training, this was based on relevancy to nurture and previous contact, e.g. speech and language therapist, play co-ordinator, Stan Godek (mindfulness)</li> </ul> <p><i>Identifying Staff</i></p> <ul style="list-style-type: none"> <li>• Based on the Scottish Index of Multiple Deprivation (SIMD), 45 primary schools were identified by the local authority (LA) to receive funding for a nurture teacher</li> <li>• It was the responsibility of school head teachers to recruit/identify nurture teachers and additional members of staff</li> <li>• A readiness questionnaire was devised to help identify which schools would require more support than others in the implementation of nurture</li> </ul>
<p><b>Pre-service/In-service training</b>  <i>Training can be used to share knowledge about the theory and values of the approach.</i></p> <p><i>Key components and practices were taught and staff were given the opportunities to practise these (e.g. completing the Boxall Profile), developing new skills and being given feedback in a safe environment.</i></p> <p><i>Focus was also given to raising awareness of nurture with whole staff teams.</i></p>	<ul style="list-style-type: none"> <li>• Over the course of the year around 168<sup>5</sup> staff (across funded and non-funded schools, primary and secondary) attended nurture training sessions</li> <li>• Staff ranged from nurture teachers, pupil support workers, nursery nurses, members of senior management team and additional interested staff.</li> <li>• Initial full-day training sessions took place in August and early September, and half day follow-up sessions took place later in September</li> <li>• A condensed full-day training session took place in February for staff who missed earlier sessions.</li> <li>• Regular nurture network sessions (14 in total) provided additional training opportunities, delivered by the nurture team and guest speakers</li> <li>• Sessions aimed at raising awareness of nurture were offered to whole schools mainly through the EPS service level agreement process and delivered in a variety of ways - incorporating link EPs, the NDO and nurture teachers themselves.</li> <li>• The evaluation process has helped to audit current training needs, both nurture staff and whole school awareness raising, to identify training needs moving forward</li> </ul>
<p><b>Coaching and consultation</b>  <i>The process of coaching can often involve modelling from an expert; then practise, observation and feedback. This can support staff in changing their behaviour and can ensure fidelity with the nurture intervention promoting the effectiveness and sustainability of the intervention.</i>  <i>Ongoing advice, guidance and encouragement is also important.</i></p>	<ul style="list-style-type: none"> <li>• NDO provided invaluable 'hands-on' support to nurture staff through development visits, these were responsive and tailored to individual needs</li> <li>• The readiness questionnaire helped the NDO identify staff/schools requiring support from an early stage</li> <li>• NDO developed a nurture Outlook group for informal correspondence/networking, virtual support, and sharing of good practice</li> <li>• The nurture network sessions also provided a further forum for consultation and advice, and valuable peer support.</li> <li>• Schools' link EP was also available for consultation throughout the year</li> </ul>

<sup>5</sup> Based on numbers of staff who registered at training sessions and were added to the outlook group

<p><b>Evaluation of staff development</b> (Staff performance evaluation)  <i>This component explores the use of the knowledge and skills that are taught in training and developed through coaching and ‘on the job’ nurture practice.</i></p>	<ul style="list-style-type: none"> <li>• Regular contact with nurture staff, through the NDO and link EP, provided a vital feedback loop to monitor staff development and ensure people were getting the support and development they required</li> <li>• A development plan was provided initially to nurture staff to monitor their own development needs</li> <li>• The nurture team gathered feedback at the end of the training sessions using a standard EPS evaluation summary considering a range of key areas, including whether they felt they had the knowledge and skills to put what they have learned into practice</li> <li>• Evaluation process has sought feedback on the supports offered by the EPS for staff development</li> </ul>
<p><b>Leadership</b> (Facilitative administrative supports)  <i>Administrators in the implementation of nurture provide leadership and support overall implementation. Leadership support at all levels is vital for sustainability of nurture.</i></p>	<ul style="list-style-type: none"> <li>• The nurture team from the EPS have been leading the project and there is support from both the EPS and education service management</li> <li>• Within the school context, leadership support was explored initially through the readiness questionnaire to establish commitment and determine if nurture was on the school improvement plan</li> <li>• Members of school leadership were invited to attend training sessions if they did not have previous experience in nurture</li> <li>• Leadership support was monitored by the nurture team throughout the year through, for example: development visits, NN, link EP visits, VSE process</li> <li>• Evaluation process has also sought feedback on leadership support in individual schools</li> </ul>
<p><b>Interventions and strategies at a systemic level</b> (Systems interventions)  <i>This component is linked to ensuring financial, human and organisational resources are available for the successful implementation of nurture, considering within the school setting and within the local authority.</i></p>	<ul style="list-style-type: none"> <li>• The readiness questionnaire was used to initially explore the availability of human resources, e.g. staffing, and organisational resources, e.g. available room</li> <li>• On an authority level, funding for the 45 nurture teachers was secured for session 2015-2016; due to a changing national picture for teacher numbers, it has been reduced for all schools for session 2016-2017</li> <li>• The evaluation process sought information from schools about what factors they would be able to continue with given the available resources and in what other ways they plan to take nurture forward next session</li> </ul>
<p><b>Evaluation of impact</b> (Decision support data systems)  <i>This component focuses on other measures, such as outcomes that reflect overall performance of nurture and impact, that can be used to monitor implementation and inform decision making.</i></p>	<ul style="list-style-type: none"> <li>• This session the focus has been on supporting schools to engage in self-evaluation and measure the impact of NGs within their own setting</li> <li>• The nurture team developed a self-evaluation framework aligned with How Good Is Our School 4 to facilitate schools’ engagement with key areas, quality indicators and challenge questions; and support the collation and analysis of evidence</li> <li>• During the evaluation process, two rounds of electronic questionnaires were devised to gather feedback from schools to monitor the implementation of nurture groups across the authority. The results of which have been used to plan next year’s implementation. These were sent to head teachers (deputes in secondary) and it was encouraged that they were completed jointly with the nurture teacher. <ul style="list-style-type: none"> <li>○ <b>Survey 1</b> sent to primary and secondary schools (April 2016) gathered valuable information relating to: <ul style="list-style-type: none"> <li>▪ Training and line management</li> <li>▪ Steps taken to embed nurture at a whole school level</li> <li>▪ Number of nurture groups per school and their make-up</li> </ul> </li> <li>○ <b>Survey 2</b> sent to primary schools (May 2016) was designed to gain a deeper level of insight and questions were informed by a literature review and the responses to the first questionnaire. The questionnaire generated information relating to: <ul style="list-style-type: none"> <li>▪ Staffing of nurture</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ Number of pupils receiving nurture support per stage and by gender</li> <li>▪ Impact of nurture on individual pupils</li> <li>▪ Extent to which schools' practice reflected the NG model</li> <li>▪ How staff were gathering evidence of impact</li> <li>▪ Partnership working with parents</li> <li>▪ Impact of nurture at a whole school level</li> </ul>
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## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **ADAPTIVE TESTING IN PRIMARY AND SECONDARY SCHOOLS 2015/16**

#### **REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

##### **A. PURPOSE OF REPORT**

To update the Panel on performance in adaptive tests following analysis of the fourth set of results (2016) derived from tests in all Primary Stages 2 to 7 and Secondary S2.

##### **B. RECOMMENDATION**

The Policy Development and Scrutiny Panel is asked to note:

- 1) The general upward trend over the last three years in developed ability, reading, general mathematics and mental arithmetic at the primary stage.
- 2) That value continues to be added at all primary stages, and the areas where improvement will be prioritised.
- 3) That average scores increase overall as levels of deprivation decrease, and that developments focused on closing the attainment gap will continue to be prioritised.
- 4) That performance at S2 shows a small increase in mathematics, where previous improvement efforts have been focused.

##### **C. SUMMARY OF IMPLICATIONS**

<b>Council Values</b>	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
<b>Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	Raising attainment is a key strategic objective for West Lothian Council, as set out in the Attainment Strategy.
<b>Implications for Scheme of Delegations to Officers</b>	None
<b>Impact on performance and performance Indicators</b>	Adaptive testing results are reflected in the key performance indicators of Education Services.
<b>Relevance to Single Outcome Agreement</b>	Adaptive testing results form indicators within

the SOA.

**Resources - (Financial, Staffing and Property)**

Examination results are delivered within agreed central Education Services and devolved school budgets.

**Consideration at PDSP**

Underway

**Other consultations**

None.

**D. TERMS OF REPORT**

**Background**

In May/June 2013 adaptive tests were introduced in all primary schools at each of primary stages P1, P3, P5 and P7. Following consideration of the first set of results, the scope of the tests was extended to include all Primary Stages. This enabled the calculation of important value added data.

Particular attention is paid to performance in the key measures of Reading, Mental Arithmetic, General Maths and Developed Ability (which is an indicator of a pupils' ability to learn).

In session 2014/15, adaptive testing was trialled in S2 of all secondary schools. This testing assesses performance in each of the key areas Reading, Mathematics and Science. The tests provide information on areas of strength and for improvement at both individual pupil and school level. Testing will also enable the calculation of the value added to attainment in these key areas between primary P7 and secondary S2; this presented the first opportunity to collect this valuable and important information. The tests also provide summary projections of likely performance in S4 examinations across a range of subjects, which should further help pupils, parents and schools to make informed choices about courses to be studied.

Adaptive testing in Secondary Schools enables them to identify the value added to pupils' attainment across S1 and S2, to target improvements and to incorporate additional, relevant and useful data into their processes for identifying appropriate courses and programmes for pupils.

**Primary Adaptive Testing**

**Headline Outcomes 2015/16**

- Performance overall in Reading was stronger than in Mental Arithmetic or General Maths, as in previous years.
- The score in each key measure was higher at almost all stages than the Scottish Consortium baseline figure.
- Overall, the value added in scores between successive stages decreases as cohorts move through the school stages.

**Key Performance Measures by Levels of Deprivation 2015/16**

In terms of SIMD Decile bands, analysis again confirmed that average scores increase overall as levels of deprivation decrease.

## **Action Following Analysis of Primary Testing Results**

To make most effective use of the test data to secure improvements the following actions have been or will be taken:

- As a priority, developments focused on closing the attainment gap will continue to be prioritised given the continuing gap based on levels of deprivation.
- Analysed test data has enabled Education Services to prioritise development activities and support. The focus will continue to be on improving attainment in Mental Arithmetic and General Mathematics.
- Significant, targeted professional learning support has been provided to staff in schools, and will continue to be provided to improve teaching and learning of numeracy.
- Comprehensive reports on the outcomes of primary testing are provided to schools, which enable and encourage them to compare their individual pupils' attainment data with the average attainment of pupils within their school based on SIMD Deciles.
- The reports promote comparison between the actual performance of pupils and their expected performance based on chronological age. The reports further encourage schools reflect upon the value-added to pupils' attainment in the key measures as they progress through the primary stages and to consider the gap between the highest and lowest attaining pupils.
- More robust systems have been developed for tracking and monitoring attainment in the key measures, particularly across the Curriculum for Excellence levels within Broad General Education, and these will continue to be developed.
- All teachers will undertake professional learning in the achievement of a level, based on evidence of overall professional judgement.

## **Secondary Adaptive Testing**

### **Headline Outcomes in 2015/16**

- The scores in each of the key areas of Reading, Mathematics and Science were not significantly different from the Scottish average score, or results in previous years which confirm historical trends that scores in English are generally higher than in mathematics and science.
- The scores in Reading and Science were higher than that in Mathematics. This suggests that improvement is most required in early secondary mathematics, which reflects the position in key stages of primary mathematics (as indicated by primary adaptive testing).

## **Action Following Analysis of Secondary Testing Results**

To make most effective use of the test data to secure improvements the following actions have been or will be taken:

- Continuing to provide high quality guidance and support in numeracy, focused on early and middle primary stages. Evidence indicates that the foundations for good levels of numeracy and Mathematics begin to be set early in a pupil's school life. Pupils must have high levels of numeracy and be competent in core mathematical skills by the end of the Broad General Education in S3.
- Promoting stronger cross-sector approaches to numeracy and mathematics. Evidence suggests that the pace of attainment gain in these core areas slows down across upper primary and lower secondary stages. Primary and secondary schools will be encouraged and supported to collaborate more strongly in the development of effective Mathematics programmes.
- Encouraging primary and secondary schools to further develop opportunities for pupils to apply their numeracy across learning. Developing numeracy is the responsibility of all teachers and there is considerably scope to improve levels of numeracy by enabling pupils to recognise and apply their numeracy in the contexts of each curricular area.
- Encouraging secondary schools to identify and provide additional support for those pupils in S1/S2 who may be at risk of failing to achieve sufficiently high levels of numeracy.
- Sharing the outcomes of analysis widely with schools to enhance their understanding of the situation and to engage them fully in the decision making process.

## **E. CONCLUSION**

Adaptive testing continues to provide reliable and robust information on key measures of attainment in Primary and Secondary Schools, which is used to secure improvement in line with the Raising Attainment Strategy.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: Presentation on adaptive tests results for session 2015/16.

Contact Person: Andrew Sneddon – Service Manager – Policy and Performance

Andrew.sneddon@westlothian.gov.uk

*Donna McMaster*

*Head of Education Development*

Date of meeting: 6 September 2016



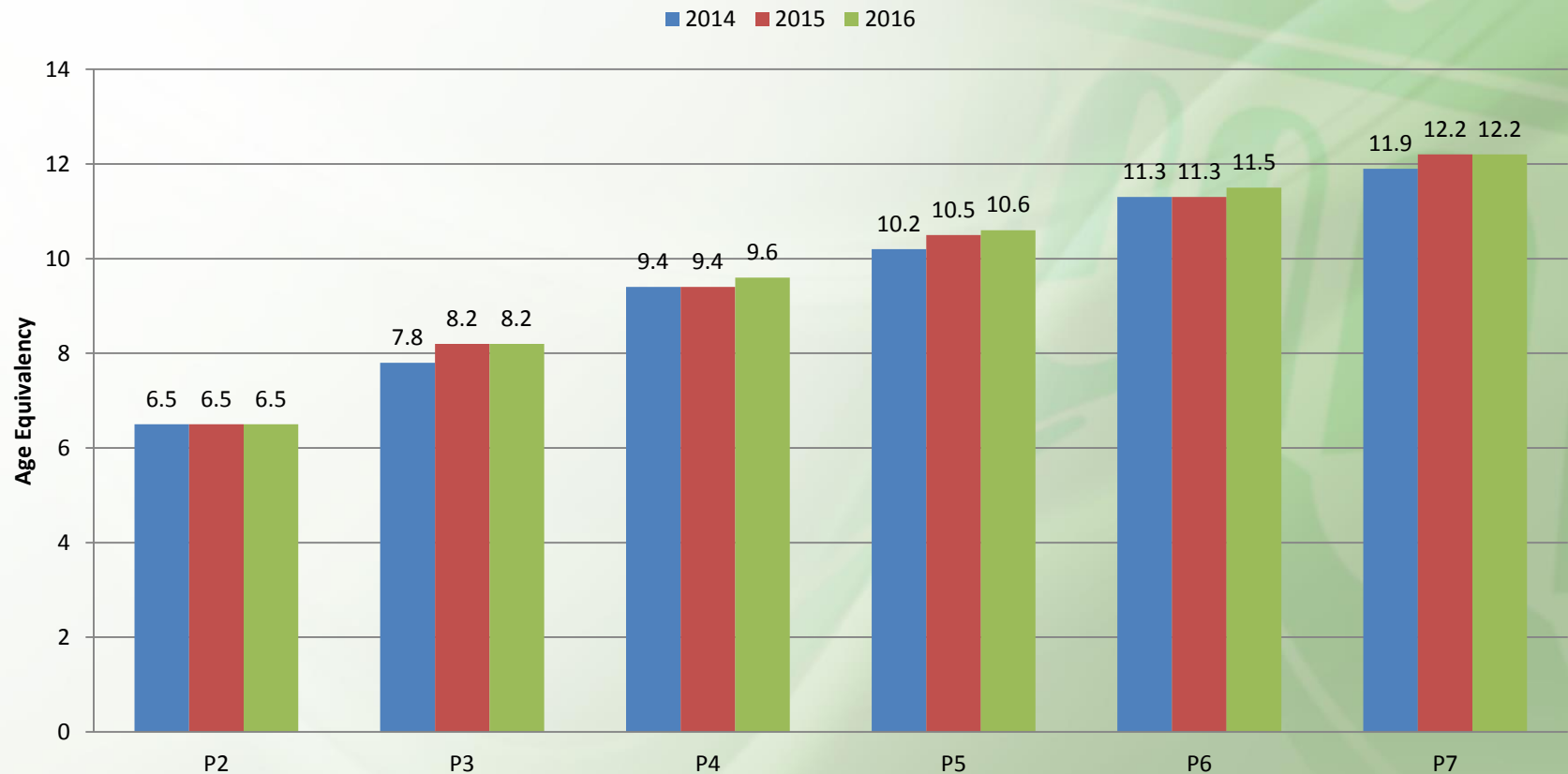
# School Adaptive Testing

September 2016

# Primary Adaptive Testing

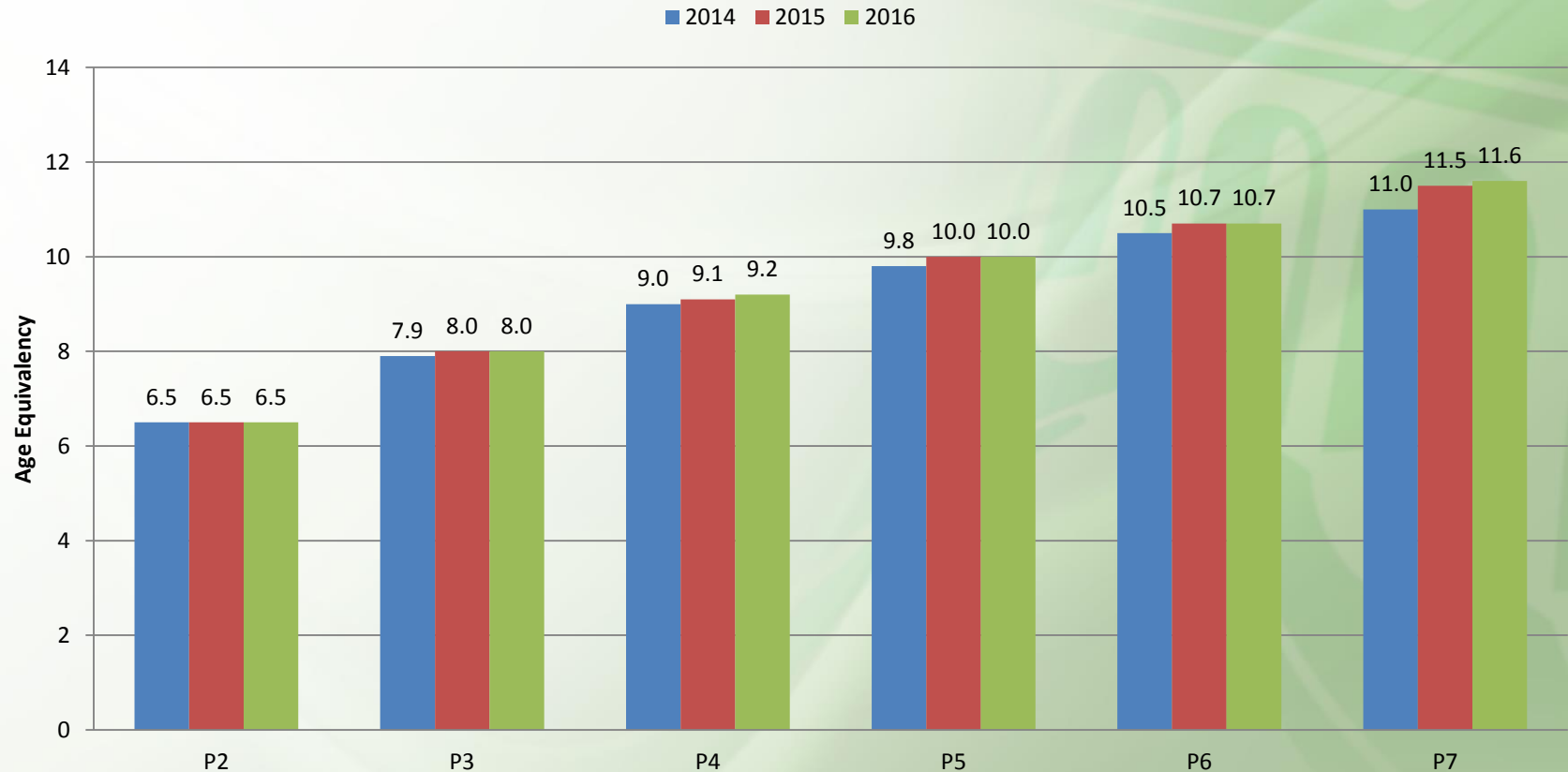
# Adaptive Testing: Developed Ability

Developed Ability Performance at all Stages



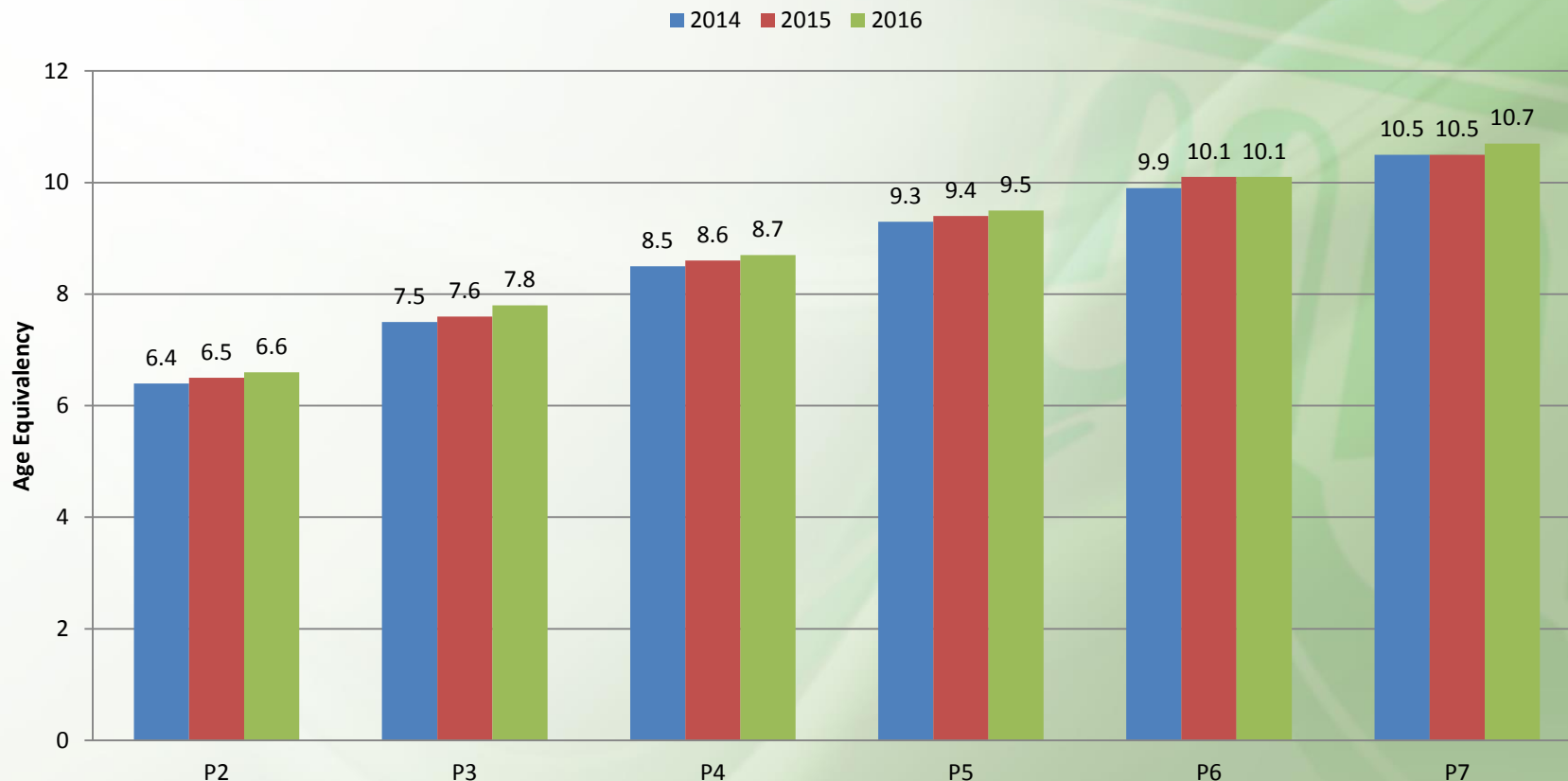
# Adaptive Testing: Reading

## Reading Performance at all Stages



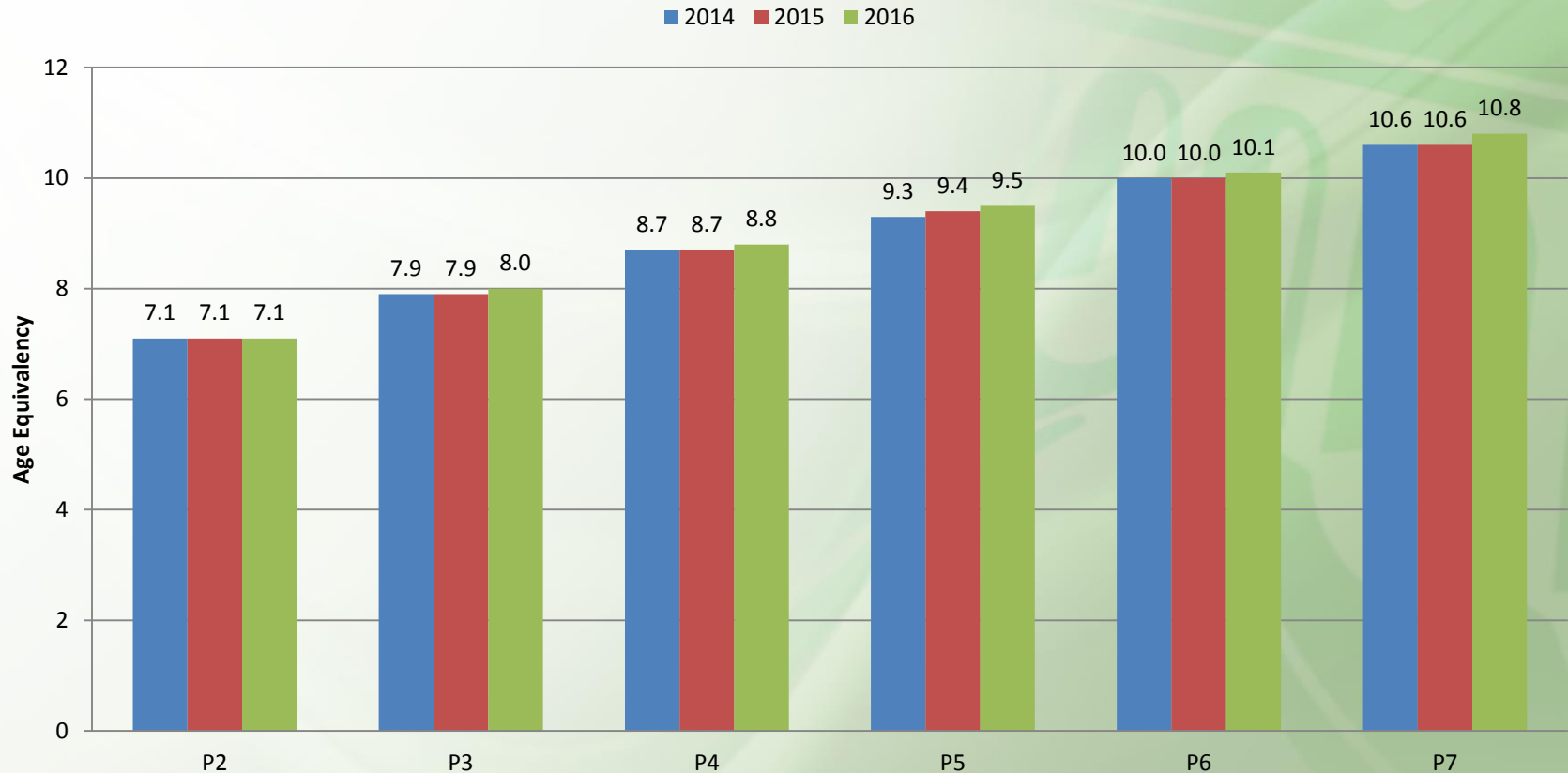
# Adaptive Testing: Mental Arithmetic

## Mental Arithmetic Performance at all Stages



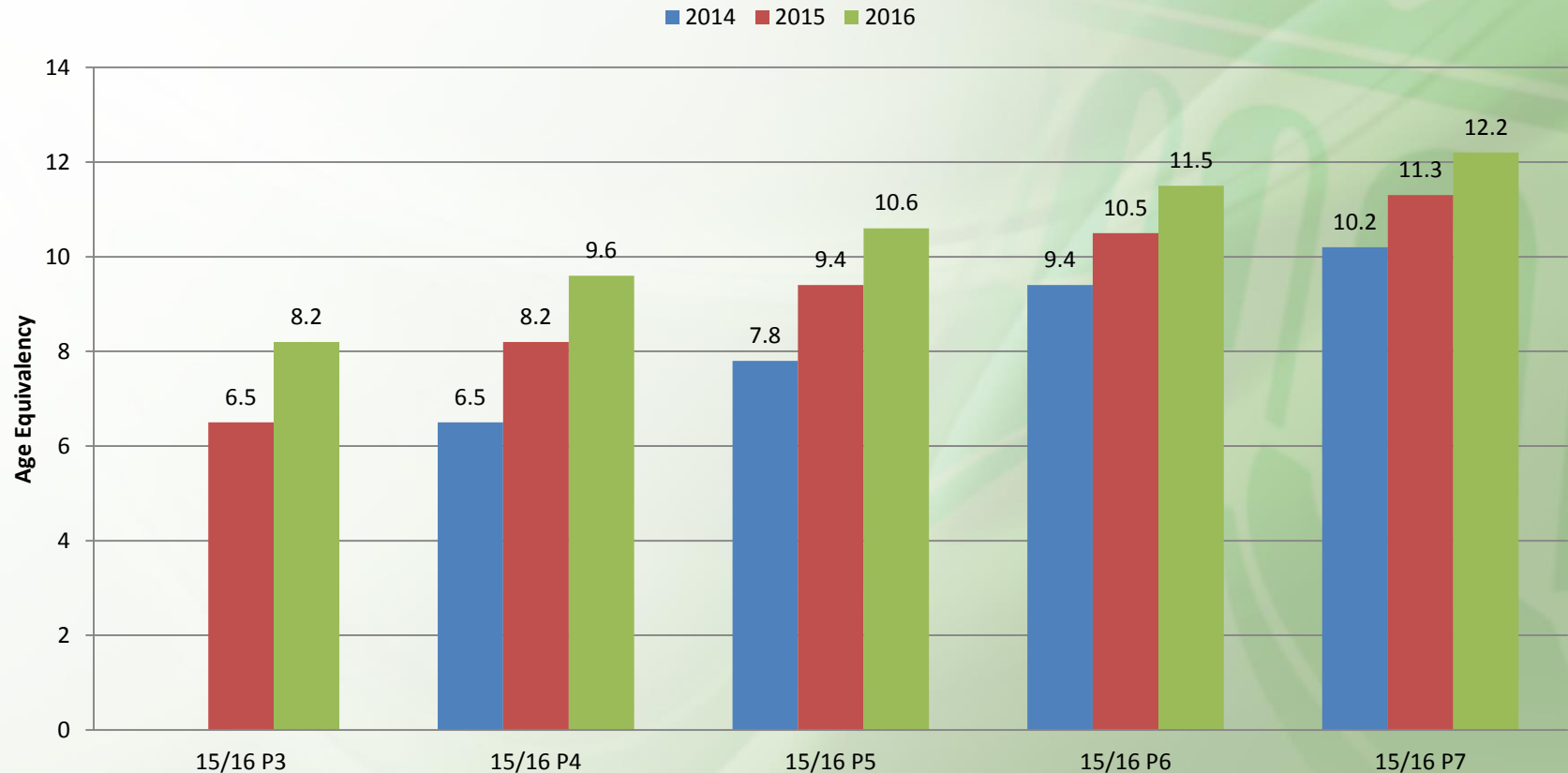
# Adaptive Testing: General Maths

## General Maths Performance at all Stages



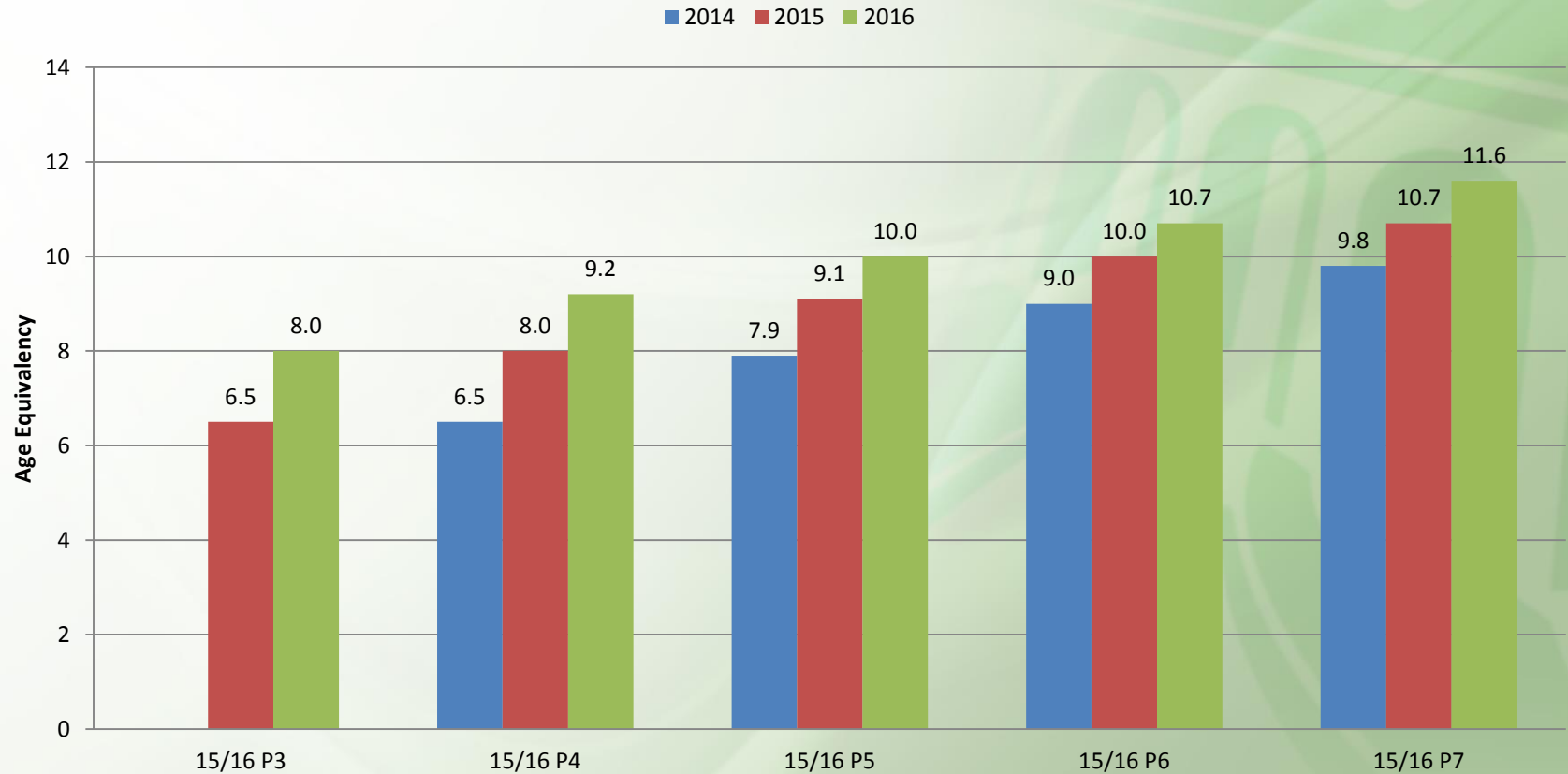
# Value Added: Developed Ability

## Value Added in Developed Ability



# Value Added: Reading

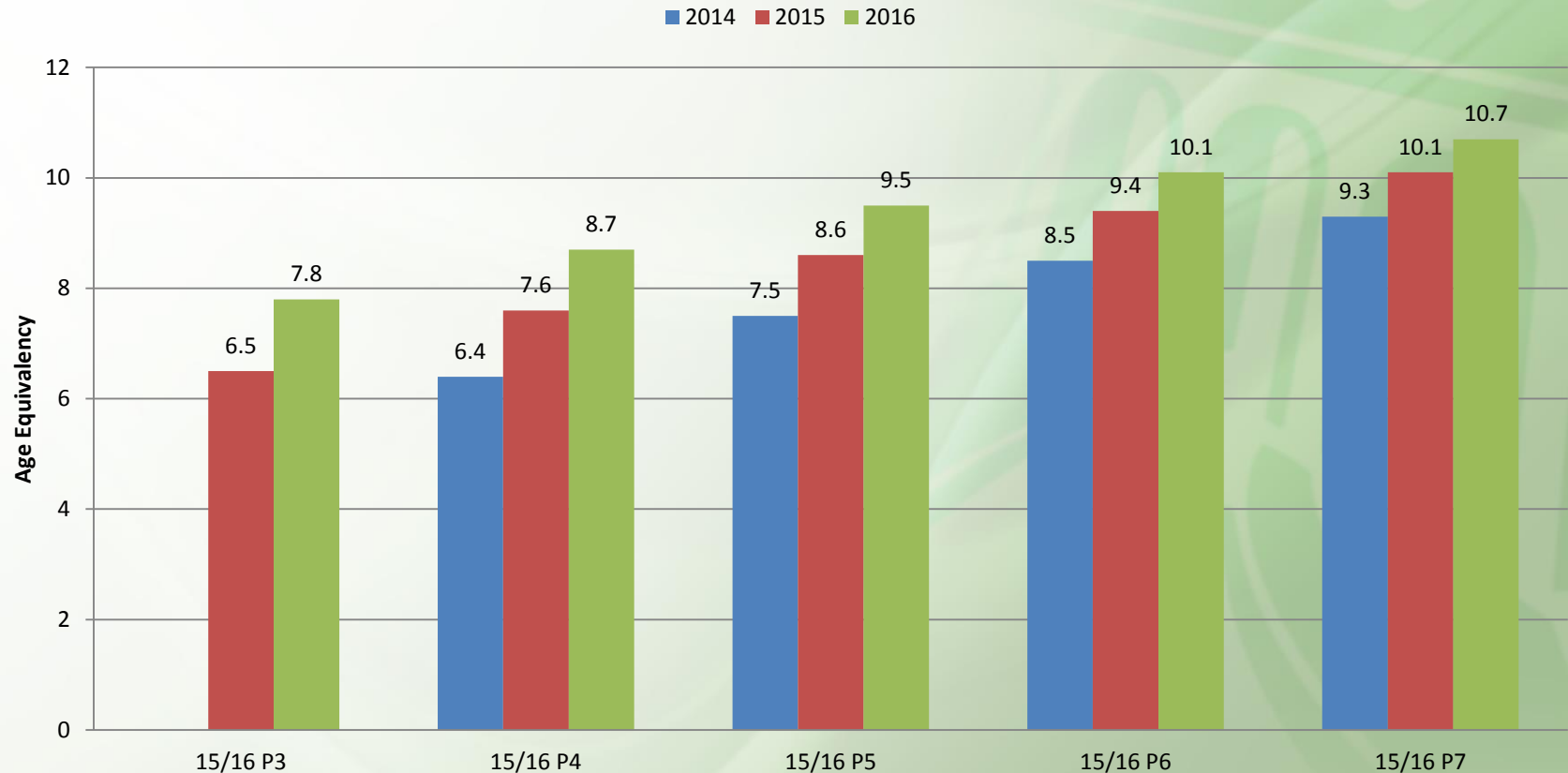
## Value Added in Reading





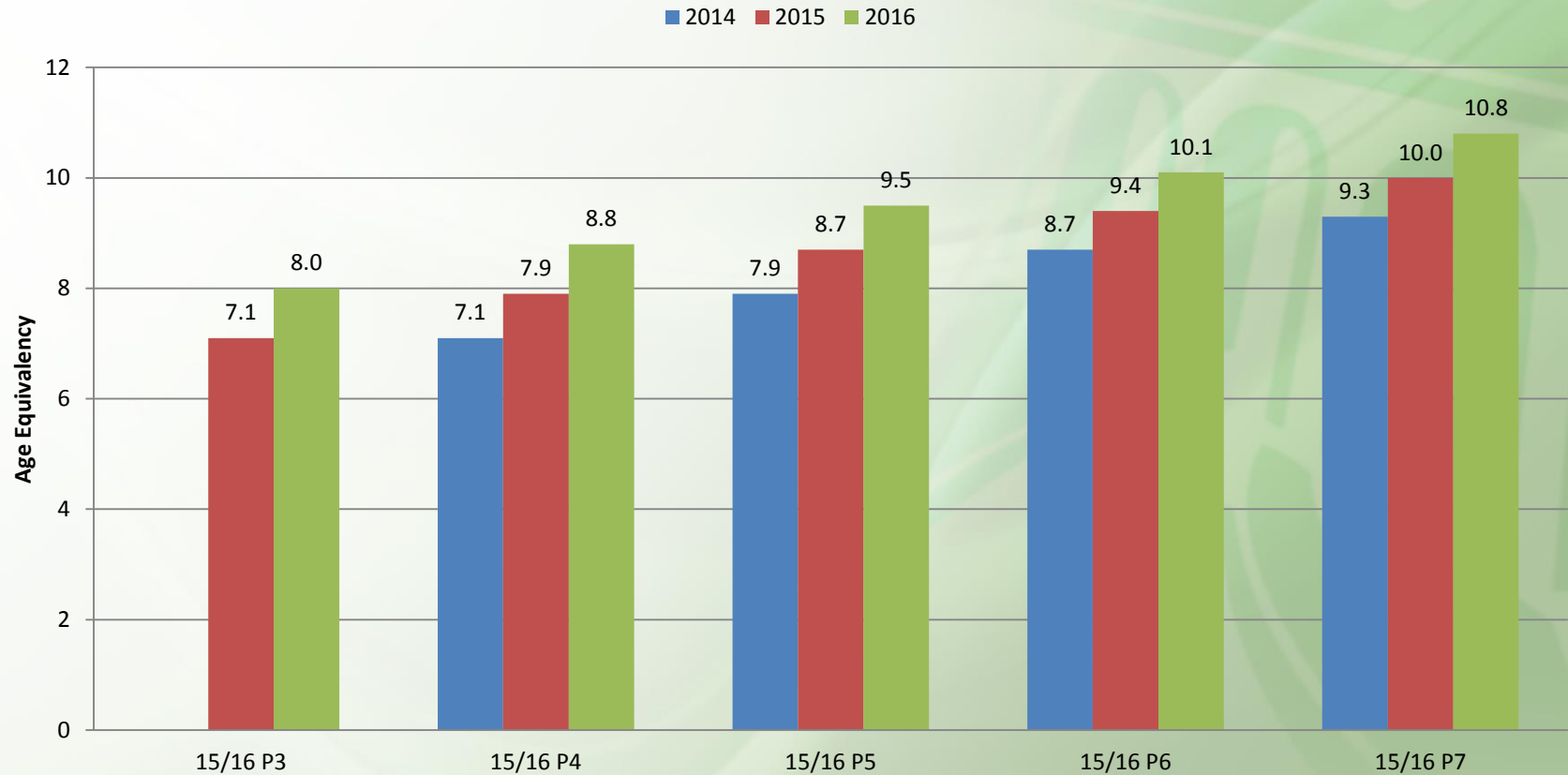
# Value Added: Mental Arithmetic

## Value Added in Mental Arithmetic



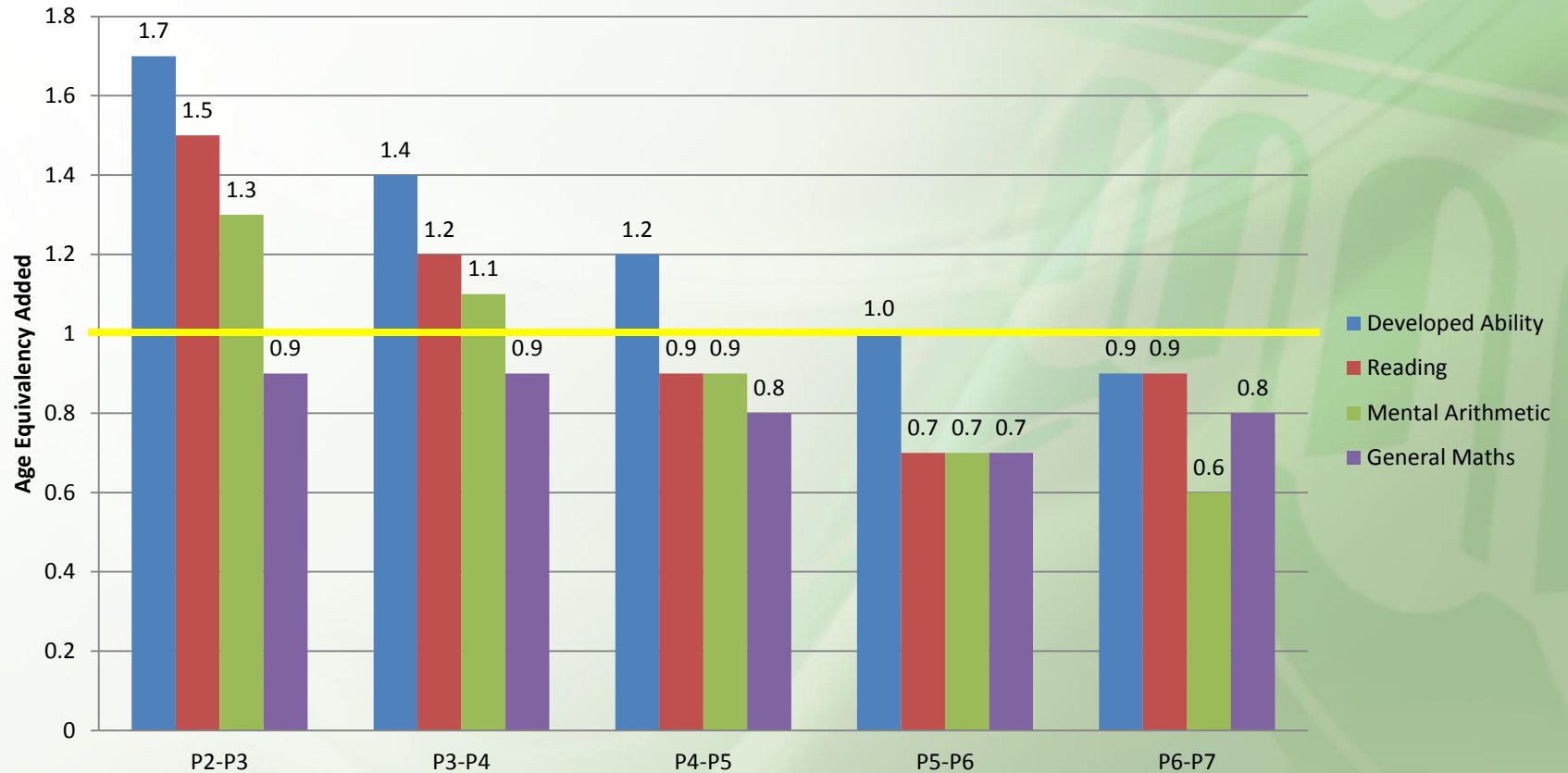
# Value Added: General Maths

## Value Added in General Maths



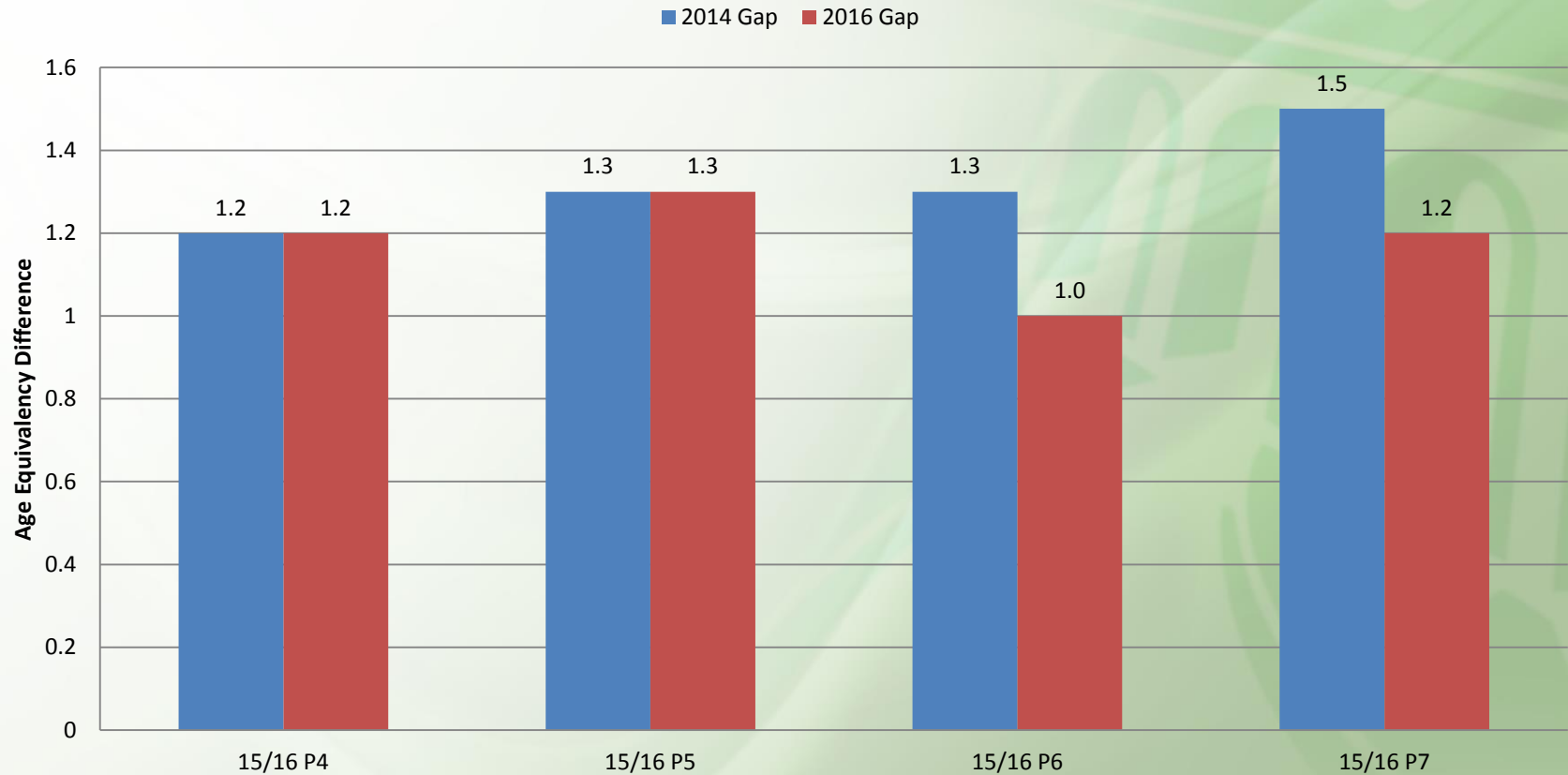
# Value Added

## Value Added across all Measures



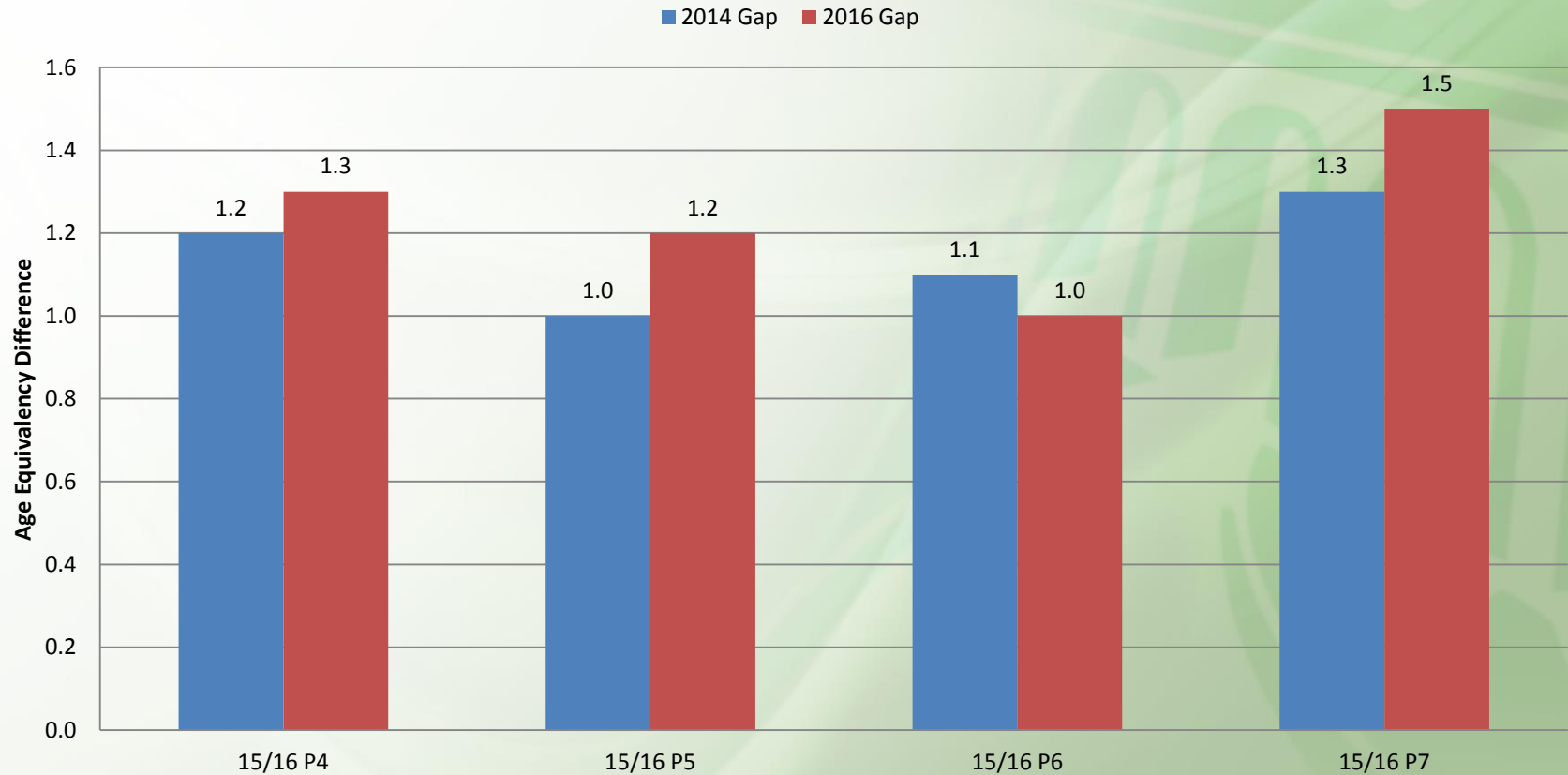
# Attainment v Deprivation: Developed Ability

## Most and Least Deprived two Quintiles



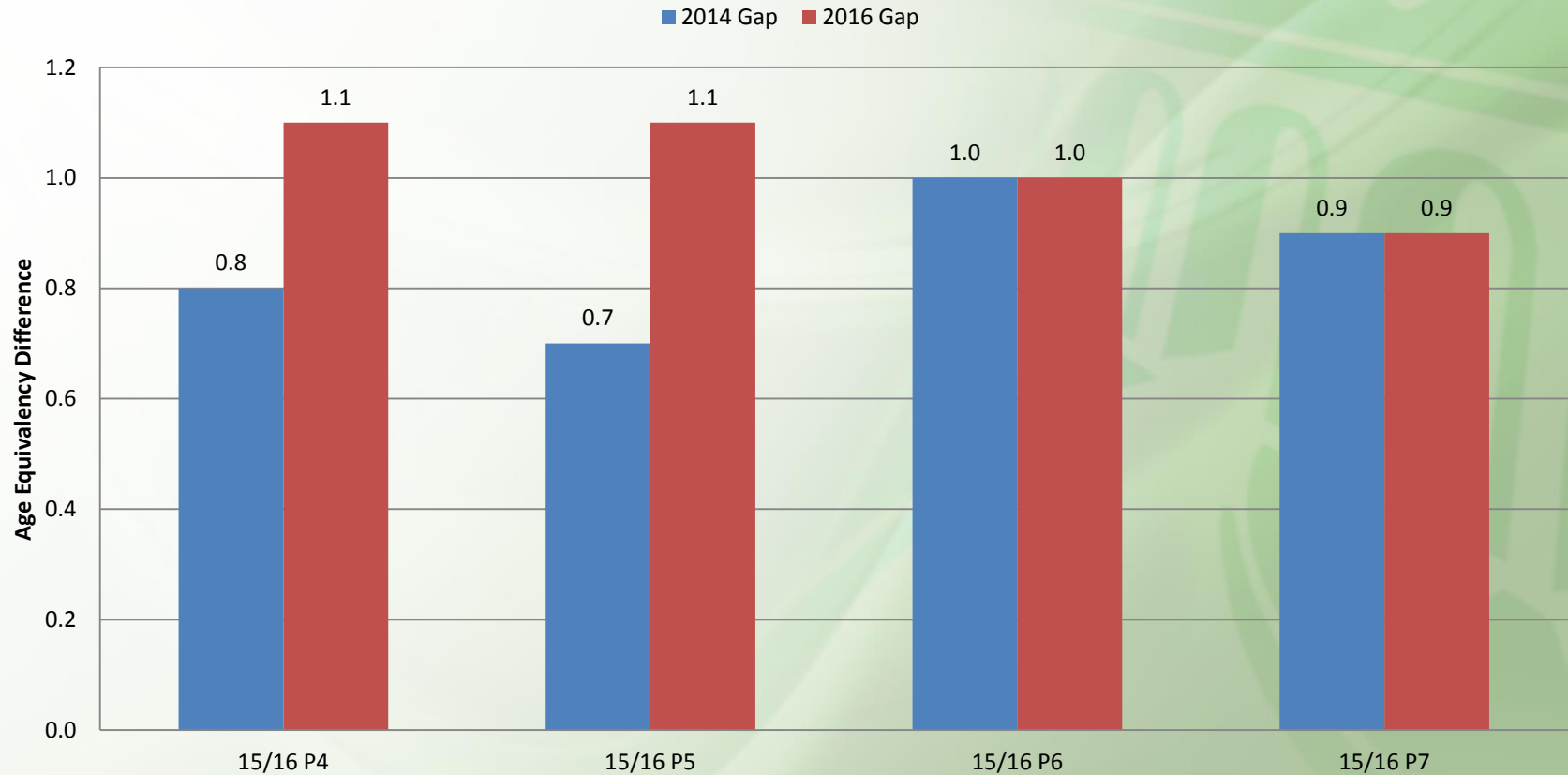
# Attainment v Deprivation: Reading

## Most and Least Deprived two Quintiles



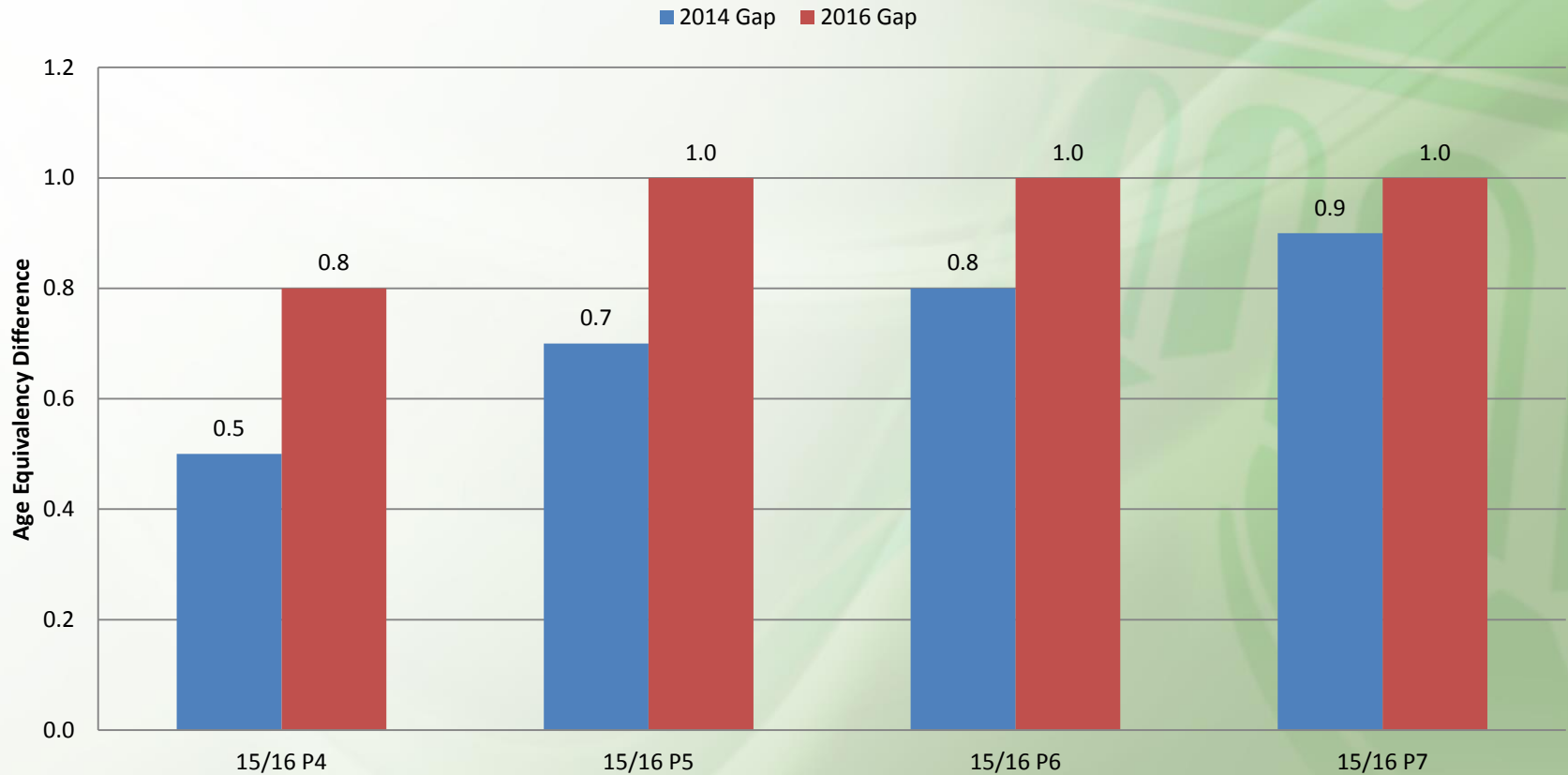
# Attainment v Deprivation: Mental Arithmetic

## Most and Least Deprived two Quintiles



# Attainment v Deprivation: General Maths

## Most and Least Deprived two Quintiles



# Secondary Adaptive Testing



# Adaptive Testing: S2







## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **EDUCATION SERVICES MANAGEMENT PLAN**

#### **REPORT BY HEADS OF EDUCATION**

##### **A. PURPOSE OF REPORT**

To present the Education Services Management Plan for 2016/17 to the Policy Development and Scrutiny Panel.

##### **B. RECOMMENDATION**

It is recommended that the Policy Development and Scrutiny Panel scrutinise and note the Education Services Management Plan for 2016/17.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	The production of a Management Plan is a key feature of West Lothian Council's integrated performance management and improvement framework.
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	Improvement activities contained within the plan will contribute to improving performance.
<b>V Relevance to Single Outcome Agreement</b>	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.
<b>VI Resources - (Financial, Staffing and Property)</b>	As set out in approved Revenue budgets, incorporated within the Plan.

<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	Chief Executive's Review Panel and Quality Improvement Team

#### **D. TERMS OF REPORT**

West Lothian Council has identified Management Plans as a key 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 West Lothian Assessment Model (WLAM) service units under the responsibility of the Heads of Schools with Education Support and Head of Education (Quality Assurance).

Containing critical information on the management of the service area, the plan provides an overview of:-

- The services and activities that Education Services provides;
- The aims and objectives of the service that are to be communicated to elected members, staff and partners;
- How success will be measured and the targets that are to be achieved;
- 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.

The Education Services Management Plan for 2016/17 has already been scrutinised by the Culture and Leisure PDSP, and has been updated since this scrutiny with key performance information relating to attainment for school session 2015/16.

#### **E. CONCLUSION**

The Policy Development and Scrutiny Panel is asked to scrutinise and note the Education Services Management Plan for 2016/17.

#### **F. BACKGROUND REFERENCES**

None

Appendices/Attachments: Education Services Management Plan for 2016/17

Contact Person: Andrew Sneddon, Service Manager - Policy and Performance  
[andrew.sneddon@westlothian.gov.uk](mailto:andrew.sneddon@westlothian.gov.uk)

*James Cameron*  
*Head of Education Quality Assurance*

*Donna McMaster*  
*Head of Education Development*

Date of meeting: 6 September 2016



# Delivering Better Outcomes

## Education Services

### Management Plan

2016/17

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# 1 Overview

## 1.1 Introduction

### **Welcome to the Education Services Management Plan 2016/17**

Our annual Management Plan ensures the priorities of the service are aligned to the priorities of the council and our community planning partners, in order to ensure the delivery of performance focused, effective and efficient services.

This plan sets out how each unit within education services contribute to service, council and community priorities.

At the heart of our provision are 66 primary schools, 11 secondary schools, early learning and childcare at 56 council and 8 contracted partner provider nurseries, and additional support needs (ASN) provision at 5 special schools and 7 ASN units located in mainstream schools.

Education services delivers services to approximately 26,000 school age pupils and 4000 pre-school children and their parents and extended families in schools, early learning and childcare establishments and in the wider community through the Community Learning and Development (CLD) - Youth Services and Adult Learning Service.

Education Services is committed to delivering the four capacities of curriculum for excellence. We will seek to produce successful learners, confident individuals, responsible citizens and effective contributors.

West Lothian Education Services will work to improve attainment, achievement and positive destinations, but will do so within the context of the four capacities, as it is by developing each of the capacities that all children and young people will develop the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.

Education Services will concentrate on developing the attributes and capacities that will give young people a competitive advantage, locally, nationally and internationally; and the ability to respond to the many personal, local, national and global challenges they will face within their lifetimes. Education Service will make a priority maximising equality, and closing equity gaps.

Education Services will work with partners and communities to ensure those individuals, and particularly those who are disadvantaged, are supported to participate fully in our society and develop the skills, knowledge and understanding to do so. The focus of delivery will be to implement the Community Planning Partnership's Learning and Skills Framework.

A focus on raising attainment is ensured through the service's main strategy, the Raising Attainment Strategy.

The activities of each unit and how they contribute to these priorities is included in each section of the plan.

The central education services provide direct services to parents/carers, including pupil placement, wraparound care and childcare development, allowances and grants and central complaints handling and customer service. Services are also provided where schools and individual teachers are customers. This included 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.

The service's focus on providing and promoting opportunities for achievement is supported by the Active Schools and Instrumental Music Services. Active Schools provides a wide range of opportunities for children and young people connected to physical education, school sport and club sport. The Instrumental Music Service delivers music tuition in a range of instruments to children and young people in West Lothian. CLD Youth Services provides opportunities for achievement within the community and also supports employability.

The Adult Learning service will focus on working in partnership to offer a range of activity which will improve skills for young people and adults and embed lifelong learning into communities. It will build the capacity of individuals to strengthen voices and increase the confidence, knowledge, influence and connections that disadvantaged groups and communities need to take action to improve their lives.

Within 2015/16 significant improvements in attainment were achieved, and more young people entered positive destinations than ever before.



**Key achievements for 2015/16:-**

- Raising Attainment - Secondary. Over the 5 year period 2012 to 2016, the percentage of students attaining 1+, 3+ and 5+ at SCFQ level 6 (Higher or equivalent) has continued to improve. The examination results for SCQF Level 6 (Higher) have risen from 13% in 2012 to 22% in 2016. The 2016 examination results for Level 6 (Higher or equivalent) are the highest ever attainment at this level achieved by West Lothian Council students
- The percentage of students attaining 1+ at Level 7 (Advanced Higher or equivalent) in has increased from 16% in 2012 to 17% (school based only) in 2016. This 17% does not, however, include a group of students that have successfully completed a two-year HNC course at Level 7 in Computing or Engineering as part of their senior phase curriculum. These courses are part of West Lothian's senior phase which incorporates industry recognised courses into the school curriculum in line with the Developing the Young Workforce initiative. Attainment at Level 7 is therefore expected to rise further.
- Raising Attainment – Primary. Over the period since 2012 when adaptive testing was introduced the scores of West Lothian P7 pupils in Reading, General Mathematics and Mental Arithmetic have all increased, and are above the overall Scottish figure.
- Improving positive destinations. The overall percentage of pupils in a positive destination has increased from 93.0% in 2014 to 93.4% in 2015, the highest level ever of positive destinations for West Lothian, continuing the year on year improvements in the number of school leavers achieving a positive destination achieved over a five year period.
- Increasing flexibility and choice in early learning and childcare, by offering full day provision at 4 establishments, better meeting the needs of working parents.
- Completing the first stage of the additional support needs review in order to establish a sustainable service to meet the needs of pupils with additional support needs.
- Embedding the validated self-evaluation model of quality assurance in schools.

- Achieving improvements in the quality of learning and teaching through the Moving Forward in Learning work streams developing the Curriculum, Quality Improvement and Early Years Practice.
- Further developing the senior phase partnership with colleges to offer a wider range of courses in order to meet the needs of all learners.
- Integrating Community Learning and Development (CLD) – Youth Services into Education Services to the benefit of partnership working with schools.
- Expanding and embedding a nurture approach across primary and secondary schools to provide appropriate additional support to pupils.
- Implementing getting it right for every child (GIRFEC) in partnership with Social Policy and Health.
- Increasing the number of schools awarded with a Gold Sportscotland School Sport Award – 4 Secondary and 5 Primary Schools

**Key actions for 2016/17 will include:-**

- Implementing the Raising Attainment Strategy to ensure a sharp focus on attainment is maintained throughout the service, particularly in regard to reducing the attainment gaps arising from social and economic disadvantage.
- Continuing to work in partnership with community planning partners to provide opportunities for positive destinations and to support and equip young people to take advantage of them.
- Continuing to develop the broad general education to deliver the four capacities of curriculum for excellence. We will seek to produce successful learners, confident individuals, responsible citizens and effective contributors.
- Implementing the key outcomes of the Moving Forward in Learning Work streams, set up to lead transformational change in the curriculum, and quality improvement within the service.
- Continue implementation of strategic change within the Additional Support Needs Service.

- Integration of Sports Development, Outdoor Education, Community Arts, Adult Basic Education, Community and Leisure and CLD-Adult Services with Education Service Units to achieve best value and stronger partnership working to improve customer service
- Merge the Adult Basic Education and CLD Adults Team to form an Adult Learning Service.
- Lead on the implementation of the Learning and Skills Framework to develop Community Learning Partnerships and Plans in the nine school catchment areas.
- Develop activity to pilot the new Adult Achievement Awards which will launch in June 2016.
- Undertake parental engagement to deliver family learning opportunities and develop a strategy for engagement with parents and carers.
- Work with partners to improve digital skills of the 20% of the population who are digitally excluded.
- Continue implementation of service redesign within early learning and childcare by expanding flexibility and choice within early learning and childcare and maximise uptake of early learning and childcare for eligible two year olds.
- Installation of new integrated booking system for the Low Port Centre and across the expanding Community Sport Hub network.
- Production of an Integrated Active Schools and Sports Development work plan to deliver an integrated model of service delivery between the Active Schools and Sports Development teams.
- Website/Social Media development to improve the quality of online presence for the Low Port Centre, increasing awareness of service provision.
- Support schools and youth work providers to meet the objectives of the Curriculum for Excellence, enabling young people to be successful learners, confident individuals, responsible citizens and effective contributors
- Deliver Teenagers and Toddlers, a digital arts project, in partnership with West Lothian Youth Action Project and Hippotrix, a creative app development company. This project will enable us to contribute to the Government's Time

to Shine Youth Arts Strategy which promotes the benefits and positive impacts of culture to the development of young people.

- Deliver CreateSpace, an urban regeneration project that will enable communities to identify underused or neglected areas and work with artists to reshape and regenerate the local urban environment.
- Provide opportunities for individuals, families, communities and clubs to access a wide range of sport, leisure and learning in the community high schools.



**James Cameron**  
**Head of Education**  
**(Quality Assurance)**



**Donna McMaster**  
**Head of Education**  
**(Development)**

## 1.2 Context

Education is delivered within the context of Curriculum for Excellence.

Education Service's main strategy ensures a focus on raising attainment. Raising attainment will increase the opportunities open to young people when they leave school, and increase their chances of progressing to a positive destination. Improving attainment for young people and developing essential skills for work contributes directly to local and national economic growth and prosperity. West Lothian Council recognises the economic benefit to individuals, and hence the community, of improving educational attainment.

Education Services also recognises the importance of promoting learning for life and encouraging a creative, enterprising and ambitious outlook, and developing values and citizenship. The attributes and capacities that will give young people a competitive advantage, locally, nationally and internationally; and the ability to respond to the many personal, local, national and global challenges they will face within their lifetimes will be developed through the experiences and outcomes of Curriculum for Excellence.

Education Services works towards achieving the key strategic aims of the council and community planning partners as set out in the Single Outcome Agreements, and these strategic aims guide the work of the service. In particular Education Services seeks to ensure that our children have the best start in life and are ready to succeed and that we are better educated and have access to increased and better quality learning and employment opportunities.

Education Services will respond to national developments in the curriculum and qualifications, and the expansion of services such as early learning and childcare, but will seek to position West Lothian as a sector leading authority in relation to these developments.

Strategic change in services for children and young people with additional support needs, and the implementation of Getting it Right for Every Child, will ensure that all young people are able to benefit from inclusion and the presumption of a mainstream education.

In recognition of the links between health and attainment, breakfast clubs are maintained at all primary schools, and for secondary pupils with entitlement to free school meals.

Access to free school meals, the most generous clothing grants in Scotland, a clothing store at each school and Education Maintenance Allowance will maximise the ability of all children to access and benefit from Education, and will help minimise the poverty gap. These services, and the provision and promotion of 600 hours of free early learning and childcare for young people whose parents are in receipt of qualifying benefit, will contribute to the Council's Anti-Poverty Strategy.

In the context of increasing inequality research shows that children and adults from deprived areas are much less likely to participate in sport, leisure and cultural activities than those from wealthier areas. Exclusion from sport, leisure and cultural activities inhibits personal and social development and attainment and impacts negatively on physical and mental health and life expectancy. Sport, leisure and cultural services provided directly by public sector organisations continue to be accessed much more effectively by more disadvantaged groups than facilities operated by commercial organisations or by leisure trusts. Maintaining high levels of access to sport, leisure and cultural opportunities by children and adults from more deprived areas will remain a key focus for the service despite the pressures to reduce expenditure and increase charges.

The Learning and Skills Framework sets out our strategic direction for lifelong and life-wide learning and meets the requirement that all local authorities have a three year Community Learning and Development (CLD) Plan. The Framework builds on the council and partners' commitment to empower individuals and communities through learning, and aims to enable the creation of an inclusive vision of lifelong learning across West Lothian.

West Lothian Council aspires to create a lifelong learning community that mobilises learning in all forms: to drive the social, economic and cultural life of West Lothian through a shared vision and partnership approach. The capacity to learn throughout life empowers people to take control of their lives, gives choice, and adds to quality of life through greater competency and personal fulfilment. It strengthens community bonds and the economic sustainability of the community.

### 1.3 Partnership Working

Partnership working is at the heart of Education Services delivery of positive outcomes for children and young people.

Effective partnership between schools and centrally based officers is essential to effective service delivery. Partnership with parents, and their involvement in their child's learning, is essential to the raising of attainment.

Partnership with Education Scotland including Her Majesty's Inspectorate (HMI) is central to developing and improving the quality of education in West Lothian.

Education Services works closely with partners from the West Lothian Community Planning Partnership (WLCPP) to deliver the strategic aims of the service, and Single Outcome Agreement (SOA) targets. In particular extensive partnership working takes place to improve positive destinations for school leavers, including with council services, West Lothian College, Skills Development Scotland, and the private and voluntary sectors and their representatives. This is achieved through the Community Planning Partnership. Partnership working is also key in the delivery of positive outcomes for children and young people with Additional Support Needs (ASN). This partnership between education, social policy and health amongst others is including healthy eating, tooth brushing, inoculations and health improvement. Police Scotland is also a key partner of centrally based officers and schools in the promotion of citizenship and personal safety in schools, including efforts to deter children and young people from drug use and organised crime.

Partnership with the private sector underpins delivery of school infrastructure, and partnership with the private and voluntary sectors supports delivery of pre-school provision. Partnership with the voluntary sector allows the delivery of childcare objectives.

Partnership with *sportscotland* underpins the achievement of positive outcomes for Active Schools. Partnerships with national and local bodies facilitate the achievements of Instrumental Music targets. Community Learning and Development - Youth Services (CLD – Youth Services) works with a range of partners to deliver positive outcomes for young people, including the Scottish Youth Parliament, West Lothian Youth Congress and Duke of Edinburgh Award.

### Key Partners for Education Services

- |  |  |
|--|--|
| ■ Parents                                  | ■ Lothian Health                                   |
| ■ Education Scotland including HMI         | ■ Community Playgroups                             |
| ■ West Lothian College                     | ■ Pre-School Partner Providers (Private Nurseries) |
| ■ Police Scotland                          | ■ Child-minders                                    |
| ■ Social Policy                            | ■ sportscotland                                    |
| ■ Alpha Schools (West Lothian) Ltd (PPP1)  | ■ Royal Conservatoire Scotland                     |
| ■ West Lothian Parent Council Forum        | ■ West Lothian Youth Congress                      |
| ■ Simply Play                              | ■ Scottish Youth Parliament                        |
| ■ NYCoS (National Youth Choir of Scotland) | ■ Care Inspectorate                                |
| ■ Duke of Edinburgh's Award                | ■ Scottish Fire and Rescue Service                 |
| ■ Oatridge College                         |  |



## 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.

Council Priorities	Schools	Quality Improvement	Educational Psychology	Additional Support Needs	Strategic Resources	Policy and Performance	Active Schools	Sport and Outdoor Education	Instrumental Music	CLD – Youth Services	Adult Learning	Community & Leisure	Community Arts
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					✓								✓

Figure 1: Council priorities and activities

Enablers													
Financial planning	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Corporate governance and risk						✓							
Modernisation and improvement	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

## 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	<ul style="list-style-type: none"> <li>■ Raising Attainment</li> <li>■ Closing the Gap</li> </ul>	2015	2017	July 2017

*Figure 2: Corporate Strategies*

## 2 Education Services Structure

The service is part of the Education and Planning Services directorate. The management structure is outlined in figure 3 below:

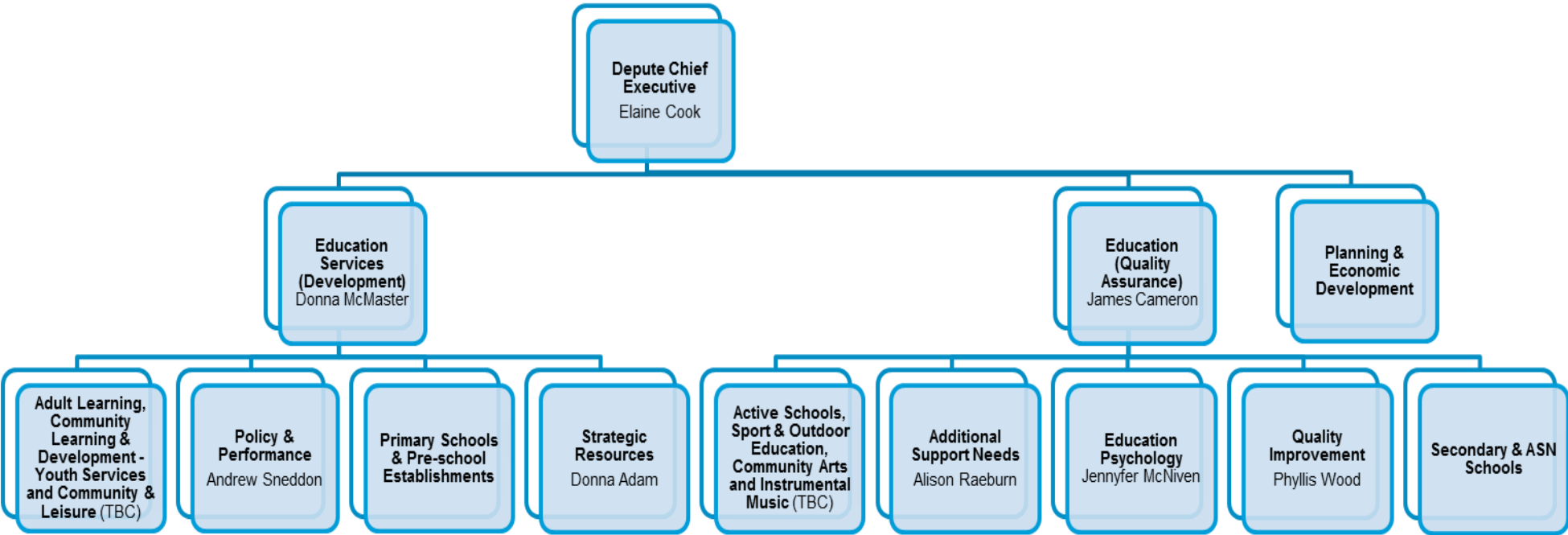


Figure 3: Service Structure

## 3 Service Activity

### 3.1 Schools

Managers:	James Cameron and Donna McMaster
Number of Staff (FTE):	2763.1
Location:	Primary, Secondary and additional Support Need Schools and Early Learning and Childcare Establishments throughout West Lothian

#### Purpose

West Lothian Council's 66 primary schools, 11 secondary schools, 56 pre-school establishments and 5 additional support needs schools deliver Education Services to approximately 26,000 pupils and approximately 4000 pre-school children, their parents/carers and the wider community.

Education is provided in terms of the Education (Scotland) Act 1980, the Standards in Scotland's Schools Etc. Act 2000, the Education (Additional Support for Learning) (Scotland) Act 2004, and the Children and Young People (Scotland) Act 2014.

Schools work towards achieving the key strategic aims of the Council. In particular, Schools improves opportunities for young people, in partnership with centrally based officers, other Council services and external partners 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
- Promoting citizenship and community engagement
- Promoting skills for lifelong learning including enterprise and creativity

The purpose of schools is to ensure that children and young people develop to their fullest potential whilst continuously raising attainment and achievement and securing positive destinations for all school leavers. Schools strive to improve the quality and performance of the service they provide to pupils and parents/carers who are their key customers.

## Activities

The main activities of the service in 2016/17 will be:

- Targeting approaches to close the equity gaps in attainment and achievement arising from social and economic circumstances
- Ensuring that all eligible pre-school children have access to high quality early learning and childcare that meets the needs of parents/carers and working families
- Providing quality learning and teaching through continuous professional learning for staff
- Enhancing intervention approaches for children and young people facing challenges in life and learning, particularly looked after children
- Continuing to develop the curriculum in the broad general education and to further enhance the senior phase curriculum through partnership working and collaboration
- Continuing to improve attainment through the implementation of the Attainment Strategy and intelligent use of performance data to improve performance
- Re-designing support to children with Additional Support Needs in both specialist provision and through enhanced capacity in mainstream schools
- Working with partners in developing the young workforce and maximising opportunities for young people 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 (HMI)
- Scottish Qualifications Agency
- General Teaching Council for Scotland
- West Lothian College
- Central Scotland Partnership (Continuous Professional Learning)
- NHS Lothians
- Police Scotland
- Social Policy
- Care Inspectorate

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they 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	Head Teacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Head Teacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Customer Services Manager	Report to Head Teachers and Policy Development and Scrutiny Panel
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Customer Services Manager	Report to HTs and PDSP
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Customer Services Manager	Report to HTs and PDSP
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Performance Officer	COVALENT
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Performance Officer	COVALENT

**Customer Consultation Schedule**

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Parents/ Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Customer Services Manager	Minutes of Meetings
Parents/ Carers	Survey of all parents	Annual (June)	Performance Officer	COVALENT
Pupils	Ethos survey of all pupils in schools undergoing Council Reviews	Throughout year – approx. 10 schools	Performance Officer	School Review Report

**Employee Engagement**

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

**Employee Engagement Schedule**

Employee Group	Engagement Method	Frequency	Responsible Officer
Senior Management Team	Meetings	Weekly	Heads of Education (Development) and (Quality Assurance)
Head Teachers	Head Teacher Meetings	6 times per year	Head of Service
All Staff	One-to-ones	Fortnightly / monthly	Head Teacher
All Staff	Team meetings	Fortnightly / monthly	Head Teacher
Staff sample	Employee survey	Annually	Head Teacher
All Staff	Staff Briefings	Annually, as required	Head Teacher



### Activity Budget

#### WLAM TEAM: EARLY YEARS - EARLY LEARNING AND CHILDCARE - SCHOOLS

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2015/16	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Nursery Education - Council Provision	To ensure that all eligible 2, 3 & 4 year olds have access to a nursery place and are provided with a quality learning experience. To introduce and increase flexibility and choice for parents.	3. Improving attainment and positive destinations for school children	EDSCH073_9a.1c - Nursery Education: Cost Per Pre School Place - £2392	HIGH LEVEL	171.6	7,776,979	0	7,776,979
			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	697	0	697
	<b>Total :-</b>				<b>171.6</b>	<b>7,777,676</b>	<b>0.0</b>	<b>7,777,676</b>

#### WLAM TEAM: PRIMARY EDUCATION

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
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.	3. Improving attainment and positive destinations for school children	EDSCH071_9a.1c - Cost per Pupil in West Lothian Primary Schools (Scottish Government Calculation) - £4,900	HIGH LEVEL	962.0	47,790,917	(337,808)	47,453,109
			EDSCH074_9b.1a - Assessment: Age Equivalent Score for Reading - P7 Pupils - 11.5	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.	3. Improving attainment and positive destinations for school children	EDSCH071_9a.1c - Cost per Pupil in West Lothian Primary Schools (Scottish Government Calculation) - £4,900	HIGH LEVEL	357.4	8,464,068	(79,239)	8,384,829
			EDSCH077_9b.1a - Assessment: Age Equivalent Score in P7 of Pupils in Lowest 20% - Reading - 8.9	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.		1.3	29,267	0	29,267
Time Limited - Enhanced	To support nurture activity in primary	3. Improving attainment and	Progress on delivery of this activity is reported to both CMT		5.0	267,000	0	267,000

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Early Intervention	schools with a focus on contextualised literacy and numeracy.	positive destinations for school children	and Council Executive on a quarterly basis.					
	<b>Total :-</b>				<b>1319.4</b>	<b>56,254,985</b>	<b>(417,047)</b>	<b>55,837,938</b>

**WLAM TEAM: SECONDARY EDUCATION**

Activity Name and Description		Link to Corporate	Performance Indicator and Target 2016/17	PI Category	Staff Resources	Revenue Expenditure	Revenue Income	Net Revenue
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		Plan			(FTE)	Budget 2016/17 £	Budget 2016/17 £	Budget 2016/17 £
Education of Pupils - Secondary Classes	Quality core teaching provision available to pupils aged 11-18 in mainstream secondary schools.	3. Improving attainment and positive destinations for school children	EDSCH072_9a.1c - Cost per Pupil in West Lothian Secondary Schools (Scottish Government Calculation) - £6,425	HIGH LEVEL	883.4	39,302,688	(366,370)	38,936,318
			EDSQA070_9b.1c - Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better (by end of S5) - 21%	PUBLIC				
Education of Pupils - Secondary Classes	Quality core support provision for pupils aged 11-18 in mainstream secondary schools.	3. Improving attainment and positive destinations for school children	EDSCH072_9a.1c - Cost per Pupil in West Lothian Secondary Schools (Scottish Government Calculation) - £6,425	HIGH LEVEL	106.4	5,196,238	(49,960)	5,146,278
			EDSCH037_9b.1c - Percentage Attendance Levels in West Lothian Secondary Schools - 92%	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	23,692	0	23,692
Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17	Revenue Income Budget 2016/17	Net Revenue Budget 2016/17

						£	£	£
Time Limited - Study Support	Improving attainment in Secondary Schools.	3. 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	124,000	0	124,000
	<b>Total :-</b>				<b>989.8</b>	<b>44,498,926</b>	<b>(416,330)</b>	<b>44,082,596</b>

WLAM TEAM: EDUCATION SERVICES - ADDITIONAL SUPPORT NEEDS - SCHOOLS

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Special Schools - Severe and Complex	Meeting the needs of pupils with severe and complex needs in specialist provision: Pinewood, Ogilvie and Beatlie.	3. Improving attainment and positive destinations for school children	9(a) Cost per pupil - Severe and Complex provision - £191.27	HIGH LEVEL	111.3	5,080,427	0	5,080,427
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 100 %	HIGH LEVEL				
Special School - Moderate Learning Difficulties/Vulnerability/ASD	Meeting the needs of pupils with moderate learning difficulties/vulnerability/ASD in specialist provision: Cedarbank.	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Moderate Learning Difficulty/vulnerability/ASD Provision - £65.93	HIGH LEVEL	37.4	1,751,150	0	1,751,150
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 100 %	HIGH LEVEL				
Special School - Social, Emotional and Behavioural Need - Secondary	Meeting the needs of secondary aged pupils with social, emotional and behavioural in specialist provision: Secondary Behaviour Support Service	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Social, Emotional, Behavioural Needs Provision (secondary) - £45.96	HIGH LEVEL	27.2	1,220,766	0	1,220,766
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 100 %	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Special School - Social, Emotional and Behavioural Need - Primary	Meeting the needs of primary aged pupils with social, emotional and behavioural needs in specialist provision: Connolly School Campus	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Social, Emotional, Behavioural Needs Provision (Primary) - £16.05	HIGH LEVEL	14.1	426,389	0	426,389
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 100 %	HIGH LEVEL				
Severe and Complex Needs	Meeting the needs of pupils with severe and complex needs within mainstream schools	3. Improving attainment and positive destinations for school children	9(a) Cost per Pupil - Centrally allocated support in relation to severe and complex needs - £24.61	HIGH LEVEL	0.0	653,661	0	653,661
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 100 %	HIGH LEVEL				
ASN Outreach Services	Meeting the needs of pupils with additional support needs within mainstream schools: Sensory; ASD; ADHD; Hospital Tuition; Mental	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Outreach Services - £33.55	HIGH LEVEL	38.1	891,049	0	891,049
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
	Health; Looked After; Literacy; Language and Communication; Pre-school.		Needs - 100 %					
Autism Provision	To support the needs of pupils accessing ASD classes provision on a full and part time basis.	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -ASD Services - £42.54	HIGH LEVEL	34.4	1,130,013	0	1,130,013
Speech & Language	To support pupils with special educational needs relating to speech and language needs.	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Allied Health Professionals SALT - £25.63	HIGH LEVEL	9.3	680,808	0	680,808
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 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.		10.5	372,532	0	372,532
	<b>Total :-</b>				<b>282.3</b>	<b>12,206,795</b>	<b>0</b>	<b>12,206,795</b>



## Actions

### Actions 2015/16

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.	Head of Schools With Education Support	01/04/15	31/03/16	Complete
Improve Employability in Secondary Schools	More young people enter positive destinations.	Positive and sustained destinations continue to improve.	Head of Education (Quality Assurance)	01/04/15	31/03/16	Complete
Improve attainment in Secondary Schools	Improved attainment in national examinations as evidenced through SQA results.	Attainment continues to improve.	Head of Education (Quality Assurance)	01/04/15	31/03/16	Complete

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
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.	Head of Education (Quality Assurance)	01/04/15	31/03/16	Complete
Enhanced Early Intervention – Secondary Schools – Narrowing the Attainment Gap	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school.	Schools report positive impact	Head of Education (Quality Assurance)	01/04/15	31/03/16	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	Head of Schools With Education Support	01/04/15	31/03/16	Complete
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)

**Actions 2015/16**

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.	Head of Schools With Education Support	01/04/15	31/03/16	Complete
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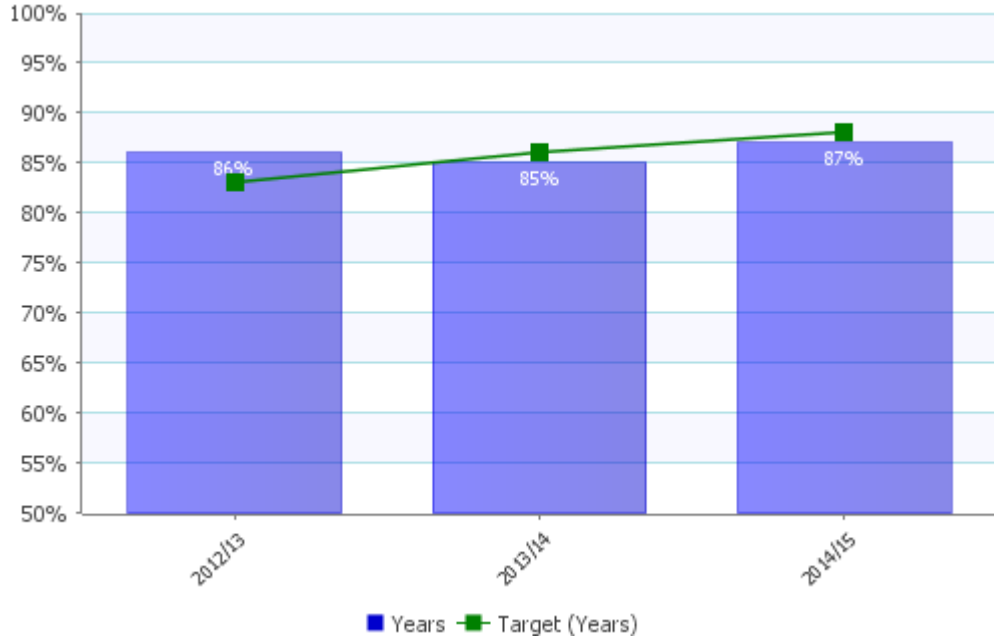
**Actions 2016/17**

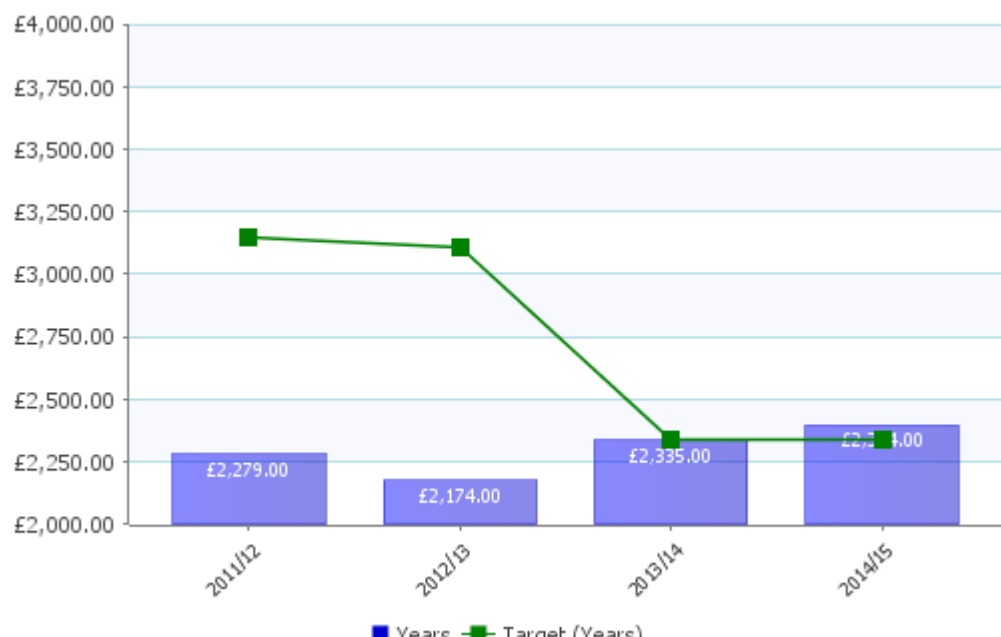
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Improve Employability in Secondary Schools	More young people enter positive destinations.	Positive and sustained destinations continue to improve.	Head of Education (Quality Assurance)	01/04/16	31/03/17	Active
Improve attainment in Secondary Schools	Improved attainment in national examinations as evidenced through ScQF results.	Attainment continues to improve.	Head of Education (Quality Assurance)	01/04/16	31/03/17	Active
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)

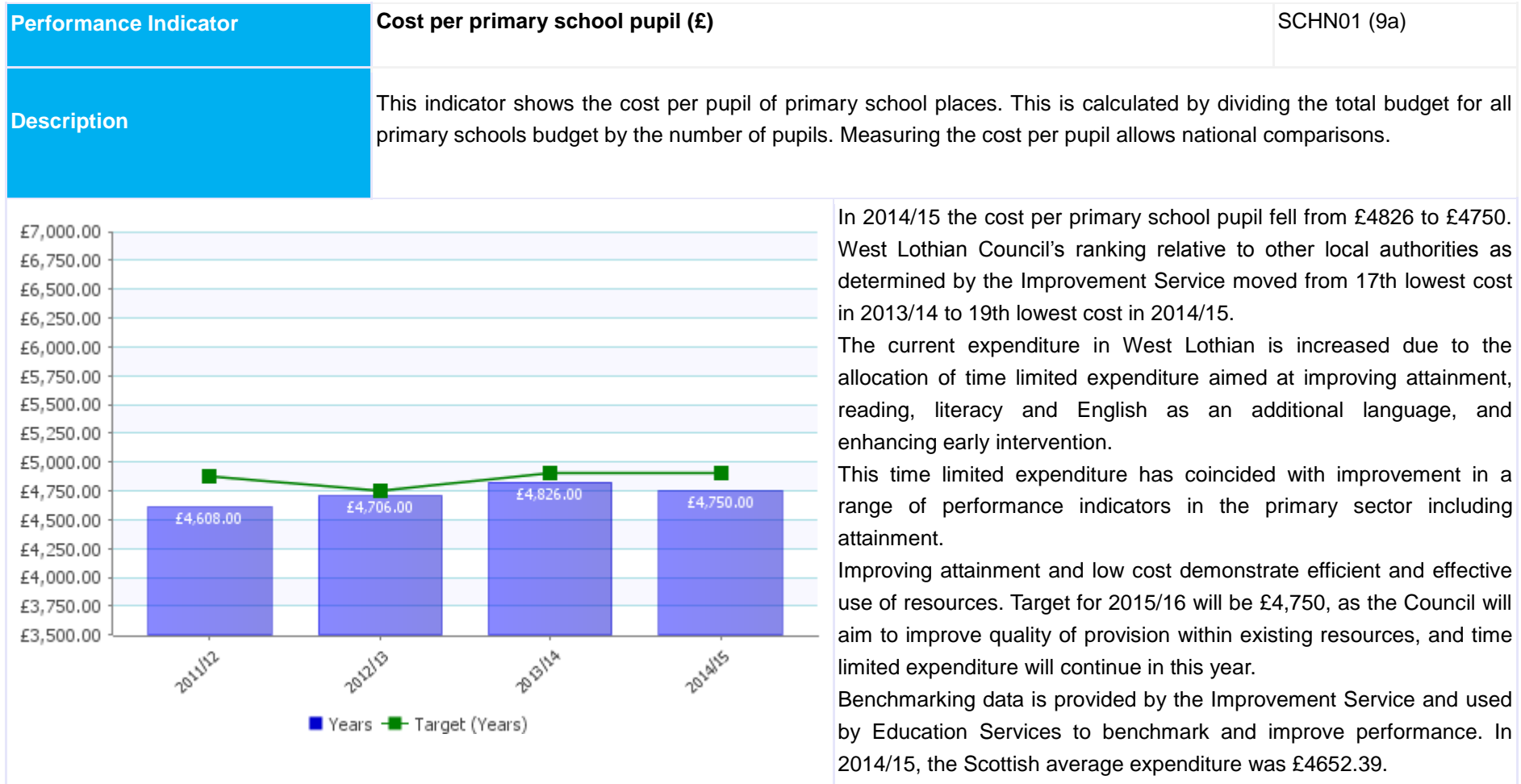
**Actions 2016/17**

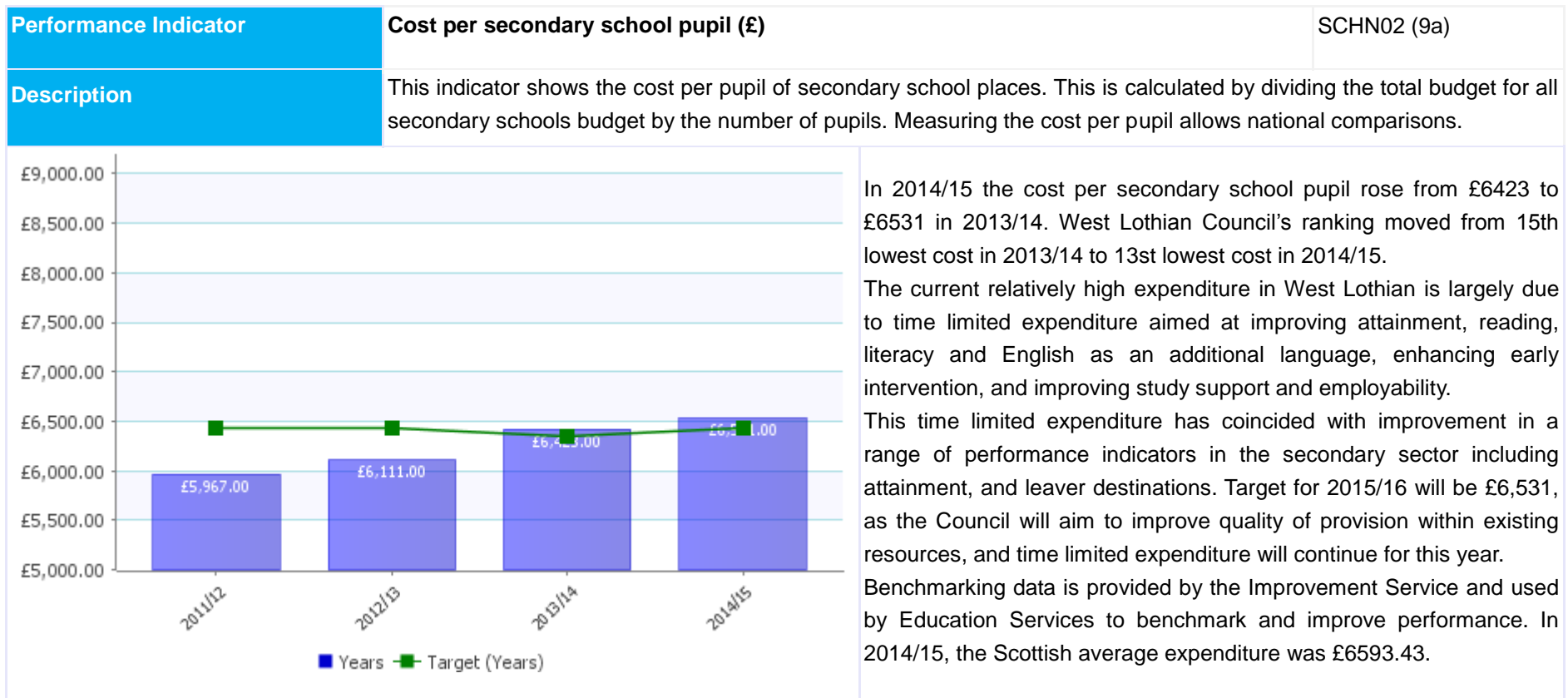
16+ Learning Choices – Vocational Provision/ Partnership with West Lothian College	Young people benefit from an improved and appropriate range of vocational courses suited to need.	Schools offer access to an increased number of vocational courses, in partnership.	Head of Education (Quality Assurance)	01/04/16	31/03/17	Active
Enhanced Early Intervention – Secondary Schools – Narrowing the Attainment Gap	Children facing challenge in life and learning are supported through nurture groups to remain engaged with school.	Schools report positive impact	Head of Education (Quality Assurance)	01/04/16	31/03/17	Active
Raise attainment in Primary Sector	Raised attainment at transition.	Schools report positive impact	Head of Education (Development)	01/04/16	31/03/17	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.	Head of Education (Development)	01/04/16	31/03/17	Active

**Performance**

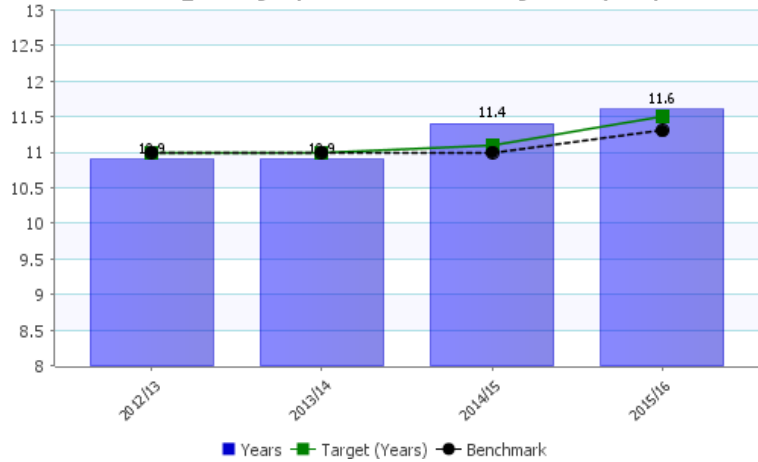
Performance Indicator	Percentage of Adults Satisfied with Local Schools	SCHN10 (6a)										
Description	This indicator measures the percentage of adults resident in the local area who are satisfied or very satisfied with schools, as measured in the Scottish Household Survey											
 <p>The chart displays the percentage of adults satisfied with local schools over three years. The y-axis represents the percentage from 50% to 100%. The x-axis shows the years 2012/13, 2013/14, and 2014/15. Blue bars represent the actual years, and a green line with square markers represents the target. The data points are: 2012/13 (86%), 2013/14 (85%), and 2014/15 (87%). The target for 2015/16 is set at 88%.</p> <table><tr><th>Year</th><th>Percentage of Adults Satisfied</th></tr><tr><td>2012/13</td><td>86%</td></tr><tr><td>2013/14</td><td>85%</td></tr><tr><td>2014/15</td><td>87%</td></tr><tr><td>Target (2015/16)</td><td>88%</td></tr></table>		Year	Percentage of Adults Satisfied	2012/13	86%	2013/14	85%	2014/15	87%	Target (2015/16)	88%	<p>The percentage of adults satisfied with local schools rose to 87% in 2014/15 from 85% in 2013/14. West Lothian Council's ranking moved from 12 out of 32 Scottish authorities in 2013/14 to 10 out of 32 in 2014/15, demonstrating improvement relative to other Scottish authorities.</p> <p>West Lothian Council was ranked 3 out of 8 authorities in the Local Government Benchmarking Framework (LGBF) Family Group which is the same as the 2013/14 ranking. This group comprised; Clackmannanshire, Dumfries and Galloway, Falkirk, Fife, Renfrewshire, South Ayrshire and South Lanarkshire), with the family grouping for this category based on areas of deprivation/ affluence.</p> <p>The target for 2015/16 has been set at 88% as the authority will seek to improve satisfaction.</p> <p>Benchmarking data is provided by the Improvement Service and used by Education Services to benchmark and improve performance. In 2014/15, the Scottish average was 79%.</p>
Year	Percentage of Adults Satisfied											
2012/13	86%											
2013/14	85%											
2014/15	87%											
Target (2015/16)	88%											

Performance Indicator	Cost per pre-school place (£)	SCHN03 (9a)															
Description	This indicator shows the cost per pupil of pre-school places. This is calculated by dividing the total budget for all pre-schools budget by the number of pupils. Measuring the cost per pupil allows national comparisons.																
 <p>The chart displays the cost per pre-school place in West Lothian Council from 2011/12 to 2014/15. The Y-axis represents the cost in pounds (£), ranging from £2,000.00 to £4,000.00 in increments of £250.00. The X-axis shows the financial years. Blue bars represent the actual cost per place for each year, and a green line with square markers represents the target cost per place. The actual costs are: £2,279.00 in 2011/12, £2,174.00 in 2012/13, £2,335.00 in 2013/14, and £2,394.00 in 2014/15. The target cost starts at approximately £3,150.00 in 2011/12, drops to about £3,100.00 in 2012/13, and then falls to approximately £2,300.00 in 2013/14 and 2014/15.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Actual Cost (£)</th> <th>Target Cost (£)</th> </tr> </thead> <tbody> <tr> <td>2011/12</td> <td>£2,279.00</td> <td>~£3,150.00</td> </tr> <tr> <td>2012/13</td> <td>£2,174.00</td> <td>~£3,100.00</td> </tr> <tr> <td>2013/14</td> <td>£2,335.00</td> <td>~£2,300.00</td> </tr> <tr> <td>2014/15</td> <td>£2,394.00</td> <td>~£2,300.00</td> </tr> </tbody> </table>		Year	Actual Cost (£)	Target Cost (£)	2011/12	£2,279.00	~£3,150.00	2012/13	£2,174.00	~£3,100.00	2013/14	£2,335.00	~£2,300.00	2014/15	£2,394.00	~£2,300.00	<p>The cost per pre-school registration rose to £2,394 in 2014/15 compared to £2347.16 in 2013/14. West Lothian Council's ranking moved from 5 out of 32 Scottish authorities in 2013/14 to 2 out of 32 in 2014/15.</p> <p>West Lothian Council's efficient use of the school estate and efficient management of the allocation of pupils and staff to schools increased efficiency, although West Lothian Council has retained a greater degree of teacher input into pre-school provision than other authorities. The expenditure in West Lothian was supported by the rigorous pupil placement approach which maximises efficient allocation of staff resources to meet anticipated demand. Achieving Best Value and the highest quality provision is a factor in placement decisions.</p> <p>West Lothian Council was ranked 1 out of 8 authorities in the Local Government Benchmarking Framework (LGBF) Family Group. This comprised; Clackmannanshire, Dumfries and Galloway, Falkirk, Fife, Renfrewshire, South Ayrshire and South Lanarkshire councils and the family grouping for this category was based on areas of deprivation/affluence.</p> <p>Target for 2015/16 will be £2,394 as West Lothian Council will seek to raise quality of provision within existing resources.</p> <p>Benchmarking data is provided by the Improvement Service and used by Education Services to benchmark and improve performance. In 2014/15, the Scottish average expenditure was £3306.44.</p>
Year	Actual Cost (£)	Target Cost (£)															
2011/12	£2,279.00	~£3,150.00															
2012/13	£2,174.00	~£3,100.00															
2013/14	£2,335.00	~£2,300.00															
2014/15	£2,394.00	~£2,300.00															







Performance Indicator	Age Equivalent Score for Reading - Primary 7 Pupils.		CP:EDSCH46_9b.1a																				
Description	This indicator shows the age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in Reading. All Primary 7 pupils have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.																						
	This PI measures performance in the school/academic year.																						
<div><div><div>CP:EDSCH46_9b.1a Age Equivalent Score for Reading - Primary 7 Pupils.</div><div><table data-bbox="313 585 1068 1048"><thead><tr><th>School Session</th><th>Years</th><th>Target (Years)</th><th>Benchmark</th></tr></thead><tbody><tr><td>2012/13</td><td>10.9</td><td>11.7</td><td>11.7</td></tr><tr><td>2013/14</td><td>10.9</td><td>11.7</td><td>11.7</td></tr><tr><td>2014/15</td><td>11.4</td><td>11.7</td><td>11.7</td></tr><tr><td>2015/16</td><td>11.6</td><td>11.7</td><td>11.7</td></tr></tbody></table></div></div><div><div><div>Trend Chart Commentary</div><div>School session 2012/13 was the first time Adaptive Tests were used in West Lothian schools.</div><div>P7 pupils scored 11.6 in school session 2015/16 which was an increase of 0.2 on the previous school session.</div><div>Nationally P7 pupils scored 11.3 in 2015/16.</div><div>The target set for West Lothian for session 2016/17 has been set at 11.7 and this target will be kept under review by the Senior Management Team in light of progress with this target.</div></div></div></div>				School Session	Years	Target (Years)	Benchmark	2012/13	10.9	11.7	11.7	2013/14	10.9	11.7	11.7	2014/15	11.4	11.7	11.7	2015/16	11.6	11.7	11.7
School Session	Years	Target (Years)	Benchmark																				
2012/13	10.9	11.7	11.7																				
2013/14	10.9	11.7	11.7																				
2014/15	11.4	11.7	11.7																				
2015/16	11.6	11.7	11.7																				

## Performance Indicator

## Age Equivalent Score for General Mathematics - Primary 7 Pupils.

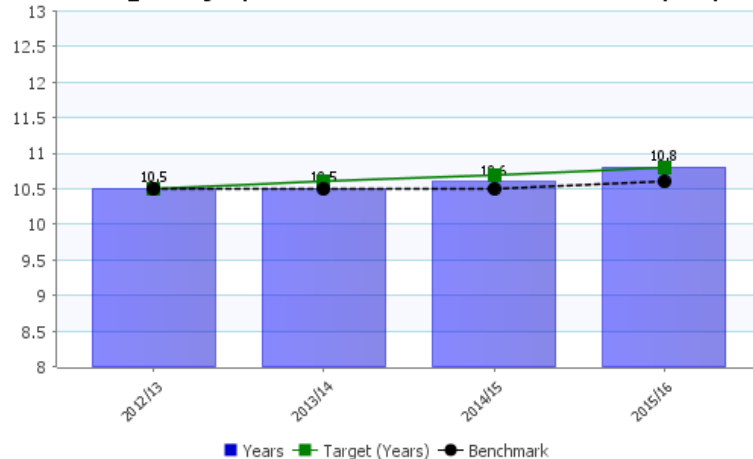
CP:EDSCH47\_9b.1a

## Description

This indicator shows the average age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in General Mathematics. All Primary 7 pupils have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.

This PI measures performance in the school/academic year.

CP:EDSCH47\_9b.1a Age Equivalent Score for General Mathematics - Primary 7 Pupils.



## Trend Chart Commentary

School session 2012/13 was the first time Adaptive Tests were used in West Lothian schools.

P7 pupils scored 10.8 in school session 2015/16 which was an increase of 0.2 on the previous school session.

Nationally P7 pupils scored 10.6 in 2015/16.

The target set for West Lothian for session 2016/17 has been set at 10.9 and this target will be kept under review by the Senior Management Team in light of progress with this target.

## Performance Indicator

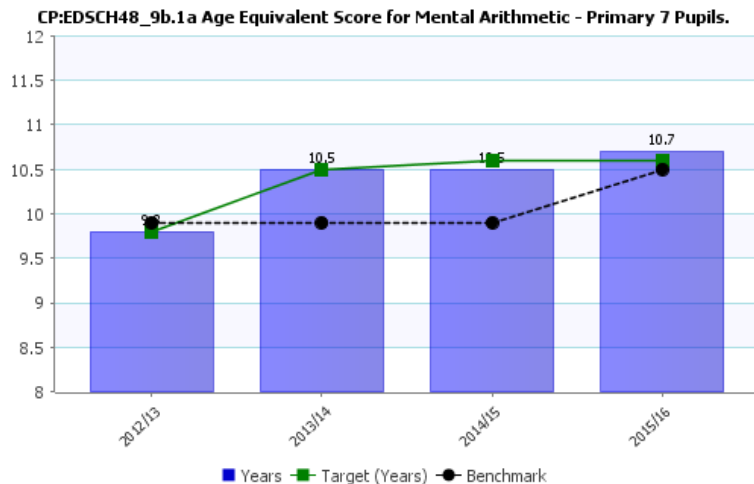
## Age Equivalent Score for Mental Arithmetic - Primary 7 Pupils.

CP:EDSCH48\_9b.1a

## Description

This indicator shows the average age equivalent score for Primary 7 pupils who have been assessed using Adaptive Tests in Mental Arithmetic. All Primary 7 pupils will have been assessed in Reading, General Maths, Spelling, Mental Arithmetic and Developed Ability.

This PI measures performance in the school/academic year.




## Trend Chart Commentary

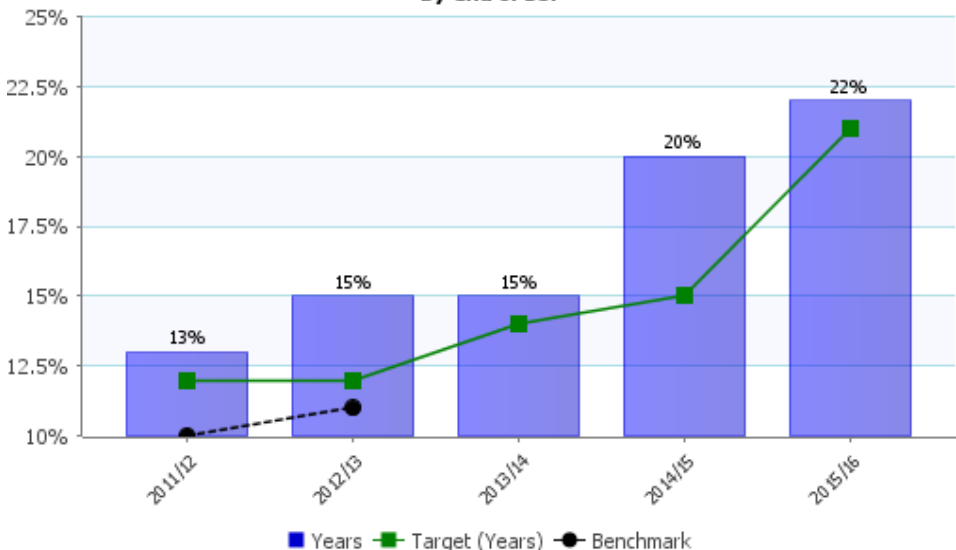
School session 2012/13 was the first time Adaptive Tests were used in West Lothian schools.

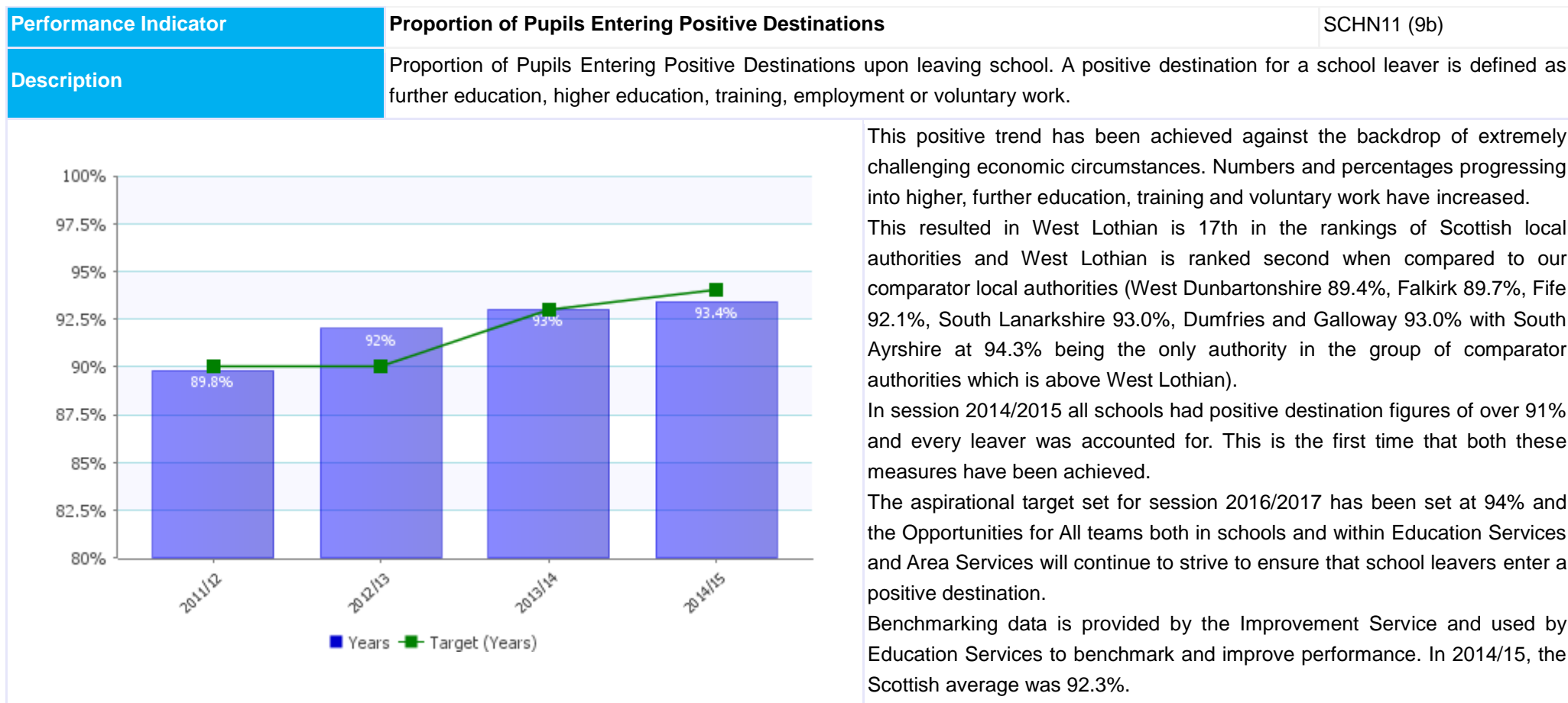
P7 pupils scored 10.7 in school session 2015/16 which was an increase of 0.2 on the previous school session.

Nationally P7 pupils scored 10.5 in school session 2015/16.

The target set for West Lothian for session 2016/17 has been set at 10.8 and this target will be kept under review by the Senior Management Team in light of progress with this target.

Performance Indicator	Percentage Pupils in S5 Achieving 3+ Qualifications at SCQF Level 6 by end of S5.	CP:EDSQA69_9b.1c												
Description	Percentage of pupils in their 5th year of secondary education (S5) attaining 3 or more qualifications at Level 6 (Higher A-C grade or equivalent). National reporting in 2016 will be undertaken in terms of the Scottish Curriculum and Qualifications Framework (SCQF). National reporting will also include SQA band D results. SQA band D results have been excluded from the figures in this report, in order to make the performance in this report directly comparable to previous years' reported attainment. The Scottish Government will calculate this statistic based on the appropriate S4 roll.													
	August figures do not include data from the results service and will be updated in February of each year. Figures may change as the result of appeals and college results are known. This PI measures performance in the school/academic year.													
<div>CP:EDSQA69_9b.1c Percentage Pupils in S5 Achieving 3+ Qualifications at SCQF Level 6 by end of S5.</div> <div><table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2011/12</td><td>26%</td></tr><tr><td>2012/13</td><td>29%</td></tr><tr><td>2013/14</td><td>30%</td></tr><tr><td>2014/15</td><td>38%</td></tr><tr><td>2015/16</td><td>40%</td></tr></tbody></table><div>■ Years ■ Target (Years) ● Benchmark</div></div>			Year	Percentage	2011/12	26%	2012/13	29%	2013/14	30%	2014/15	38%	2015/16	40%
Year	Percentage													
2011/12	26%													
2012/13	29%													
2013/14	30%													
2014/15	38%													
2015/16	40%													
<div>Trend Chart Commentary:</div> <div>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 26% to 40%. Attainment has exceeded the target (39%). Performance in this measure in school session 2015/16 is at it's highest over the last 12 years.</div> <div>Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a major factor in the improvements seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2016/17 is set at 41% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.</div> <div>The Results for 2015/16 are subject to update.</div>														

<b>Performance Indicator</b>	<b>Percentage of Pupils in S5 Achieving 5+ Qualifications at SCQF Level 6 by end of S5.</b>	CP:EDSQA70_9b.1c																								
<b>Description</b>	Percentage of pupils in their 5th year of secondary education (S5) attaining 5 or more qualifications at Level 6 (Higher A-C grade or equivalent). National reporting in 2016 will be undertaken in terms of the Scottish Curriculum and Qualifications Framework (SCQF). National reporting will also include SQA band D results. SQA band D results have been excluded from the figures in this report, in order to make the performance in this report directly comparable to previous years' reported attainment. The Scottish Government will calculate this statistic based on the appropriate S4 roll.																									
	August figures do not include data from the results service and will be updated in February of each year. Figures may change as the result of appeals and college results are known. This PI measures performance in the school/academic year.																									
<div><div>CP:EDSQA70_9b.1c Percentage of Pupils in S5 Achieving 5+ Qualifications at SCQF Level 6 by end of S5.</div><div><table><thead><tr><th>Year</th><th>Years</th><th>Target (Years)</th><th>Benchmark</th></tr></thead><tbody><tr><td>2011/12</td><td>13%</td><td>13%</td><td>10%</td></tr><tr><td>2012/13</td><td>15%</td><td>12.5%</td><td>11%</td></tr><tr><td>2013/14</td><td>15%</td><td>15%</td><td>-</td></tr><tr><td>2014/15</td><td>20%</td><td>15%</td><td>-</td></tr><tr><td>2015/16</td><td>22%</td><td>22%</td><td>-</td></tr></tbody></table></div></div> <div><div><b>Trend Chart Commentary:</b></div><div>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 13% to 22%. Attainment has exceeded the target (21%). Performance in this measure in school session 2015/16 is at it's highest over the last 12 years.</div><div>Intervention and support from the Quality Improvement Team and the implementation of the West Lothian Attainment Strategy have been a factor in the improvements seen in this indicator. The work of the Quality Improvement Team will continue in support of further improvements. Schools are now working more collaboratively to support and challenge each other within their secondary hubs to raise attainment. The target for 2016/17 is set at 23% which will be achieved through targeted, proportionate and responsive support to ensure highest impact.</div><div>The Results for 2015/16 are subject to update.</div></div>			Year	Years	Target (Years)	Benchmark	2011/12	13%	13%	10%	2012/13	15%	12.5%	11%	2013/14	15%	15%	-	2014/15	20%	15%	-	2015/16	22%	22%	-
Year	Years	Target (Years)	Benchmark																							
2011/12	13%	13%	10%																							
2012/13	15%	12.5%	11%																							
2013/14	15%	15%	-																							
2014/15	20%	15%	-																							
2015/16	22%	22%	-																							



### Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		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)	NA												
● Update of PPR information	NA												
● WLAM (assessment)	3 year cycle											✓	
● Review Panel	As required												
● Performance Committee	NA												
● Process Review (Lean/RIE activity)	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Progress review of improvement actions	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● CSE preparation	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Inspection or Audit activity	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Budget Management activity	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Health and Safety Assessment(s)	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Business Continuity Planning	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Workforce Planning	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● ADRs	NA			✓									
● Review of customer groups/segmentation matrix	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Customer consultation	Monthly	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
● Review of Service Standards	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Planned Engagement activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Website content management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

## 3.2 Quality Improvement

Managers:	Phyllis Wood
Number of Staff (FTE):	6.7
Location:	Education Services

### Purpose

The core function of the Quality Improvement team (QIT) is to support and challenge school leaders in all schools to build capacity for self-evaluation that leads to improvement in the key areas of:

- Leadership for learning
- The quality of care and education and success and achievement for all learners.

The Quality Improvement team recruits and appoints senior leaders in schools, including Head Teachers, Depute Head Teachers and Principal Teachers and builds capacity for effective senior leadership and leadership at all levels.

Every school has a link officer from the QIT whose function is to act as a point of contact for the school and who will:

- Affirm and validate the GTCS professional update process for Head Teachers
- Receive the school self-evaluation summary and school improvement plan
- Receive the report on standards and quality to parents
- Support the school with stage 2 complaints and significant HR and other issues

The core function of the Performance Team is to provide the Quality Improvement Team and schools with support in the management, analysis and intelligent use of data to support improvements in key indicators of performance. The Quality Improvement team will also drive improvement in Early Learning and Childcare in Council establishments and partner providers.

### Activities

The main activities of the service in 2016/17 will be:

- Implement a proportionate and responsive, three year rolling programme of school review and support for schools based on Validated Self-Evaluation approaches.



- Support effective professional learning including probationer induction and training and the placing of student teachers in collaboration with higher education providers.
- Implement changes to the Moving Forward in learning (MFIL) strategy to drive up standards in the quality of education through more effective collaborative working at all levels. The Quality Improvement Team and Head Teachers will be involved in the co-leadership of high level working groups (work streams) to plan appropriate actions to realise the ambition outlined in the strategy.
- Improve the use of data at all levels to plan effective interventions which lead to improved successes and achievements for all learners in all schools

### **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 (HMI)
- Scottish Qualifications Agency
- General Teaching Council for Scotland
- West Lothian College
- Central Scotland Partnership (Continuous Professional Learning)
- NHS Lothians
- Police Scotland
- Social Policy
- Care Inspectorate

## Customer Participation

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

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Head Teachers	Evaluation of Head Teacher Meetings	Quarterly	Quality Improvement Manager	Report to Head Teacher Executive
Head Teachers	Evaluation of School review programme	After every school review	Lead Officer	WLAM PI
Head Teachers	Evaluation of support with Education Scotland Inspection	After every school inspection	Lead Officer	WLAM PI
Head Teachers	Evaluation of CLPL opportunities	Annual summary	Professional Update Development Officer	WLAM PI

## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
Senior Management Team	Meetings	Weekly	Heads of Education (Development) and (Quality Assurance)
Quality Improvement Officers	One-to-ones	Formally and as requested	Quality Improvement Manager
Quality Improvement Officer/Professional Development Officer/Early years development officer/Raising attainment officer	Team meetings	Weekly	Quality improvement Manager
Quality Improvement Team	Employee survey	Annually	CPD unit
Quality Improvement Team	360 degree evaluation	Annually	Quality Improvement Manager
All Staff	Employee Satisfaction Survey	Annually	Quality Improvement Manager
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)
All Staff	ADR	Annually	Line Mangers

### Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Learning and Teaching Support and Quality Improvement	To support and challenge Head Teachers to improve quality of learning and teaching, attainment, and other outcomes.	3. Improving attainment and positive destinations for school children	Quality Improvement: Cost Per Pupil of Learning and Teaching Support and Quality Improvement - £12.58	HIGH LEVEL	2.4	334,223	0	334,223
			EDSQA070_9b.1c - Percentage of Pupils in S5 Achieving 5+ Qualifications at Level 6 (Higher Grade) or Better (by end of S5) - 20%	HIGH LEVEL				
Manage central professional learning (formerly cpd)	To coordinate and provide centrally professional learning opportunities to build the capacity of school staff to support the implementation of national and local priorities.	Enabler Service - Modernisation and Improvement	EDCPD002_9a.1c - CPD: Cost Per Pupil of Providing Continuous Professional Development Services in Education - £7.20	HIGH LEVEL	2.0	191,182	0	191,182
			SOA1302_14 - Percentage of Primary, Secondary and Special Schools and Pre-School Education Establishments Receiving Positive Education Scotland Inspection Reports - 100%	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
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.	1. Delivering positive outcomes and early interventions for early years	Cost Per Pupil – Childcare – £13.16	HIGH LEVEL	2.0	349,446	0	349,446
			Percentage of financially supported childcare providers receiving positive inspection reports from Care Inspectorate - 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.		0.3	75,887	0	75,887
	<b>Total :-</b>				<b>6.7</b>	<b>950,738</b>	<b>0</b>	<b>950,738</b>

## Actions

### Actions 2015/16

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Build capacity for effective senior educational leadership	Sustain effective partnerships with Stirling University and Scottish College for Educational Leadership (SCEL) Organise information sessions for interested staff with representatives from Stirling University and SCEL Represent WLC in Western Consortium Group to discuss design of the new 'Into Headship' programme which replaces the Scottish Qualification for Headship (SQH)	We continue to build capacity for effective senior leadership. We have a strong pool of well qualified leaders applying for headships in West Lothian. West Lothian makes an effective contribution to the quality of headship programmes Coaching and mentoring programmes provide effective support for future heads.	Quality Improvement Officer	May 2015	October 2015	Complete

**Actions 2015/16**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Implement “Building the Ambition” (BtA).	Implement local authority Early Years Practice Framework in line with BtA	The quality of Early Learning and Childcare (ELC) practice is improved resulting in higher standards of provision for learners. Early years practitioners are more confident in their practice	Quality Improvement Officer	May 2015	March 2016	Complete
Provide flexibility of ELC provision for parents	Pilot a flexible model of 600hours of ELC provision over two full days	Parents are offered greater access and choice for high quality, flexible and integrated ELC.	Quality Improvement Officer	August 2015	March 2016	Complete
Build capacity in ELC practitioners working with eligible twos	Continue to develop practitioners’ knowledge and skills through a training programme	Two year old learners’ experiences are more developmentally appropriate.	Quality Improvement Officer	August 2015	March 2016	Complete

## Actions 2015/16

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Focus on raising attainment in numeracy and mathematics in targeted primary schools.	Numeracy Development Team works with targeted schools to build capacity in teachers to deliver high quality maths / numeracy learning experiences for young people.	Improved attainment levels in mental arithmetic and general maths is reflected in standardised adaptive testing and professional judgement.	Quality Improvement Officer	August 2015	March 2016	Complete
Develop the Parents as Early Education Partners (PEEP) programme	Refresh existing PEEP practitioners in the new PEEP programme and train new practitioners. Continue to train PEEP practitioners to deliver SQA accreditation pathway for parents Agree access to childcare courses at West Lothian College for parents gaining SQA accreditation	Parents are enabled to support their children's learning and development within the home and wider environment. More parents are supported to achieve West Lothian SQA qualification which can lead to further study.	Quality Improvement Officer	August 2015	March 2016	Complete



**Actions 2015/16**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Support schools to raise standards of literacy for all from the early years to adulthood.	Through the literacy strategy group, identify, create and deliver professional learning activities and materials to ensure high quality literacy learning experiences.	Attainment trends in literacy continue to improve.	Quality Improvement Officer	August 2015	March 2016	Complete
Support schools to develop the capacity offer children access to an additional language from Primary 1	Through the strategic implementation plan, the modern languages development team will provide training advice and support to clusters of schools to be able to offer language learning as an entitlement to all learners.	Earlier access to language learning for children at the primary stage, enhanced partnership working between primary and secondary schools, closer collaboration across all sectors of education, resulting in increased participation in language learning.	Quality Improvement Officer	August 2015	March 2016	Complete

**Actions 2015/16**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Support HTs with performance information for their schools	Performance team to work with HT group to look at information shared on schools – how the best information possible for school improvement can be collated – impact on EQAC report?	HTs make effective use of all available information to develop their tracking and monitoring system which raises attainment and achievement.	Quality Improvement Officer	August 2015	March 2016	Complete

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Introduce a transition programme “Ready Steady Nursery” for children and families entering ELC	Joint training with Social Policy for ELC practitioners to deliver the “Ready Steady Nursery” programme	Transition experience for children and families improved to ensure they have the best start and are ready to succeed.	Quality Improvement Officer	April 2016	June 2017	Planned
National Improvement Framework	QI team will support schools to implement national advice contained in the roll out of the NIF	staff are prepared for effective implementation of the NIF.	Quality Improvement Officer	April 2016	June 2017	Planned
Focus on raising attainment in numeracy and mathematics in targeted primary schools.	Numeracy Development Team works with targeted schools to build capacity in teachers to deliver high quality maths / numeracy learning experiences for young people.	Improved attainment levels in mental arithmetic and general maths is reflected in standardised adaptive testing and professional judgement.	Quality Improvement Officer	April 2016	June 2017	Planned

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Support schools to raise standards of literacy for all from the early years to adulthood.	Through the literacy strategy group, continue to identify, create and deliver professional learning activities and materials to ensure high quality literacy learning experiences.	Attainment trends in literacy continue to improve.	Quality Improvement Officer	April 2016	June 2017	Planned
Support schools to develop the capacity offer children access to an additional language from Primary 1	Through the strategic implementation plan, the modern languages development team will provide increasing training advice and support to clusters of schools to be able to offer language learning as an entitlement to all learners.	Earlier access to language learning for children at the primary stage, enhanced partnership working between primary and secondary schools, closer collaboration across all sectors of education, resulting in increased participation in language learning.	Quality Improvement Officer	April 2016	June 2017	Planned

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Further develop Career Long Professional Learning opportunities at all levels	Work with the CPD team to ensure a wide range of professional learning opportunities are available which correspond to development needs identified during the PRD	Programme in place and accessed regularly by a large number of teaching staff Positive evaluations received Feedback from sessions used for future planning	Quality Improvement Officer	April 2016	June 2017	Active
Support practitioners with Early Years Collaborative/ Raising Attainment for All improvement methodology	Spread the learning gained from small tests of change across the authority. Support professional learning for practitioners in improvement methodology.	The number of practitioners using the improvement methodology is increased.  The attainment of targeted children and young people's performance is improved.	Quality Improvement Officer	August 2016	June 2017	Planned

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Support schools in the use of Glow tools in and outside of the classroom	Provide local and virtual support to schools in the use of the full range of Glow tools to enhance the learning experience of pupils and develop professional collaboration opportunities	The use of digital tools for learning and teaching has a positive and sustained impact for all learners. Collaboration and sharing will be evident and effective in a the digital environment of Glow	Education ICT Development Team Manager	Aug 2015	Aug 2017	Active

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Implementation of Anytime Anywhere Learning network	Work in partnership with WLITS to ensure the technical elements of the project are delivered with minimal disruption to learning. Support schools in the development of a robust and sustainable approach to learning with personal mobile devices.	Technical work will be completed timeously and with little disruption to learning. Schools will a clear strategy for AAL implementation which involves staff, pupils and parents and has clear curricular rationale	Education ICT Development Team Manager	Aug 2015	Aug 2017	Active

**Actions 2016/17**

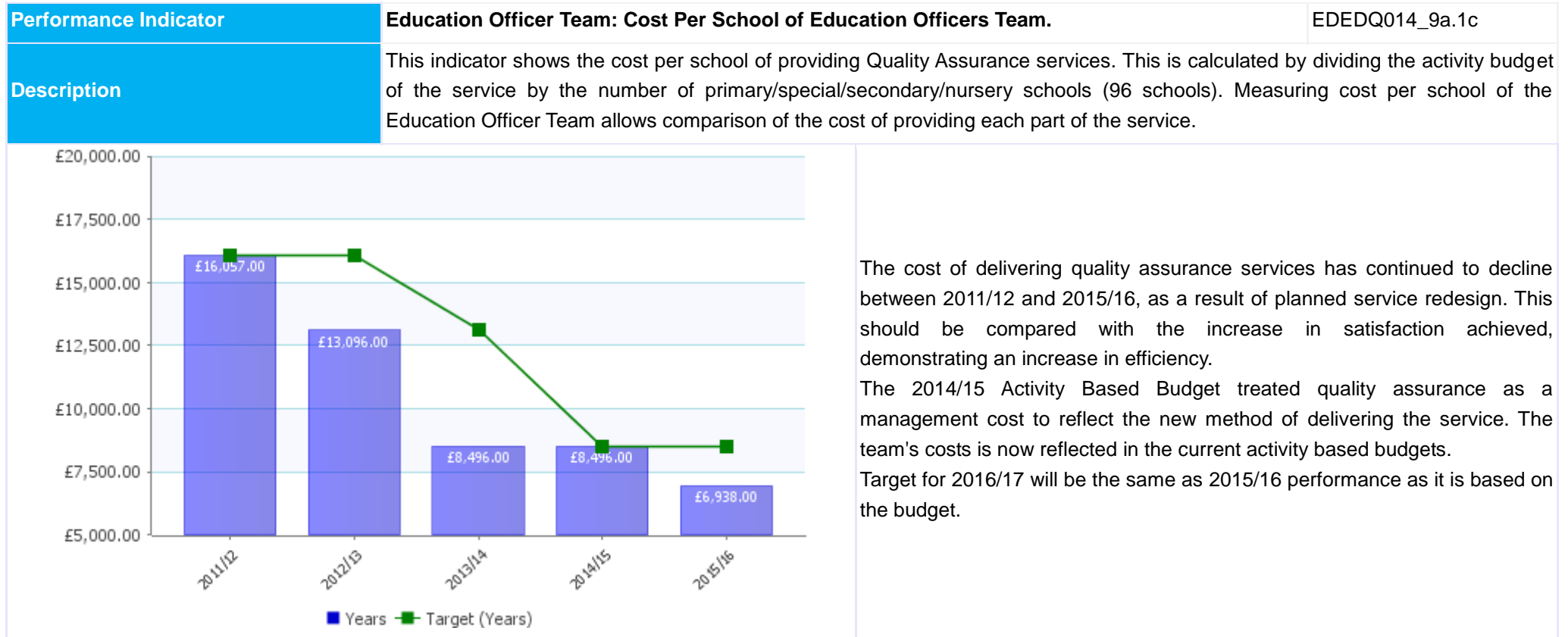
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Creation of virtual learning environment for the delivery of SQA and vocational courses in the Senior Phase	Creation of digital learning environments to support virtual course delivery Provide support and training for staff from secondary schools delivering the virtual course Provide support and access to digital tools for students	Students in the Senior Phase will have access to courses via virtual learning environment. Pupils pathways and choices will be improved Students will successfully complete the course without the need to travel	Quality Improvement Manager	April 2016	April 2017	Planned

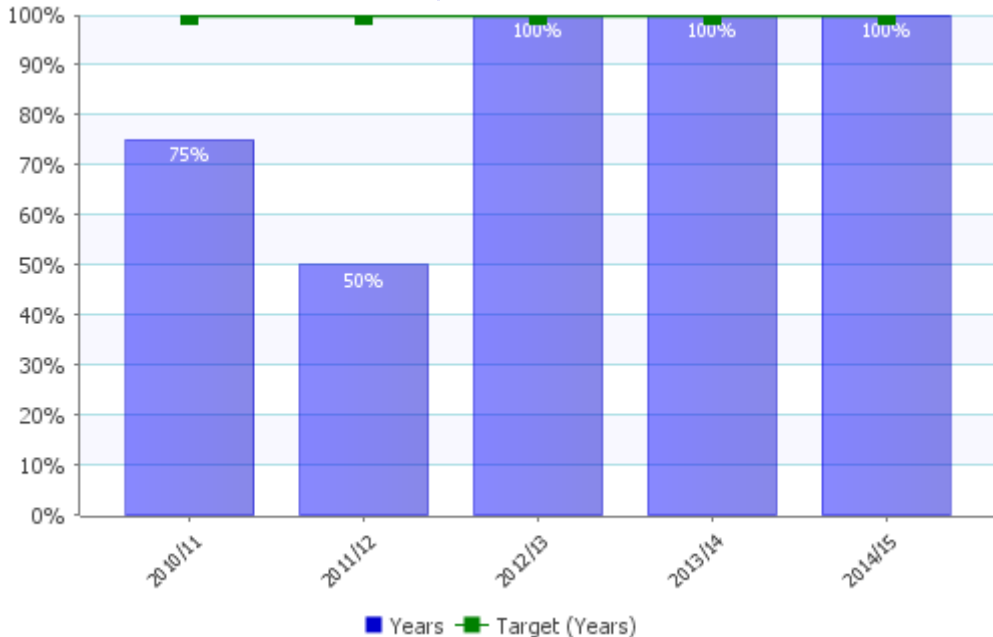


**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Exploration of innovative learning environment as part of Innovation Fund from Scottish Futures Trust	Support Digital advisor in the development of a 'learning plaza' and delivery of the 'Innovation Project' funded by SFT	WCHS staff will understand the pedagogical change required to successfully teach within the new school open learning spaces. WCHS students will have opportunities to learn with in a modern stimulating and engaging environment. Pupils engagement and attainment improved Success will be replicated in other WL secondary schools	Quality Improvement Manager	April 2016	August 2017	planned





Performance Indicator	Early Years: Percentage of Pre-School Education Partner Providers Receiving Positive Inspection Reports.	CP:EDEYS0029b.1c												
Description	Indicator shows the percentage of private partner pre-school establishments that have received a positive inspection report from Education Scotland, where indicators of quality are satisfactory or above in line with methodology used by other local authorities and the Scottish Government.													
<div><table border="1"><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2010/11</td><td>75%</td></tr><tr><td>2011/12</td><td>50%</td></tr><tr><td>2012/13</td><td>100%</td></tr><tr><td>2013/14</td><td>100%</td></tr><tr><td>2014/15</td><td>100%</td></tr></tbody></table></div> <div><p>In School Session 2014/15, 2013/14 and 2012/13 the private partners inspected received a positive inspection for all 3 indicators evaluated. In 2014/15 only one was inspected.</p><p>There are only 8 partner providers and typically a small number will be inspected in any given year. This can lead to large variations in percentage performance, if for example two are inspected and one does not receive a positive report, performance will fall from 100% to 50%.</p><p>Target for 2015/16 is 100% reflecting the importance that West Lothian Council places on the quality of pre-school education.</p></div>			Year	Percentage	2010/11	75%	2011/12	50%	2012/13	100%	2013/14	100%	2014/15	100%
Year	Percentage													
2010/11	75%													
2011/12	50%													
2012/13	100%													
2013/14	100%													
2014/15	100%													

## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
● Performance management	Quarterly	✓				✓				✓			
● Review of Performance Indicators and targets	Quarterly	✓			✓				✓			✓	
● Benchmarking	Annually	✓											
● Collation Specified Performance Indicators (SPIs)	Annually	✓											
● Update of PPR information	Annually	✓											
● WLAM (assessment)	3 year cycle											✓	
● Review Panel	Annually	✓											
● Performance Committee	Annually	✓											
● Process Review (Lean/RIE activity)	Quarterly	✓				✓				✓			✓
● Progress review of improvement actions	Quarterly	✓			✓				✓			✓	
● CSE preparation	Annually	✓											
● Inspection or Audit activity	Annually	✓											
● Budget Management activity	Annually	✓											
● Equality Impact Assessment(s)	Annually	✓											
● Health and Safety Assessment(s)	Monthly	✓											
● Business Continuity Planning	Annually	✓											
● Workforce Planning	Annually	✓											
● ADRs	Annually			✓									
● Review of customer groups/segmentation matrix	Monthly	✓											
● Customer consultation	Annually	✓											
● Review of Service Standards	Annually	✓											
● Planned Engagement activity	Annually	✓											
● Website content management	Annually	✓											

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

### 3.3 Educational Psychology Service

Managers:	Jennyfer McNiven
Number of Staff (FTE):	14.7
Location:	Civic Centre

#### Purpose

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, families 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 2016/17 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 continue to support the local and national agenda of closing the gap as outlined in the Raising Attainment Strategy, through the successful implementation of Nurture Groups in the early years.

- To continue to work as part of the EPS / Additional Support Needs Team WLAM unit on the embedding of new planning and staff development frameworks to better support pupils who require additional support to maximise their learning.
- To further support the Raising Attainment strategy through effective research and professional development activity focusing on the most effective approaches for maximising learning and teaching.
- To contribute to the school improvement agenda by working jointly with the Education Officer Team to support the Validated Self-evaluation process in schools as core members of the VSE teams.

### **Key Partners**

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

- Schools
- Parents
- Children and Young People
- Education Outreach Support Teams (eg. Primary Behaviour Support Service, Autism Spectrum Disorder Outreach Team)
- Lothian Health (Community Child Health, Child and Adolescent Mental Health (CAMHS) and other Allied Health Services)
- Social Policy
- Youth Justice
- Health Improvement Team
- Education Scotland including HMI

## Customer Participation

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

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Parents / Carers	Electronic Customer Satisfaction Survey	Annually	Principal Educational Psychologist	Standards and Quality (S&Q) report  WLAM Process  "You said, we did" web-site
Head Teachers	Review of Service Level Agreement / Customer Satisfaction Survey	Annually	Principal Educational Psychologist	S&Q Report  WLAM Process  "You said, we did" web-site
	Focus Groups	As and when required during the year	EPS Working Group	S&Q Report
Partner Agencies	Partner Focus Groups	Annually	Principal Educational Psychologist	S&Q Report  "You said, We did" web-site



## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
Senior Management Team	Meetings	Weekly	Heads of Education (Development) and (Quality Assurance)
EPS Team	One-to-ones	Bi-monthly	Principal Educational Psychologist (PEP) / EPS Senior Management Team
EPS Team	Peer Coaching	Bi-monthly	EPS Team
EPS Team	Team meetings	Fortnightly	PEP / EPS Team
EPS Team	Employee survey	Annually	PEP
All Employees	Employee Satisfaction Survey	Annually	PEP
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)
All Staff	ADR	Annually	Line Mangers

### Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Educational Psychology	To promote effective teaching and learning for all pupils through the effective delivery of the 5 National Core functions of Consultation, Assessment, Intervention, Staff Development and Research.	3. Improving attainment and positive destinations for school children	EDPSY000_9a.1c: Psychological Services Cost per school of Psychological Services Provision - £8,592	HIGH LEVEL	14.7	820,268	0	820,268
			EDPSY009_9b.1cPercentage of Schools who agree or strongly agree with the statement: "The Educational Psychologist helps the school to achieve aspects of its improvement plan."	HIGH LEVEL				
	Total :-				14.7	820,268	0	820,268

## Actions

### Actions 2015/16

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Career-Long Professional Learning (Staff Development)	Supporting a model of collaborative working amongst Primary Head Teachers aimed at raising attainment and improving the quality of teaching and learning through supported Action enquiry.	A sample of Primary Head Teacher to be supported to develop and implement their own Action enquiry projects to enhance the teaching and learning in their schools.	Principal Educational Psychologist	August 2014	March 2015	Complete
Raising Attainment	Supporting schools with Meeting Learners Needs through involvement in school based Validated Self-Evaluation processes	Support to schools in increasing their capacity to meet learners needs through self-evaluation	Principal Educational Psychologist	August 2014	June 2015	Complete

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Getting It Right for Every Child (GIRFEC)	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.	Effective education support for all children and young people, in line with legislative requirements.	Principal Educational Psychologist	April 2015	April 2016	Active
Service Delivery through the 5 Core Functions of Consultation, Assessment, Intervention, Training and Research	Service delivery to all schools / establishments through time allocation model	To continue to support schools, families and the Authority to enhance the teaching and learning of all children and young people through the delivery of the 5 core functions.	Principal Educational Psychologist	April 2016	April 2017	Active

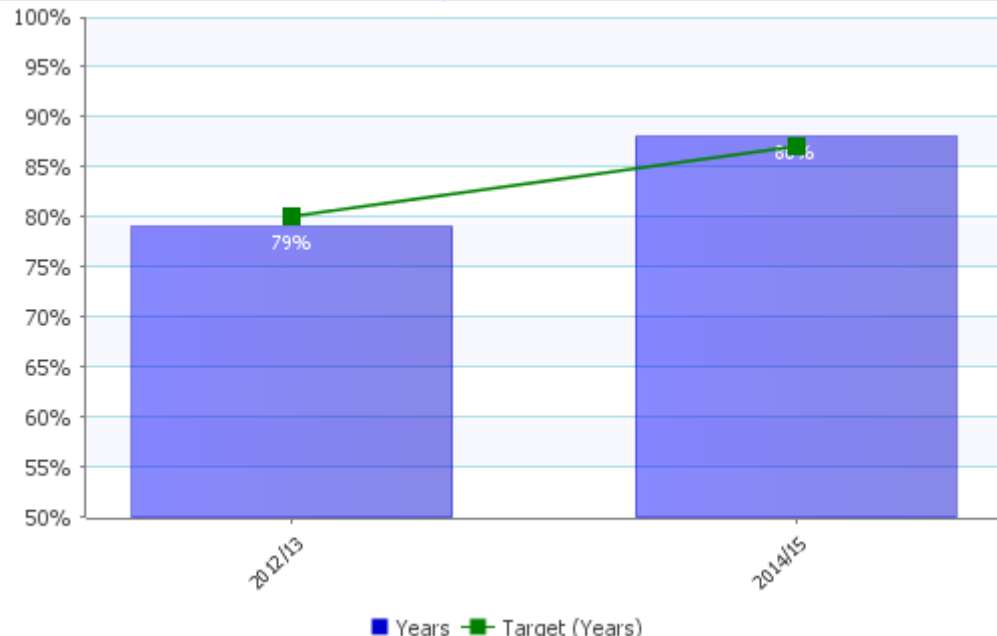
**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Nurture Group practice in the Early Years	To support the local and national agenda of "Closing the Gap" through the successful implementation of Nurture Groups in the early years.	Learning and social outcomes enhanced for vulnerable learners in P1-P3 stages in participating schools.	Principal Educational Psychologist	August 2015	June 2017	Active
Learning and Teaching Research	To support the Raising Attainment Strategy through effective research and professional development activity focusing on the most effective approaches for maximising learning and teaching.	<p>Mechanism for supporting teacher professional development established</p> <p>Access to relevant research enhanced through easy access materials on the EPS web-site</p> <p>Development of the use of Twitter to support staff learning</p>	Principal Educational Psychologist	August 2015	June 2017	Active

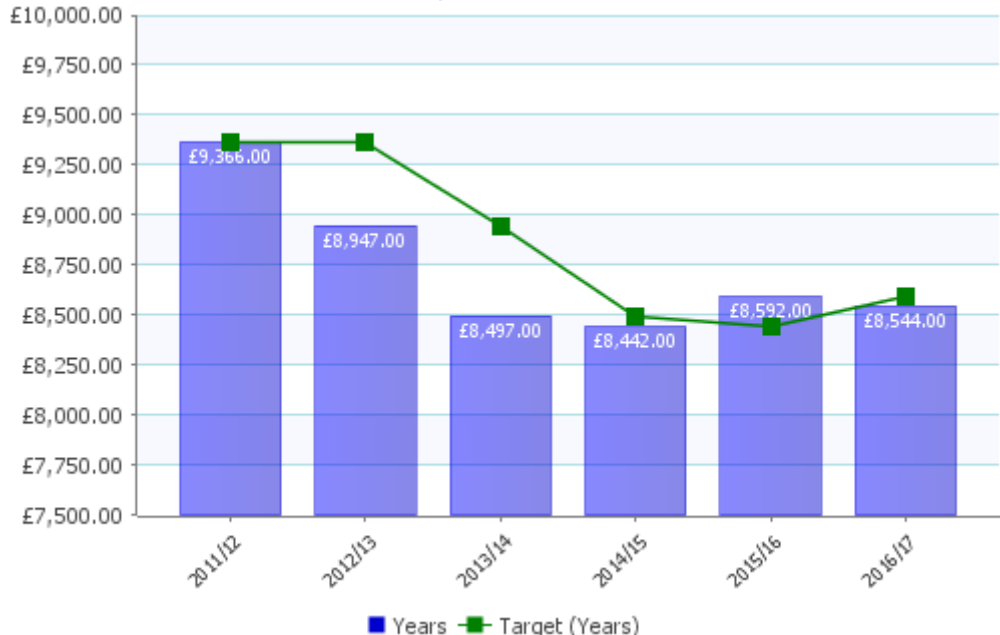
**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Transformational Change in Additional Support Needs (ASN) Practice	To support the creation and embedding of new planning frameworks for pupils who require additional support to maximise their learning.	Establishment of a new Inclusion and Wellbeing Forum / Education Placement Group  Enhanced capacity in schools to support pupils with ASNs through staff development.	Principal Educational Psychologist / Interim ASN Manager	August 2015	June 2017	Active

## Performance

Performance Indicator	Percentage of parents/carers responding to the Customer Satisfaction survey who agreed with the statement "The overall quality of customer service from the Educational Psychology Service staff was good / excellent."	EDPSY200_6a.7									
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>										
<div><table><thead><tr><th>Year</th><th>Actual (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2012/13</td><td>79%</td><td>80%</td></tr><tr><td>2014/15</td><td>88%</td><td>87%</td></tr></tbody></table></div> <div><p>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.</p><p>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.</p><p>Target for 2015/16 is 87% and to increase our response rate.</p></div>			Year	Actual (%)	Target (%)	2012/13	79%	80%	2014/15	88%	87%
Year	Actual (%)	Target (%)									
2012/13	79%	80%									
2014/15	88%	87%									

Performance Indicator	Cost per School of Psychological Services Provision.	EDPSY000_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 school of the Central Education Services allows comparison of the cost of providing each part of the service.	



Year	Cost per School (£)
2011/12	£9,366.00
2012/13	£8,947.00
2013/14	£8,497.00
2014/15	£8,442.00
2015/16	£8,592.00
2016/17	£8,544.00

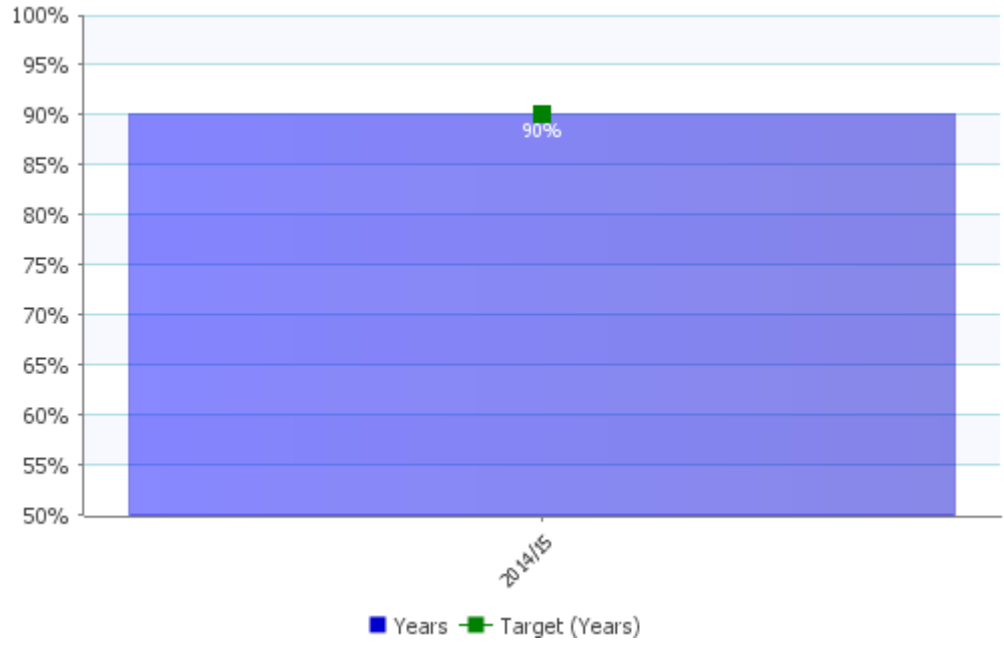
■ Years ■ Target (Years)

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 changes in superannuation and lump sum arrangements. There was no change in staffing complement at this time.

The figure for 2016/2017 has reduced slightly as a result of social policy funding for a part-time Senior Educational Psychologist post to support Looked After Children being returned to the social policy budget.

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



Performance Indicator	<b>Percentage of schools responding to Customer Satisfaction survey who agree or strongly agree with the statement: "The Educational Psychologist helps the school to achieve aspects of its improvement plan."</b>	EDPSY009_9b.1c						
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.							
 <p>The chart displays a single data point for the year 2014/15, where the percentage of schools agreeing or strongly agreeing is 90%. This value is represented by a blue bar that reaches the 90% mark on the y-axis. A green square marker also indicates the 90% target. The y-axis is labeled from 50% to 100% in 5% increments. The x-axis is labeled 'Years' and 'Target (Years)'.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Percentage</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>2014/15</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table>		Year	Percentage	Target	2014/15	90%	90%	<p>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.</p>
Year	Percentage	Target						
2014/15	90%	90%						

## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
● Performance management	Bi-Monthly	✓		✓		✓		✓		✓		✓	
● Review of Performance Indicators and targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Benchmarking	Bi-Annually	✓											
● Collation Specified Performance Indicators (SPIs)	n/a												
● Update of PPR information	n/a												
● WLAM (assessment)	3 year cycle				✓								
● Review Panel	Annually								✓				
● Performance Committee	As required												
● Process Review (Lean/RIE activity)	As required	✓	✓	✓	✓								
● Progress review of improvement actions	As required	✓	✓	✓	✓								
● CSE preparation	Annually								✓				
● Inspection or Audit activity	As required	✓											
● Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	As required												
● Health and Safety Assessment(s)	As required												
● Business Continuity Planning	Annually	✓											
● Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● ADRs	Annually				✓	✓							
● Review of customer groups/segmentation matrix	Annually	✓											
● Customer consultation	Annually	✓	✓	✓									
● Review of Service Standards	As required				✓	✓							
● Planned Engagement activity	As required	✓											
● Website content management	As required												

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

### 3.4 Additional Support Needs and Inclusion & Wellbeing Services

Managers:	Alison Raeburn
Number of Staff (FTE):	2.0
Location:	Civic Centre & Additional Support Needs Schools

#### Purpose

The Additional Support Needs and Inclusion & Well-being Service, 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 Service 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; and designing appropriate learning experiences across the curriculum in relation to Health and Well-being in every context and setting, enabling all pupils to achieve at their highest level. The Education Services' Child Protection Officer is also part of the Service offering advice, support and training to all schools. The Service has further developed to ensure compliance with the Children and Young People's (Scotland) Act 2014 with the introduction of a central Named Person Service. 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 and Inclusion & Well-being Service's vision is the achievement of long term sustainable quality educational provision for all West Lothian's children and young people which is sufficiently inclusive to remove barriers to participation, learning and achievement, and to promote equality.

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 service in 2016/17 will be:

- To continue to ensure long term sustainability of specialist provision
- Implementation of a re-structured Additional Support Needs and Inclusion & Wellbeing Service to realize the Service's commitment of building capacity within mainstream schools to meet the needs of all pupils.
- To continue to work as part of the Educational Psychology Service / Additional Support Needs Team WLAM unit on the embedding of new planning and staff development frameworks to better support pupils who require additional support to maximise their learning.
- The implementation of a Child Protection and Named Person Service in line with the responsibilities contained within the Children and Young People's (Scotland) Act 2014.
- To continue to ensure consistent application of Child protection Procedures across the Service.
- To support schools and partner agencies in the responsibilities of Corporate Parenting
- To support schools and partner agencies in the development of a West Lothian Autism policy.
- To continue to contribute to the school improvement agenda by working jointly with the Quality Improvement Team to support the Validated Self-evaluation process in schools as core members of the VSE teams.
- To continue to support schools, children/young people and families through policy development in the areas of Positive Relationships, Management of Health Care Needs in Schools, Attendance at School, Home Education and Sensory Services.

## Key Partners

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

- Schools
- Parents
- Children and Young People
- Lothian Health (Community Child Health, Child and Adolescent Mental Health (CAMHS) and other Allied Health Services)
- Social Policy
- Senior Officer Review Group
- Health Improvement Team
- Police Scotland
- Education Scotland including HMI
- SEEMIS (Management Information System)

- Commonground Mediation (Education Services' independent mediation organisation)
- Schoolhouse (Home Education Representative's Group)
- Scottish Autism
- National Deaf Children's Society

## Customer Participation

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

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Parent/Carers	Focus Groups	As individual projects dictate e.g. Named Person Service development, ASN review, SEBN review	Interim ASN Manager	Standards and Quality Report  "You said , we did" Approach
Head Teachers	Satisfaction Survey in relation to Inclusion & Wellbeing Forum	Weekly	Interim ASN Manager	Standards and Quality Report  WLAM Process  "You said , we did" Approach
Partner Agencies	Partner Focus Groups	As individual projects dictate e.g. Corporate Parenting progress, ASN review, SEBN review, Autism policy development	Interim ASN Manager	Standards and Quality Report  "You said , we did" Approach

## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
Senior Management Team	Meetings	Weekly	Heads of Education (Development) and (Quality Assurance)
ASN and Inclusion & Wellbeing Team	Team Meetings	Monthly	Interim ASN Manager
ASN and Inclusion & Wellbeing Team	One to One	Weekly	Interim ASN Manager
ASN and Inclusion & Wellbeing Team	Peer coaching and mentoring	termly	Seconded Head Teacher (Outreach Services)
ASN and Inclusion & Wellbeing Team	Employee Survey	Annually	Interim ASN Manager
All Staff	Employee Satisfaction Survey	Annually	Interim ASN Manager
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)
All Staff	ADR	Annually	Line Mangers

### Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
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 - £1.77	HIGH LEVEL	1.0	47,082	0	47,082
			EDEDQ015_9b.1b - Number of Children Missing From Education – 0	HIGH LEVEL				
Out with Schools	To improve the learning progress for pupils with learning and health needs by providing support in mainstream schools out with the authority.	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Out with Schools - £13.00	HIGH LEVEL	0.25	345,218	0	345,218
			EDPSY010_9b.1a - Psychological Services: Number of Young People Appropriately Supported in Out with Schools – 89	HIGH LEVEL				
Key Communications	Purchase of specialised ICT equipment for children with severe and complex needs.	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Key Communications - £1.13	HIGH LEVEL	0.25	30,044	0	30,044
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 100 %	HIGH LEVEL				



Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Access Service	To support the implementation of the Council's accessibility strategy.	3. Improving attainment and positive destinations for school children	9(a) Cost Per Pupil -Access Service - £3.20	HIGH LEVEL	0.25	85,000	0	85,000
			% of schools receiving positive quality evaluation from internal or external quality assurance processes for Meeting Learning Needs - 100 %	HIGH LEVEL				
Mediation Services	Procure Mediation Services for parents of pupils with ASN.	Enabler Service - Corporate Governance and Risk	9(a) Cost Per Pupil -Mediation Services - £1.11	HIGH LEVEL	0.25	29,384	0	29,384
			EDASN018_9b.1(b) Percentage of Families successfully engaging in Independent Mediation Services – 100%	HIGH LEVEL				
	Total :-				2.0	536,728	0	536,728

## Actions

Actions 2016/17						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
The implementation of a Child Protection and Named Person Service in line with the responsibilities contained within the Children and Young People's (Scotland) Act 2014.	Continuing to support schools and to work with multi-agency partners with the implementation of GIRFEC in line with the legislative timescales. Provision of advisory service to ensure consistent application of child protection procedures across the service	Effective education support for all children and young people, in line with legislative requirements. Consistent application of child protection procedures across the service.	Interim Additional Support Needs Manager	August 2015	August 2016	Active

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
To continue to support schools, children/young people and families through policy development in the areas of Positive Relationships, Management of Health Care Needs in Schools, Attendance at School, Home Education and Sensory Services.	Supporting schools, children/young people and families through development of clear, transparent and legislatively compliant policy.	Clear, transparent and legislatively compliant policies in the areas of Positive Relationships, Management of Health Care Needs in Schools, Attendance at School, Home Education and Sensory Services.	Interim Additional Support Needs Manager	September 2015	December 2016	Active

Actions 2016/17						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Implementation of a re-structured Additional Support Needs and Inclusion & Wellbeing Service and continue to work as part of the Educational Psychology Service / Additional Support Needs and Inclusion & Wellbeing Service WLAM unit on the embedding of new planning and staff development frameworks .	Outcome of Review of ASN management structure, Senior Officer Review Group pathways and outreach services.	Effective and efficient identification of pupils' support and schools' training needs together with access to efficient and effective coordinated support for all mainstream schools.  Consistently robust planning across schools for children/young people with additional support needs in line with GIRFEC agenda  The development of an ASN Customer Support Service to ensure families who have children/young people with additional support needs are supported through challenging experiences in relation to their child/young persons' schooling by a centrally based, objective service.	Interim Additional Support Needs Manager	January 2016	June 2017	Active

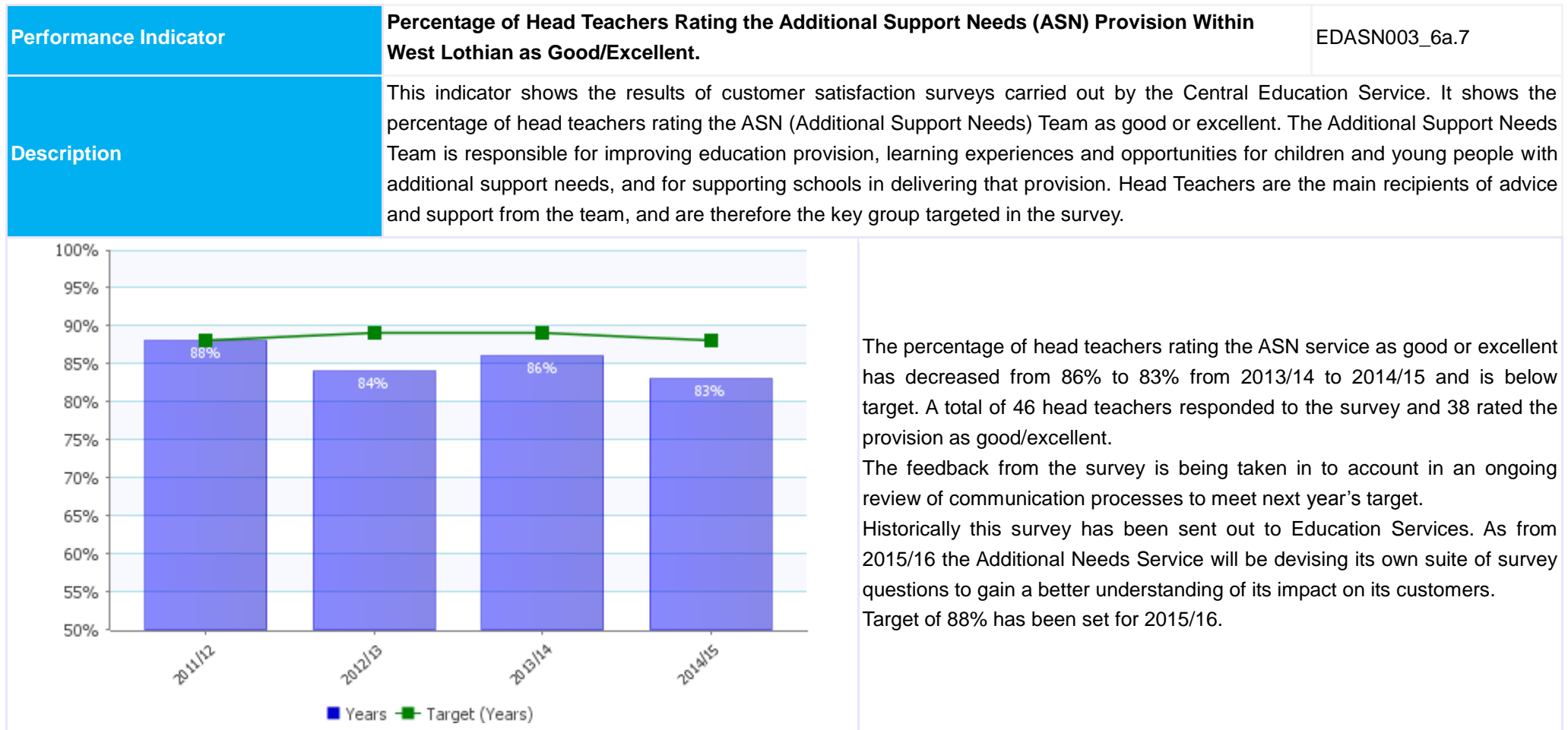
## Actions 2016/17


Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
To support schools and partner agencies in the responsibilities of Corporate Parenting	Supporting schools, children/young people and families through development of clear, transparent and legislatively compliant policy.	Clear, transparent and legislatively compliant policy in the area of Corporate Parenting.	Interim Additional Support Needs Manager	September 2015	June 2017	Active
To support schools and partner agencies in the development of a West Lothian Autism policy.	Supporting schools, children/young people and families through development of clear, transparent and legislatively compliant policy.	Clear, transparent and legislatively compliant policy in the area of autism.	Interim Additional Support Needs Manager	September 2015	June 2017	Active
To continue to ensure long term sustainability of specialist provision.	Strategic Review of Additional Support Needs Provision, (ASD and Severe and Complex Needs, Primary Sector Social Emotional Needs) including staffing, capacity and admission criteria	Sustainable provision to meet the needs of all children and young people with Additional Support Needs	Interim Additional Support Needs Manager	March 2014	August 2018	Active

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
To continue to contribute to the school improvement agenda by working jointly with the Quality Improvement Team to support the Validated Self-evaluation process in schools as core members of the VSE teams.	Supporting schools in the school improvement agenda.	Effective education support for all children and young people and consistent application of policy and procedures across the service.	Interim Additional Support Needs Manager	September 2015	Ongoing	Active

## Performance



Performance Indicator	Additional Support Needs: Cost Per School of Additional Support Needs (ASN) Services		EDASN001_9a.1c																		
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.																				
<div><table><thead><tr><th>Year</th><th>Actual Cost (£)</th><th>Target (£)</th></tr></thead><tbody><tr><td>2011/12</td><td>133,764.00</td><td>133,764.00</td></tr><tr><td>2012/13</td><td>121,894.00</td><td>133,764.00</td></tr><tr><td>2013/14</td><td>105,668.00</td><td>105,668.00</td></tr><tr><td>2014/15</td><td>110,731.00</td><td>110,731.00</td></tr><tr><td>2015/16</td><td>117,703.00</td><td>117,703.00</td></tr></tbody></table></div> <div><p>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.</p><p>Target is reviewed annually by the Senior Management Team and is influenced by budget allocation and plans for service activity.</p><p>Target for 2015/16 is the same as performance as it is based on the budget.</p></div>				Year	Actual Cost (£)	Target (£)	2011/12	133,764.00	133,764.00	2012/13	121,894.00	133,764.00	2013/14	105,668.00	105,668.00	2014/15	110,731.00	110,731.00	2015/16	117,703.00	117,703.00
Year	Actual Cost (£)	Target (£)																			
2011/12	133,764.00	133,764.00																			
2012/13	121,894.00	133,764.00																			
2013/14	105,668.00	105,668.00																			
2014/15	110,731.00	110,731.00																			
2015/16	117,703.00	117,703.00																			

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.



## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
● Performance management	Bi-Monthly	✓		✓		✓		✓		✓		✓	
● Review of Performance Indicators and targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Benchmarking	Bi-Annually	✓											
● Collation Specified Performance Indicators (SPIs)	n/a												
● Update of PPR information	n/a												
● WLAM (assessment)	3 year cycle				✓								
● Review Panel	As required							✓	✓	✓			
● Performance Committee	As required												
● Process Review (Lean/RIE activity)	As required	✓	✓	✓	✓								
● Progress review of improvement actions	As required	✓	✓	✓	✓								
● CSE preparation	As required							✓	✓	✓			
● Inspection or Audit activity	Annually	✓											
● Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	As required												
● Health and Safety Assessment(s)	As required												
● Business Continuity Planning	Annually	✓											
● Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● ADRs	Annually				✓								
● Review of customer groups/segmentation matrix	Annually	✓											
● Customer consultation	As required	✓	✓	✓									
● Review of Service Standards	Annually				✓								
● Planned Engagement activity	Annually	✓											
● Website content management	As required												

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

### 3.5 Strategic Resources

Managers:	Donna Adam, Strategic Resources Manager
Number of Staff (FTE):	28.2
Location:	Civic Centre

#### Purpose

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 Policy 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 Strategic Resources Manager is responsible for the contract with playgroups for the provision of services to pre-school children.

#### Activities

The main activities of the service in 2016/17 will be:

- Ensuring 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.
- Ensuring appropriate staff resources are available across the service through workforce planning.

- Ensuring business continuity planning and risk management is delivered across all establishments and services including fire risk assessment, health & safety compliance and winter arrangements.
- Ensuring 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.

### **Key Partners**

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

- Planning for the expansion of provision for two year old children.
- Developing community playgroup provision.
- Alpha Schools (West Lothian) Ltd (PPP1)
- Kajima Partnership Ltd (PPP3)
- Simply Play
- Community Playgroups
- 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 they are accessible and focused on their needs and preferences.

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Head Teacher Satisfaction Surveys	Surveys relating to services provided	Annual	Performance Officer	COVALENT

## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
Senior Management Team	Meetings	Weekly	Heads of Education (Development) and (Quality Assurance)
Team Leaders	One-to-ones	Weekly/Fortnightly	Strategic Resources Manager
Teams	Team meetings	Monthly	Team Leaders
All Staff	Employee Satisfaction Survey	Annually	Strategic Resources Manager
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)
All Staff	ADR	Annual	Line Mangers

### Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
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 - £8,800	HIGH LEVEL	0.2	50,984	0	50,984
			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 - £8,800	HIGH LEVEL	0.2	55,251	0	55,251
			EDCES009_9b.1c - Percentage of Schools Where Staffing is Delivered Within Budget and Statutory Guidelines - 100 %	HIGH LEVEL				
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 - £8,800	HIGH LEVEL	0.2	51,001	0	51,001
			EDCES007_9b.1c - Percentage of Educational Establishments With a Business Continuity Plan in Place in Accordance With Agreed Guidelines - 100 %	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
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 - £8,800	HIGH LEVEL	14.5	731,607	0	731,607
			EDCES009_9b.1c - Percentage of Schools Where Staffing is Delivered Within Budget and Statutory Guidelines - 100%	HIGH LEVEL				
Childcare	To provide quality & affordable childcare alongside pre-school education. Reducing inequality and increasing participation in the labour market.	1. Delivering positive outcomes and early interventions for early years	EDCES005_9a.1c - Central Resources: Cost Per Pupil of Central Resources - £8,800	HIGH LEVEL	12.8	221,391	(233,000)	(11,609)
			EDCCS005_9b.1c - Childcare: Percentage of Financially Supported Playgroups Receiving Positive Inspection Report from Care Inspectorate - 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.		0.3	6,271	0	6,271
	<b>Total :-</b>				<b>28.2</b>	<b>1,116,505</b>	<b>(233,000)</b>	<b>883,505</b>

## Actions

### Actions 2015/16

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Workforce Planning	Develop and implement plans for improved service provision and greater efficiency.	Improved service provision and greater efficiency across service.	Strategic Resource Manager	01/04/15	01/03/16	Complete
Business Continuity and statutory compliance.	Develop and implement plans for improved service provision and greater efficiency.	Improved service provision and greater efficiency across service.	Strategic Resource Manager	01/04/15	01/03/16	Complete
Property	Develop and implement plans for improved service provision and greater efficiency.	Improved service provision and greater efficiency across service – projects within the capital programme/developer funded.	Strategic Resource Manager	01/04/15	01/03/16	Complete
Property	Support requirements of school provision in core development areas.	Delivery of required infrastructure.	Strategic Resource Manager	01/04/15	01/03/16	Complete

**Actions 2015/16**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Childcare	Continue to support and develop affordable childcare options in West Lothian.	Continued availability of affordable Childcare.	Strategic Resource Manager	01/04/15	01/03/16	Complete
Two Year Old Provision	Continue to design this new service, with Policy and Performance Manager.	Delivery of statutory service.	Strategic Resource Manager	01/04/15	01/03/16	Complete



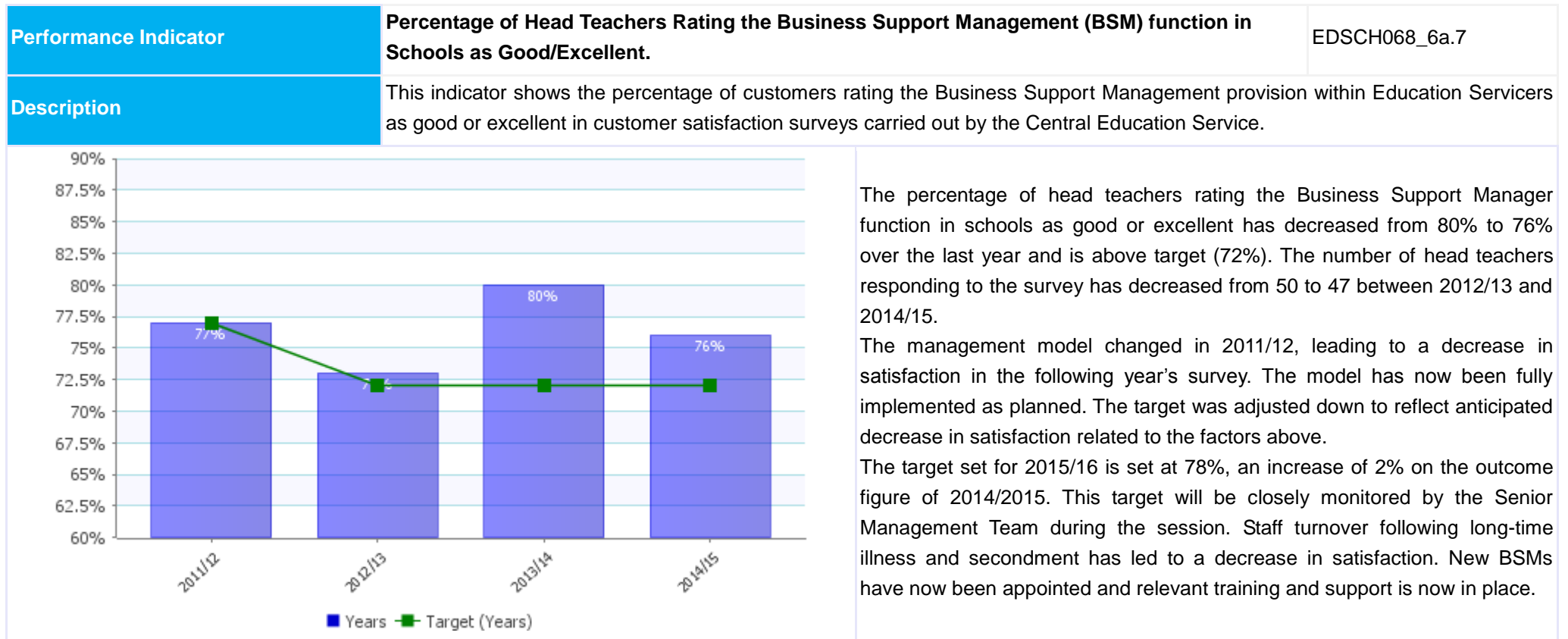
**Actions 2016/17**

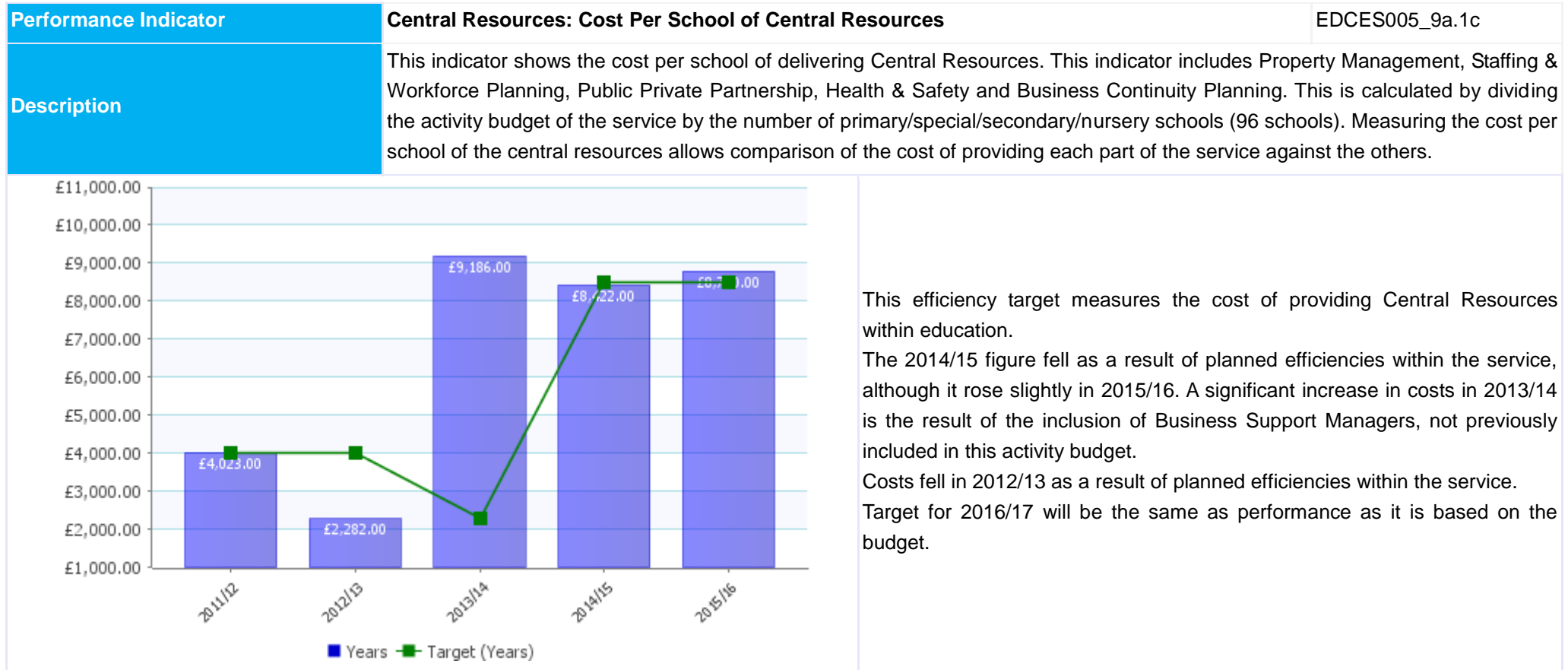
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Workforce Planning	Develop and implement plans for improved service provision and greater efficiency.	Improved service provision and greater efficiency across service.	Strategic Resource Manager	01/04/16	01/03/17	Active
Business Continuity and statutory compliance.	Develop and implement plans for improved service provision and greater efficiency.	Improved service provision and greater efficiency across service.	Strategic Resource Manager	01/04/16	01/03/17	Active
Property	Develop and implement plans for improved service provision and greater efficiency.	Improved service provision and greater efficiency across service – projects within the capital programme/developer funded.	Strategic Resource Manager	01/04/16	01/03/17	Active
Property	Support requirements of school provision in core development areas.	Delivery of required infrastructure.	Strategic Resource Manager	01/04/16	01/03/17	Active

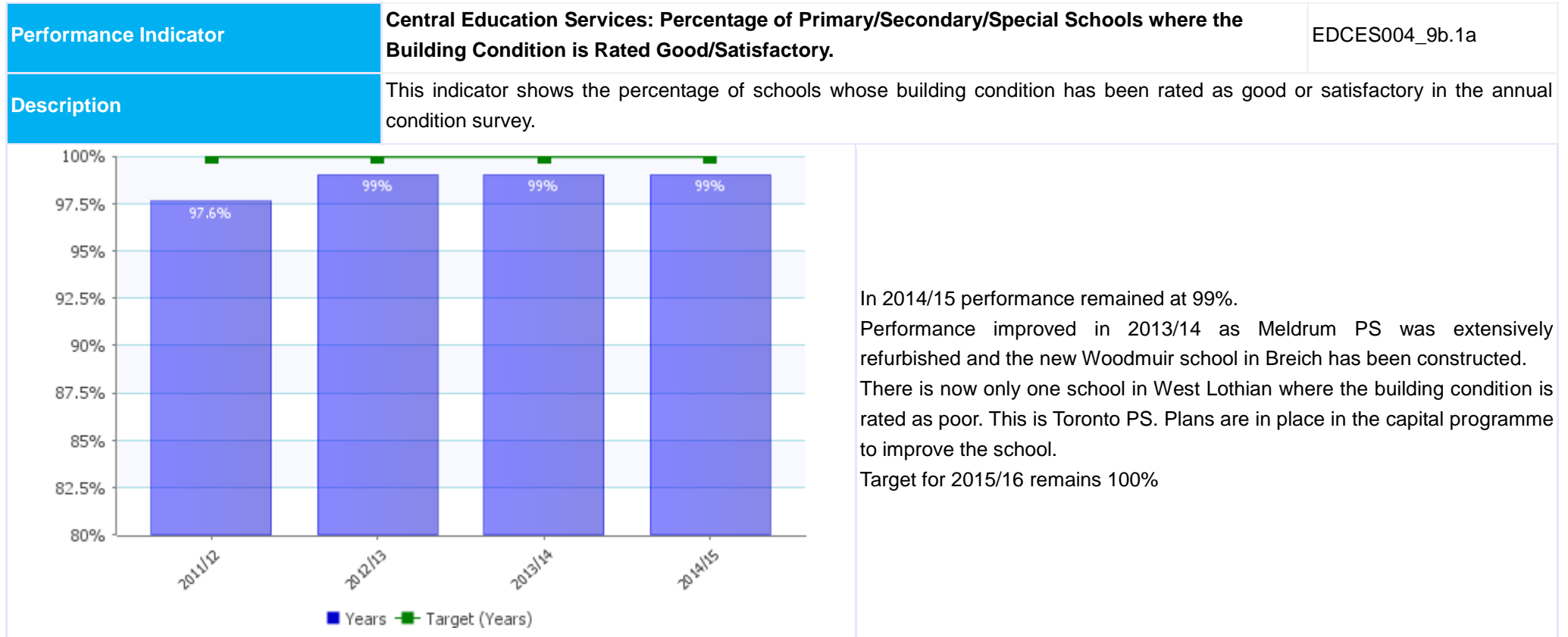
**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Childcare	Continue to support and develop affordable childcare options in West Lothian.	Continued availability of affordable Childcare.	Strategic Resource Manager	01/04/16	01/03/17	Active
Two Year Old Provision	Continue to design this new service, with Policy and Performance Manager.	Delivery of statutory service.	Strategic Resource Manager	01/04/16	01/03/17	Active

## Performance







## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
● Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of Performance Indicators and targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Benchmarking	Quarterly		✓				✓				✓		
● Collation Specified Performance Indicators (SPIs)	n/a												
● Update of PPR information	n/a												
● WLAM (assessment)	3 year cycle						✓						
● Review Panel	Annually							✓					
● Performance Committee	Annually								✓				
● Process Review (Lean/RIE activity)	As Required												
● 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	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● ADRs	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of customer groups/segmentation matrix	As required							✓	✓	✓			
● 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

### 3.6 Policy and Performance

Managers:	Andrew Sneddon, Service Manager, Policy and Performance
Number of Staff (FTE):	14.5
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 Policy and Performance service area is responsible for allocating staffing to all early learning and childcare establishments (£5, 671, 000) and primary schools (£22, 899, 000) and therefore determining their budgets, in order to maximise both parental choice and efficient use of resources.

The Customer Services Team has responsibility for parental involvement through the formation and maintenance of Parent Councils. It provides a freedom of information service and the central complaints service for the education service. It provides clothing grants, free school meals, education maintenance allowances in support of the Council's Anti-Poverty Strategy. The team also undertakes the letting of primary schools and halls, management of internal and external web content, communication and the achievement of customer quality standards.

The Performance Team supports the maintenance of the service's performance management framework, supporting the work of individual managers across the service, and providing performance information to support corporate monitoring of the single outcome agreement, community planning objectives, local government benchmarking framework, corporate strategies such as the IT strategy, and partnership action plans such as the serious and organised crime action plan.

The Policy and Performance service area is responsible for the contract with private nurseries and child-minders for the provision of services to pre-school children. Working with the Early Years Development Officers, the service has delivered the redesign of pre-school provision to introduce greater flexibility and choice. Working with the Strategic Resources Manager, the service has delivered pre-school provision for two year old children.

The Policy 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, policy advice to Head Teachers to ensure consistency of approach, and consultation with and provision of information to Head Teachers and the Local Negotiating Committee for Teachers.

## Activities

The main activities of the service in 2016/17 will be:

- Providing an equitable and responsive service for the placement of pupils at nursery, primary and secondary schools.
- Determining staffing for 67 primary schools and 56 early learning and childcare establishments, thereby determining their budgets, in order to maximise parental choice and achieve best value.
- Providing a customer focused service for parent/pupil benefit applications for clothing grants, free school meals, Education Maintenance Allowance and bursaries.
- Providing a responsive customer complaints and Freedom of Information service leading to service improvement.
- Managing analysis and reporting of performance data to the public and internal and external stakeholders.
- Establishing and support Parent Councils and train Parent council Members.
- Planning for the expansion of provision for two year old children.
- Introducing greater flexibility and choice to early learning and childcare.
- Developing the provision of free school meals during school holidays.

## 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
- Local Negotiating Committee for Teachers
- Partner Providers (Private Nurseries)
- Child-minders



## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they 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	Head Teacher	Regular Meetings
Parent Councils	Regular Meetings	Throughout Year	Head Teacher	Regular Meetings
S6 Pupils	Focus Group with Depute Chief Executive, Education Senior Management Team and Executive Councillor	Annual (March)	Customer Services Manager	Minute
Pupils - Christmas Leavers	Focus Group with DCE, ESMT and Executive Councillor	Annual (December)	Customer Services Manager	Minute
S4 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (November)	Customer Services Manager	Minute
P7 Pupils	Focus Group with DCE, ESMT and Executive Councillor	Annual (October)	Customer Services Manager	Minute
P7 Pupil Survey	Survey of all P7 pupils	Annual (June)	Performance Officer	COVALENT

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Secondary Pupil Survey	Survey of all secondary pupils	Annual (June)	Performance Officer	COVALENT
Parents/ Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Customer Services Manager	Minutes of Meetings
Parents/ Carers	West Lothian Parent Representatives Forum Meetings	4 times per year	Customer Services Manager	Minutes of Meetings
Parents/ Carers	Survey of all parents	Annual (June)	Performance Officer	COVALENT
Pupils	Ethos survey of all pupils in schools undergoing Council Reviews	Throughout year – approx. 10 schools	Performance Officer	School Review Report
Parents using Pupil Placement	Survey relating to services provided	Annual	Statistics and Pupil Placement Officer	COVALENT
Parents in receipt of Education Maintenance Allowance	Survey relating to services provided	Annual	Customer Services Manager	COVALENT
Parents in receipt of Free School Meals	Survey relating to services provided	Annual	Customer Services Manager	COVALENT
Parents in receipt of Clothing Grants	Survey relating to services provided	Annual	Customer Services Manager	COVALENT

## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
Senior Management Team	Meetings	Weekly	Heads of Education (Development) and (Quality Assurance)
Team Leaders	One-to-ones	Weekly/Fortnightly	Policy and Performance Manager
Teams	Team meetings	Monthly	Team Leaders
Teams	Team Away Day/Rapid Improvement Event	Annually	Policy and Performance Manager/Team Leaders
All Staff	ADR	Annually	Policy and Performance Manager/Team Leaders
All Staff	Education Central Meeting	3 times per year	Heads of Service/Policy and Performance Manager
All Staff	Employee Satisfaction Survey	Annually	Policy and Performance Manager
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)

### Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Parent/Pupil Support	To provide a clothing grants, free school meals, and Education Maintenance Allowance service, reducing inequality and maximising uptake of families and pupils who receive extra support. To provide a letting service for primary schools and halls.	3. Improving attainment and positive destinations for school children	EDCUS022_9a.1c - Customer Care: Cost Per Pupil of Customer Care Service - £8.21	HIGH LEVEL	0.6	658,586	0	658,586
			EDCUS51_9a.1d-Percentage variation in awareness of Education Maintenance Allowance entitlement between secondary school with the lowest SIMD ranking and West Lothian mean – 4%	HIGH LEVEL				
Pupil Placement	Provide a placement service for placements in early learning and childcare, primary and secondary schools.	3. Improving attainment and positive destinations for school children	EDPPL020_9a.1c - Pupil Placement: Cost Per pupil of Pupil Placement Service - £9.30	HIGH LEVEL	8.2	1,084,718	0	1,084,718
			EDPPL021_9b.1a - Pupil Placement: Percentage of P1 and S1 Requests Granted by the School Placement Panel - 95%	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Complaints, Freedom of Information, Web Site Management, Policy and Equality Advice, Staff, Pupil and Parental Engagement	Provide a customer complaints service leading to service improvement. Provide a FOI service. Provide comprehensive electronic information to internal and external customers. Provide policy and equality advice to internal and external customers leading to consistent application of policy. Implement parental involvement strategy Consult parents/carers/, pupils and staff annually leading to better designed services.	3. Improving attainment and positive destinations for school children	EDCUS022_9a.1c - Customer Care: Cost Per Pupil of Customer Care Service - £8.21	HIGH LEVEL	2.1	277,955	0	277,955
			EDCUS025_9b.1a - Customer Care: Percentage of Freedom of Information (FOI) Act Enquiries Responded to Within 20 Working Days - 80 %	HIGH LEVEL				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Performance Management	Manage pupil attainment analysis in relation to all categories of data, Support Managers in maintaining Covalent Performance Management System. Maintain Covalent Performance Management System for Schools	3. Improving attainment and positive destinations for school children	EDPIS003_9a.1c - Performance Management Services: Cost Per pupil of Performance Management Services - £4.40	WLAM	2.5	158,256	0	158,256
			EDPIS006_9b.1a - Performance Management Services: Percentage of Scotxed Surveys Completed According to Scottish Government Timescales - £100	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.		1.1	75,786	0	75,786
Time Limited - Study Support	School Holiday Lunch and Activity Club	3. 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.		0.0	200,000	0	200,000
<b>Total :-</b>					<b>14.5</b>	<b>2,455,301</b>	<b>0</b>	<b>2,455,301</b>

## Actions

### Actions 2015/16

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
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.	Customer and Performance Manager	April 2015	March 2016	Complete
Policy Development	Design, Review and Update Service Policies.	Improved service management.	Customer and Performance Manager	April 2015	March 2016	Complete
Two Year Old Provision	Continue to design this new service, with Strategic Resources Manager.	Delivery of statutory service.	Customer and Performance Manager	April 2015	March 2016	Complete
Pre-School Provision	Service Redesign to increase flexibility.	Delivery of Statutory Service to better meet needs of customers and requirements of best value.	Customer and Performance Manager	April 2015	March 2016	Complete
Use of Meridio	Review Service File plan	Greater Compliance with national and Council guidance.	Customer and Performance Manager	April 2015	March 2016	Complete

**Actions 2015/16**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Internal/External Communication	Review content on Internal and External Websites	Increase quality of information, reduce duplication.	Customer and Performance Manager	April 2015	March 2016	Complete

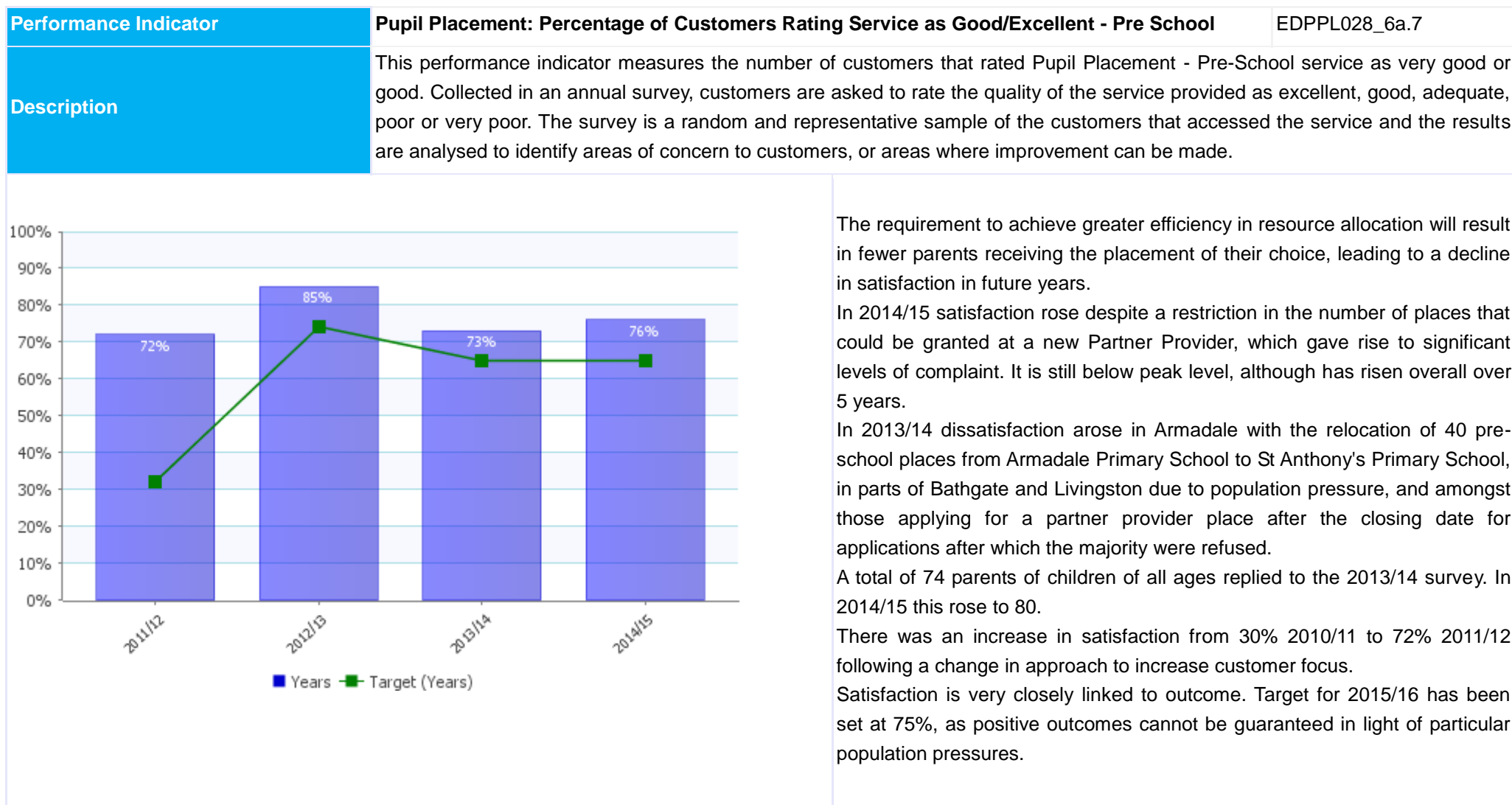


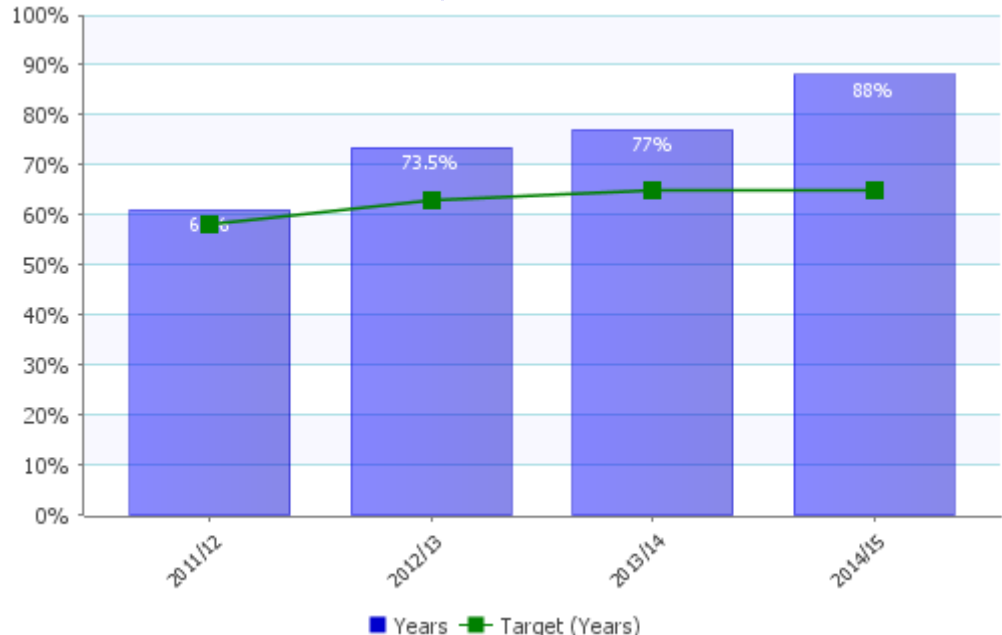
Actions 2016/17						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Early Learning and Childcare	Tender for Partner Providers (Private Nurseries)	More efficient allocation of children between council and partner provider establishments to allow maximisation of efficiencies in placement of pupils	Policy and Performance Manager	01/04/16	31/12/16	Active
EDRM Replacement	Prepare File plan for Migration to new EDRM	New EDRM in place February 2017	Policy and Performance Manager	01/04/16	28/02/17	Active
Early Learning and Childcare	Increase Flexibility and Choice	Over 600 full day places provided at 10 establishments across West Lothian	Policy and Performance Manager	01/04/16	31/03/17	Active
Two Year Old Early Learning and Childcare	Maximise Uptake	Working with the Advice Shop, maximise uptake of two Year Old Early Learning and Childcare	Policy and Performance Manager	01/04/16	31/03/17	Planned
Policy Development	Design, Review and Update Service Policies	Improved service management	Policy and Performance Manager	01/04/16	31/03/17	Active
Pupil Placement	Introduce E-forms	Improved customer service	Policy and Performance Manager	01/04/16	31/03/17	Active

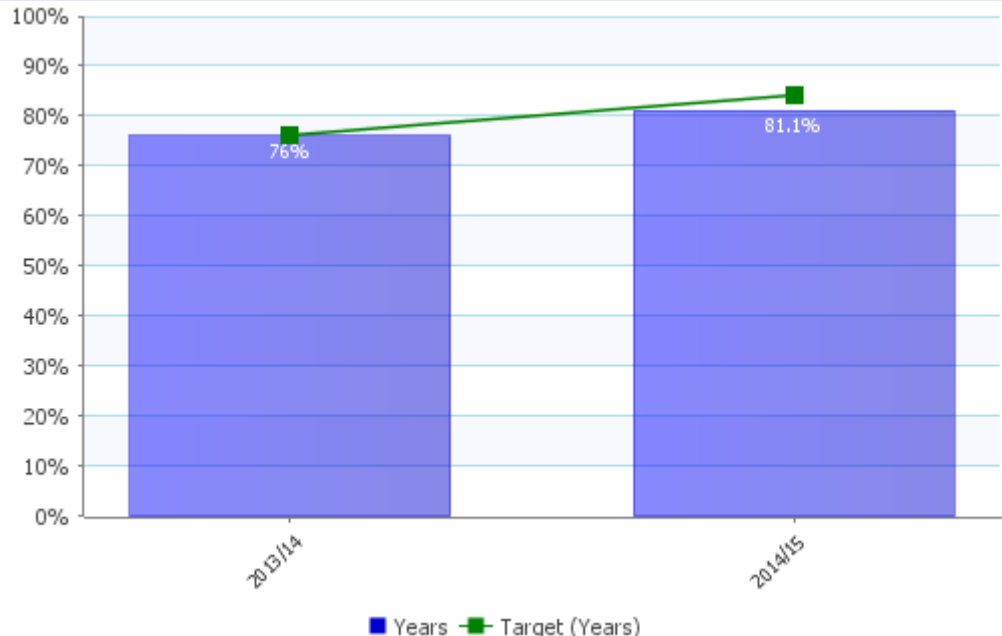
**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Pupil Placement/Staff Allocation	Investigate possibility of replacement IT system and appropriate staff support.	Sustainable support for pupil placement/staff allocation system to allow maximisation of efficiencies in allocation of staff and placement of pupils.	Policy and Performance Manager	01/04/16	31/03/17	Active
Free School Meals – Holiday Programme	Pilot provision for free school meals for eligible children during the school holidays	Provision for eligible children during holidays	Policy and Performance Manager	01/04/16	31/03/17	Active
Internal/External Communication	Review content on Internal and External Websites	Increase quality of information, reduce duplication.	Policy and Performance Manager	01/04/16	31/03/17	Active

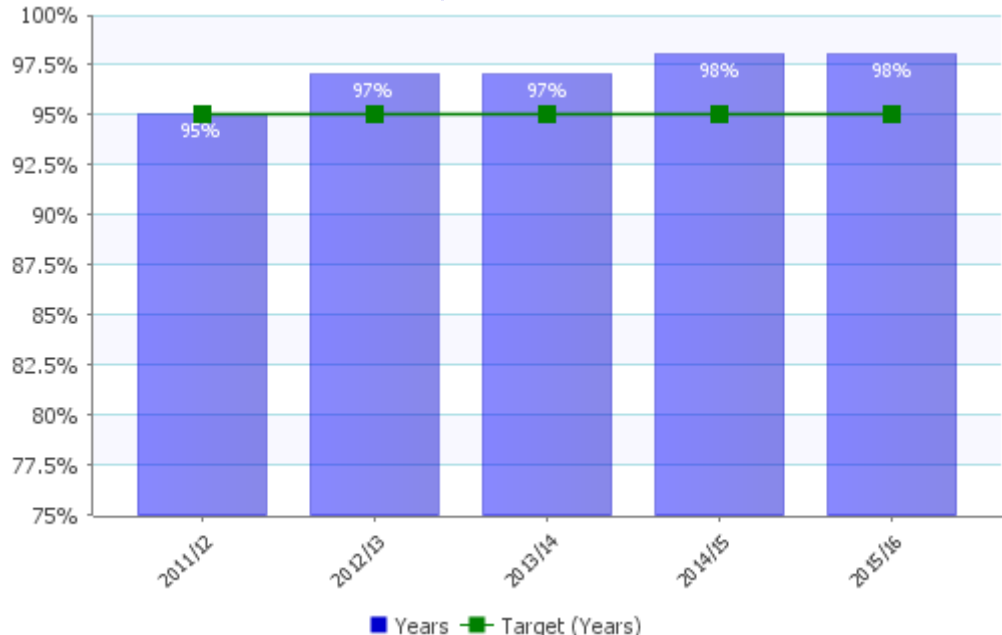
## Performance

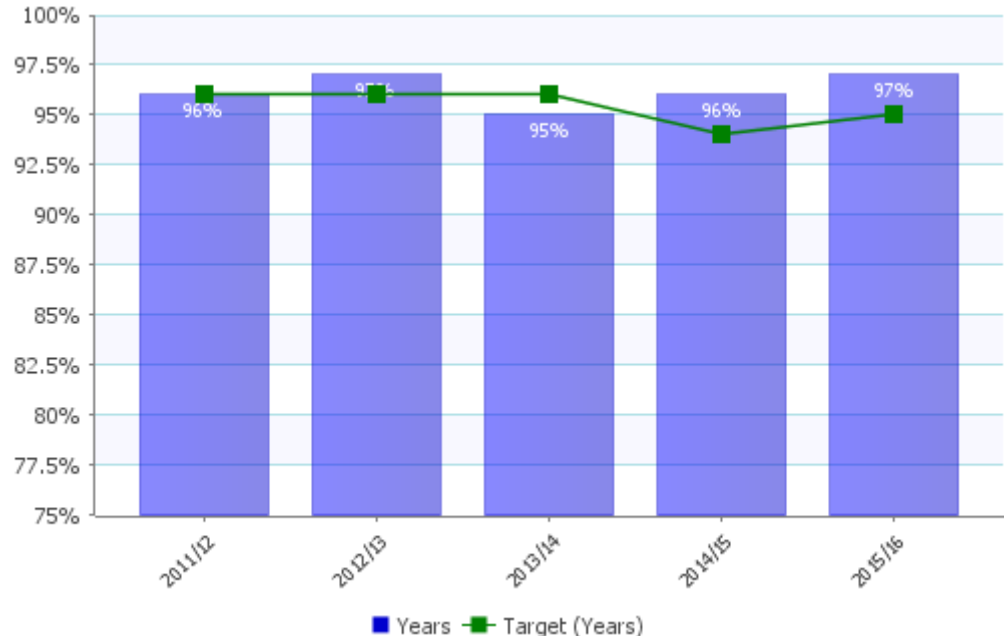


Performance Indicator	Pupil Placement: Percentage of Customers Rating Overall Service as Good/Excellent - P1/S1		EDPPL027_6a.7														
Description	This performance indicator measures the number of customers that rated Pupil Placement's P1/S1 service as good or excellent. Collected in an annual 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.																
	<div><table><thead><tr><th>Year</th><th>Actual Percentage</th><th>Target Percentage</th></tr></thead><tbody><tr><td>2011/12</td><td>61%</td><td>65%</td></tr><tr><td>2012/13</td><td>73.5%</td><td>65%</td></tr><tr><td>2013/14</td><td>77%</td><td>65%</td></tr><tr><td>2014/15</td><td>88%</td><td>65%</td></tr></tbody></table></div> <div><p>Overall satisfaction has risen year on year from 2010/11 to 2014/5 as higher percentages of parents are given their first choice, and processes are improved, for example policies and letters made more understandable, and number of contacts and steps in the process reduced.</p><p>A total of 74 parents of children of all ages replied to the 2013/14 survey. This rose to 80 in 2014/15.</p><p>Target for 2015/16 is set as 80% as maintaining this level of satisfaction in light of particular population pressures may not be possible.</p></div>			Year	Actual Percentage	Target Percentage	2011/12	61%	65%	2012/13	73.5%	65%	2013/14	77%	65%	2014/15	88%
Year	Actual Percentage	Target Percentage															
2011/12	61%	65%															
2012/13	73.5%	65%															
2013/14	77%	65%															
2014/15	88%	65%															

Performance Indicator	Customer Care: Percentage of Education Services Complaints Resolved at Stage 2 within 20 day Timescale	EDCUS011_6b.2								
Description	<p>This performance indicator measures the overall percentage of Education Services complaints that are stage 2 and are resolved within twenty working days from the original date of receipt. For each year the total number of complaints responded to within 20 working days is divided by total number of stage 2 complaints received to determine a percentage. 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.</p>									
<div><table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2013/14</td><td>76%</td></tr><tr><td>2014/15</td><td>81.1%</td></tr><tr><td>Target (2015/16)</td><td>88%</td></tr></tbody></table></div> <div><p>In 2014/15 81.1% (99 out of 122) complaints were closed within 20 working days, the target timescale.</p><p>In 2013/14 76% (93 out of 122) complaints were responded to in the timescale allowed.</p><p>The majority of Stage 2 complaints are dealt with by centrally based staff. During school holiday periods the ability to investigate and close complaints within 20 days is reduced.</p><p>Target for 2015/16 will be 88% which is a 6% increase on the target for 2014/15, reflecting the aspiration to respond to Stage 2 complaints within the target timescale.</p></div>			Year	Percentage	2013/14	76%	2014/15	81.1%	Target (2015/16)	88%
Year	Percentage									
2013/14	76%									
2014/15	81.1%									
Target (2015/16)	88%									

Performance Indicator	Pupil Placement: Cost Per pupil of Pupil Placement Service		EDPPL020_9a.1b										
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 the cost per pupil of the central education services allows comparison of the cost of providing each part of the service against the others.												
<div><table><thead><tr><th>Year</th><th>Cost Per Pupil (£)</th></tr></thead><tbody><tr><td>2012/13</td><td>£11.11</td></tr><tr><td>2013/14</td><td>£9.83</td></tr><tr><td>2014/15</td><td>£8.37</td></tr><tr><td>2015/16</td><td>£9.30</td></tr></tbody></table></div> <div><p>Cost per pupil has decreased from 2012/13 to 2013/14 and 2014/15 to the current level of £8.37. This is due to planned efficiencies in the service. These were achieved, in part, by efficiencies achieved as a result of a Citizen's Led Inspection.</p><p>Cost per pupil for 2015/16 has risen due to increased expenditure as a result of the service expansion necessary to place eligible 2 year olds from August 2014.</p><p>Target for 2015/16 will be the same as performance as it is based on the budget.</p></div>				Year	Cost Per Pupil (£)	2012/13	£11.11	2013/14	£9.83	2014/15	£8.37	2015/16	£9.30
Year	Cost Per Pupil (£)												
2012/13	£11.11												
2013/14	£9.83												
2014/15	£8.37												
2015/16	£9.30												

Performance Indicator	Pupil Placement: Percentage of P1 and S1 Requests Granted by the School Placement Panel. <span>EDPPL021_9b.1a</span>																			
Description	This indicator shows the percentage of P1 and S1 Requests Granted by School Placement Panel. When requests are granted parents are given their choice of school. 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.																			
<div><table><thead><tr><th>Year</th><th>Percentage of P1 and S1 Requests Granted</th><th>Target (Years)</th></tr></thead><tbody><tr><td>2011/12</td><td>95%</td><td>95%</td></tr><tr><td>2012/13</td><td>97%</td><td>95%</td></tr><tr><td>2013/14</td><td>97%</td><td>95%</td></tr><tr><td>2014/15</td><td>98%</td><td>95%</td></tr><tr><td>2015/16</td><td>98%</td><td>95%</td></tr></tbody></table></div> <div><p>In 2015/16, 96 placing requests were refused out of a total of 4253, resulting in 98% being granted.</p><p>In 2014/15, 89 placing requests were refused, out of 4104, resulting in performance of 98%. In 2013/14 97% of applicants were granted their first choice. 127 applications were refused out of a total of 4207. In 2012/13, the school placement panel granted 97% of applicants their first choice. 123 applications were refused out of a total of 4276. In 2011/12 198 requests were refused.</p><p>Requests are refused when one of the statutory grounds of refusal exist, for example admitting an additional pupil would require the employment of an additional teacher, extension of the building, would result in the school being over capacity or prevent the Council from reserving places for pupils who could be expected to move into the catchment area.</p><p>Target for 2016/17 remains 95% as maintaining current performance in light of particular population pressures may not be possible.</p></div>			Year	Percentage of P1 and S1 Requests Granted	Target (Years)	2011/12	95%	95%	2012/13	97%	95%	2013/14	97%	95%	2014/15	98%	95%	2015/16	98%	95%
Year	Percentage of P1 and S1 Requests Granted	Target (Years)																		
2011/12	95%	95%																		
2012/13	97%	95%																		
2013/14	97%	95%																		
2014/15	98%	95%																		
2015/16	98%	95%																		

Performance Indicator	<b>Pupil Placement: Percentage of Pre School Parents Allocated First Choice Establishment by School Placement Panel.</b>	CP:EDPPL0229b.1b																		
Description	This indicator shows the percentage of pre-school Requests Granted by School Placement Panel. When requests are granted parents are given their choice of school. 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.																			
<div><table><thead><tr><th>Year</th><th>Years (Actual)</th><th>Target (Years)</th></tr></thead><tbody><tr><td>2011/12</td><td>96%</td><td>96%</td></tr><tr><td>2012/13</td><td>97%</td><td>96%</td></tr><tr><td>2013/14</td><td>95%</td><td>96%</td></tr><tr><td>2014/15</td><td>96%</td><td>96%</td></tr><tr><td>2015/16</td><td>97%</td><td>96%</td></tr></tbody></table></div> <div><p>Performance rose to 97% in 2015/16, following a rise in 2014/15. Performance had fallen in 2013/14. 1% of the fall, equating to around 40 pupils, can be accounted for by the move of 40 pre-school places from Armadale Primary School to St Anthony's Primary School, Armadale. Particular pressure was also experienced in Bathgate as a result of housing development, which accounts for part of the remaining 1%.</p><p>The Council operates under increasing financial constraints, and the need to increase efficiency in pre-school provision has required a slight reduction in choice, accounting for the rest of the 1% reduction.</p><p>Performance is influenced by demographics, investment in the school estate and teacher numbers, and movement into and within West Lothian resulting from housing development.</p><p>Target for 2016/17 has been set at 95% as the Council will seek to maintain this level of performance despite population pressures.</p></div>			Year	Years (Actual)	Target (Years)	2011/12	96%	96%	2012/13	97%	96%	2013/14	95%	96%	2014/15	96%	96%	2015/16	97%	96%
Year	Years (Actual)	Target (Years)																		
2011/12	96%	96%																		
2012/13	97%	96%																		
2013/14	95%	96%																		
2014/15	96%	96%																		
2015/16	97%	96%																		



## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		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)	3 year cycle					✓							
● 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	As Required												
● Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Business Continuity Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● ADRs	Annually	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of customer groups/segmentation matrix	As required							✓	✓	✓			
● 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

### 3.7 Active Schools and Sport & Outdoor Education

Managers:	Matt Costello/Sheila McEwan/Paul Stark
Number of Staff (FTE):	45.5
Location:	Civic Centre/Secondary Schools/Low Port Centre and St David House

#### Purpose

Sportscotland works in partnership with all 32 local authorities to invest in the Active Schools network of managers and coordinators who support primary, secondary and Additional Support Needs (ASN) schools across Scotland.

Active Schools West Lothian provides support, training and guidance relating to Physical Education, Physical Activity and Sport (PEPAS) to all 11 secondary, 66 primary and 6 ASN schools.

Our key areas of work directly contribute to West Lothian Council's Priority 7 - *Delivering Positive Outcomes on Health* and support schools to improve educational attainment and achievement.

Active Schools work closely with key partners including the PE Lead Officer, Sports Development, community clubs and other organisations to provide a wide range of high quality opportunities connected to physical education, school sport and club sport.

The Sport and Outdoor Education service provides a range of curricular and community-based learning and development opportunities that impact positively on attainment and achievement, physical and mental health and assist in the development of skills for lifelong learning and employability.

The Sports Development and Facilities team works effectively in partnership with Finance and Property Services, Housing Construction and Building Services, Planning and Economic Development and Operational Services to deliver appropriate sports facilities through West Lothian Council's capital investment programme. The team also works in partnership with a wide range of sporting organisations, National Governing Bodies of Sport and funders to develop the capacity of local clubs to deliver high quality, safe and accessible sporting activities for the wider community.

The Outdoor Education team provides an extensive programme of structured, progressive and enjoyable Outdoor Education experiences for schools and the wider community providing valuable life skills encouraging more people to enjoy outdoor activities more often. Outdoor programmes are delivered at our loch-side centre in Linlithgow and in the surrounding woodlands, lowland hillsides, canal network, ski centres and rivers of central Scotland.

The Low Port Centre also provides facilities for community use including a games hall, climbing wall, meeting and general purpose rooms in addition to a residential facility with 36 beds, including a full catering service.

Research indicates that the activities of services such as Sport and Outdoor Education have a disproportionately positive impact on communities in relation to the resources provided to deliver these services.

As of 1<sup>st</sup> April 2016, Active Schools and Sports Development Services will merge in to one team, enabling an integrated approach to the planning and delivery of sport across West Lothian.

### **Activities**

The main activities of the service in 2016/17 will be:

- Provide opportunities for pupils to participate in sport within schools, clubs and the wider community
- Recruit and support volunteers to deliver opportunities within schools, clubs and the wider community
- Provide Career Long Professional Learning opportunities to support Professional Review and Development
- Provision of an appropriate sport facility infrastructure within West Lothian to provide a home for clubs to meet, grow, play, train, compete and develop
- Delivery of key Sports Development programmes including Club Accreditation, Sporting Grants, Community Sports Hubs, Positive Coaching Scotland and Excellence in School Sport.
- Production of a comprehensive calendar for vocational courses for schools and community by the Outdoor Education and Sports Development teams, including First Aid, Child Protection, Cycle Leader and sport specific qualifications.
- Delivery of a range of Outdoor Education and outdoor learning activities, including Archery, Canoeing, Climbing, Hillwalking, Kayaking, Mountain Biking, Mountaineering, Orienteering, Problem Solving, Sailing, White Water Rafting, Woodland Adventure and Forest Skills.

- Provision of residential facilities accommodating up to 36 people including en-suite facilities.
- Full catering service for residential groups in addition to café facilities within the Low Port Centre Monday-Thursdays.
- Manage West Lothian Council investment in West Lothian Leisure and monitor performance to ensure shared outcomes are achieved.

### **Key Partners**

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

- Physical Education Lead Officer
- West Lothian's Community and Commercial Sports Clubs
- Winning Scotland Foundation
- West Lothian sports clubs and organisations
- Sportscotland
- National Governing Bodies of Sport
- Community Greenspace Officer
- Health Enhancing Physical Activity (HEPA)
- Scottish Environmental Protection Agency (SEPA)
- Environmental Health
- Scottish Advisory Panel for Outdoor Education
- Adventure Activities Licensing Association
- West Lothian Sports Council
- West Lothian College
- Education Scotland
- The Duke of Edinburgh's Award
- Social Policy
- Helping Young People Engage (HYPE)
- More Choices, More Chances (MCMC)

## Customer Participation

The service will actively engage customers and potential customers in the delivery and re-design of services to ensure that they 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 the year	Head teacher	Regular meetings
CLPL programme	Online survey	Annually (April/May)	Active Schools Manager	Report to school staff
CLPL sessions	Evaluation forms	As required following each CLPL session	Active Schools Manager	Report to school staff/Standards and Quality Report/Covalent
School Sport Partnership	Focus groups	Termly	Active Schools Coordinator – School Sport	Report to PDSP/Depute Chief Executive
Customer survey	Online survey	Annually	Active Schools Manager	Standards and Quality Report/Covalent
Lochside Café Users	Online Survey/ Questionnaire	Bi-annual	Domestic Bursar	Notice board, Website and Customer Email
Community Clubs /Organisations.	Online Survey	Annual	Team Leader	Notice board, Website and Customer Email
Community Clubs/ Organisations	Focus group	Annual	Team Leader	Notice board, Website and Customer Email
Holiday and after school programme attendees	Online Survey/ Questionnaire	Annual	Team Leader	Notice board, Website and Customer Email
Training Course attendees	Online Survey/ Questionnaire	Annual	Team Leader	Notice board, Website and Customer Email
Schools	Questionnaire	Quarterly	Team Leader	Notice board, Website and Customer Email
Low Port Residential Groups	Online Survey	Each Visit	Domestic Bursar	Notice board, Website and Customer Email

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
All customers who use the booking system.	Online Survey/ Questionnaire	Quarterly	Team Leader	Notice board, Website and Customer Email

### Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
All Staff	One-to-ones to discuss individual action plans	Twice yearly	Active Schools Manager
All Staff	Team meetings	Monthly	Active Schools Manager
All Staff	Employee Satisfaction Survey	Annually	Active Schools Manager
All Staff	ADRs	Annually	Active Schools Manager
All Staff	Planning Week	Annually	Active Schools Manager
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)
Sport and Outdoor Education Staff	How Good is Our Culture and Sport Survey	Annually	Sport and Outdoor Education Manager
Sport and Outdoor Education Management Team	ADR	Bi-annual	Sport and Outdoor Education Manager
Low Port Centre Staff	Full Staff Meeting	Bi-annual	Sport and Outdoor Education Manager
Outdoor Education Team	Team Meeting	Quarterly	Team Leader
Catering and Residential Team	Team Meeting	Quarterly	Domestic Bursar
Low Port Centre Management Team	Management Meeting	Monthly	Sport and Outdoor Education Manager

**Employee Engagement Schedule**

Employee Group	Engagement Method	Frequency	Responsible Officer
Sport Development Management Team	Management Meeting	Monthly	Sport and Outdoor Education Manager
Administration Team	Team Meeting	Monthly	Team Leader
Sport and Facilities Team	Team Meeting	Monthly	Sport and Outdoor Education Manager
Sport and Facilities Team	Team Meeting	Weekly	Team Leader

### Activity Budget – Active Schools

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
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.	7. Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5.50	HIGH LEVEL	0.9	31,626	(26,147)	5,479
			EDAS009_6a.7 Active Schools: Sport and Physical Education CLPL Customer Satisfaction - 100%.	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.	7. Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5.50	HIGH LEVEL	4.2	179,211	(148,174)	31,037
			EDAS006_9b.1c - Active Schools: Number of Volunteers Providing Extracurricular Sport and Physical Activity Opportunities - 500	HIGH LEVEL				
Extra-Curricular Opportunities	To increase the number of children and young people participating in school and community sport.	7. Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5.50	HIGH LEVEL	4.2	179,211	(148,174)	31,037
			EDAS003_9b.1c - Active Schools: Number of Extra Curricular Attendances - 125,000	HIGH LEVEL				



Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Curricular Opportunities	Sporting pathways are clearly signposted to enable children and young people reach their full potential.	7. Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5.50	HIGH LEVEL	1.6	68,522	(56,655)	11,867
			EDAS007_9b.1c - Active Schools: School Club Links - 707.	HIGH LEVEL				
Maximised Participation	Motivate and inspire young people to participate in sport by delivering programmes designed to maximise engagement.	7. Delivering positive outcomes on health	EDAS001_9a.1c - Active Schools: Cost Per Pupil of Active Schools Services - £5.50	HIGH LEVEL	1.6	68,522	(56,655)	11,867
			EDAS010_9b.1c - Active Schools: Number of Extra Curricular Distinct Participants - 7,200 (30% of 2015/16 School Role).	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	79,770	0	79,770
<b>Total :-</b>					<b>13.6</b>	<b>606,862</b>	<b>(435,805)</b>	<b>171,057</b>

### Activity Budget – Sport and Outdoor Education

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Sport Development	Provide support and provision of opportunities and facilities across broad range of sports to individuals, clubs, coaches and partners.	7. Delivering positive outcomes on health	EDSOE200_9b.1a Total number of individuals supported through Sport Development – 2,200	HIGH LEVEL	12.6	630,556	0	630,556
			EDSOE201_6a.7 Sports Development - Percentage of individuals who rated the overall quality of sport development services as good or excellent.- 100%	HIGH LEVEL				
West Lothian Leisure	Monitor performance of West Lothian Leisure in accordance with the Lease & Funding Agreement.	Enabler Service - Corporate Governance and Risk	sspi10a Number of attendances per 1,000 population at all swimming pools – 5,127	PUBLIC	0.0	1,667,503	0	1,667,503
			sspi10b Number of attendances per 1,000 population for indoor sports and leisure facilities – 7,665	PUBLIC				
Provision of Core Outdoor Education Activity	Provide programmed Outdoor Activity and resources for Primary, Secondary and Special Schools, including supporting	7. Delivering positive outcomes on health	EDSOA009_9b.1a Percentage of customers who report that Outdoor Education Activity contributed to pupil's experiences and outcomes – 100%	HIGH LEVEL	8.6	426,917	(244,599)	182,318

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
	current educational initiatives.		EDSOE108_6a.7 Low Port Centre - Percentage of customers who rated the overall quality of outdoor education services as good or excellent – 100%	WLAM				
Residential Facility	Provide a high quality residential and catering facility which will be offered to all West Lothian Schools and the wider community.	Enabler Service - Financial Planning	EDSOE105_9b.1a Low Port Centre - Number of Residential Customers – 2,100	HIGH LEVEL	10.3	383,179	(229,566)	153,613
			EDSOE106_6a.7 Low Port Centre - Percentage of customers who rated the overall quality of residential and catering services as good or excellent- 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.		0.4	9,228	0	9,228
	<b>Total :-</b>				<b>31.9</b>	<b>3,117,383</b>	<b>(474,165)</b>	<b>2,643,218</b>

## Actions

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Review Indoor and Outdoor Sports Facilities Strategies	Identify funding, appoint consultant, manage the review and collation of revised strategies.	New strategies approved by Council Executive.	Sport and Outdoor Education Coordinator	April 2015	August 2015	Active
Implement new booking system for Low Port Centre and the Sport & Outdoor Education Team.	Appropriate system to be identified and, in conjunction with IT Services, implement system and ensure all staff training undertaken.	System installed, training completed.	Outdoor Education Team Leader	October 2014	August 2015	Active
Develop Community Sport Hub at Whitburn Academy	Work in partnership with sportscotland and the school to develop process and procedures to enhance club use and assist club development at this site.	Whitburn Community Sports Hub established.	Sport Development and Facilities Team Leader	April 2015	March 2016	Active

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Career Long Professional Learning	Integration of Sport and Physical Activity CLPL calendar with Education EMS system.	The quality, learning and teaching in PE is improved.	Active Schools Manager	August 2015	June 2016	Active
Academic Assessment of Impact	Partnership working with the University of Stirling to evidence impact of school sport and extracurricular activity on academic attainment and achievement.	Young people are inspired and supported to fulfil their sporting and academic potential.	Active Schools Manager	August 2015	June 2016	Complete

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Develop a Community Sport Hub at Whitburn Academy	Work in partnership with sportscotland and the school to develop processes and procedures.	Enhance club use and assist club development at this site.	Sport and Facilities Development Team Leader	April 2015	March 2016	Active
Champions in Scotland Pilot	In partnership with Winning Scotland Foundation, top performing athletes are placed in schools to deliver a series of workshops tailored to their needs.	Pupils are motivated and inspired to fulfil their potential.	Active Schools Manager	January 2016	June 2016	Planned
Rio 2016	A West Lothian wide primary schools track and field event to raise awareness of Rio 2016	Positive engagement from schools with Rio 2016	Active Schools Manager	April 2016	June 2016	Planned

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Volunteer Management	Work in partnership with sportscotland to implement a strategic approach to volunteer recruitment and support, specifically targeting parents	Increased number of parent volunteers supporting extracurricular sport and activity	Active Schools Manager	Feb 2016	June 2016	Planned
Indoor and Outdoor Sport Facilities Strategies developed	Produce updated Indoor and Outdoor Sport Facilities Strategies for the period 2015- 2025.	Evidence-based approach to provision of indoor and outdoor sports facilities in West Lothian.	Sport and Outdoor Education Manager	April 2016	March 2017	Active
Website/Social Media Development	Improve the quality of online presence for the Low Port Centre to increase awareness of service provision.	Rise in online traffic for Low Port Centre signposting potential customers to the service to generate increased income.	Outdoor Education instructor/ Team Leader	April 2016	March 2017	Active

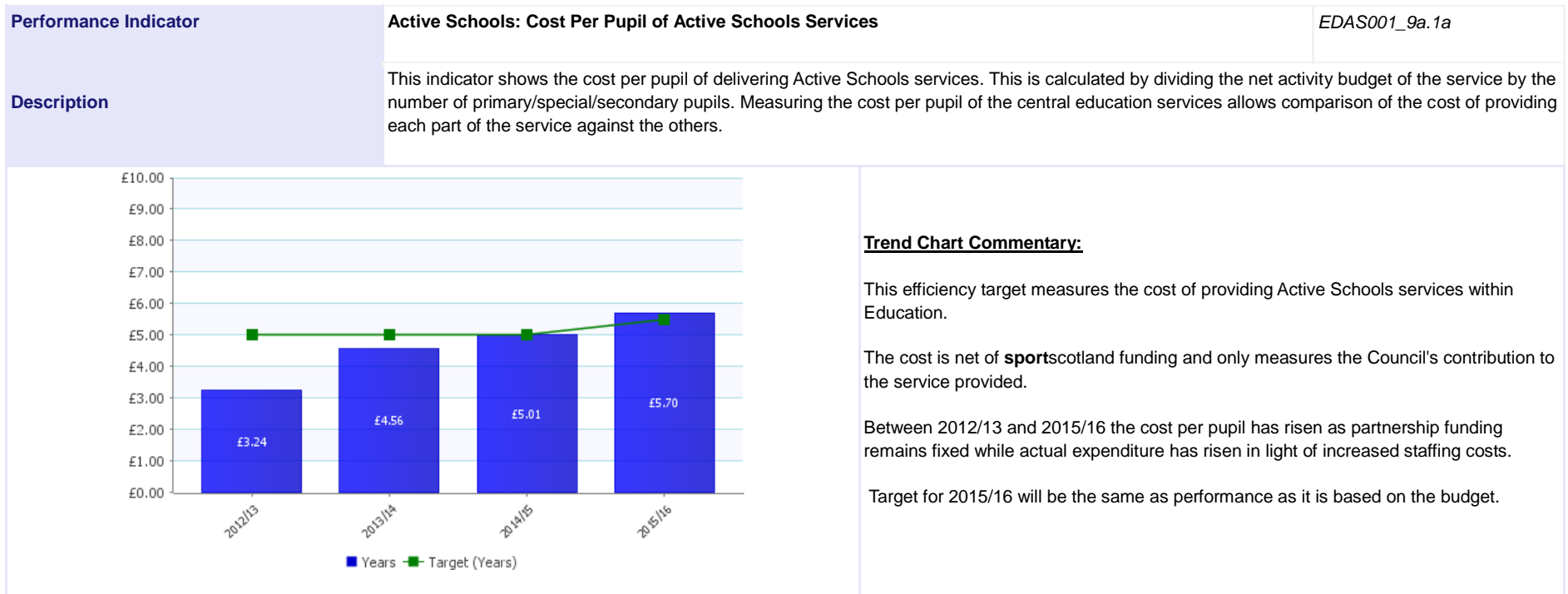
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Implement new Low Port Centre work plan	Work plan agreed and implemented for Administration, Domestic and Outdoor Education Teams.	Service activities are clearly defined with relevant performance indicators identified.	Sport and Outdoor Education Manager	April 2016	March 2017	Planned
Installation of new booking system for Low Port Centre and Community Sport Hub network.	Booking systems commissioned to meet the needs of Low Port Centre and Community Sports Hub network.	Electronic booking systems ensure efficient service provision through customer-centred approach.	Sport and Outdoor Education Manager	April 2016	March 2017	Planned
Revision of Service Level Agreement with West Lothian Leisure	Work in partnership with West Lothian Leisure to ensure progress towards revised outcomes within updated service specification.	West Lothian Leisure outcomes are aligned with West Lothian Council outcomes.	Sport and Outdoor Education Manager	April 2016	March 2017	Planned



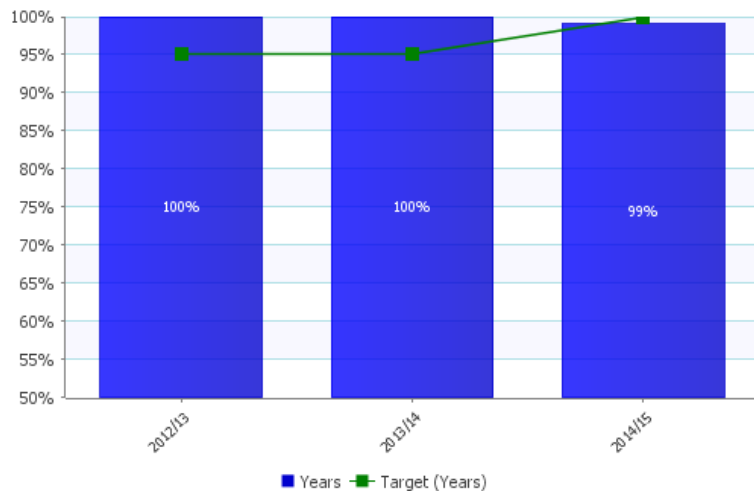
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Customer Service Excellence Review	Utilise feedback from the Customer Service Excellence review to ensure high quality customer services at the Low Port Centre and within the Sports Development team. Consideration given to customer journey and feedback processes to improve service delivery.	Customer experience of Sport and Outdoor Education services is highly rated	Sport and Outdoor Education Manager	April 2016	March 2017	Planned
Production of Integrated Active Schools/Sports Development work plan	Work in partnership with Active Schools to deliver an integrated model of service delivery between the Active Schools and Sports Development teams.	Improvement in efficiency through re-alignment of service processes.	Sport and Outdoor Education Manager	April 2016	March 2017	Planned

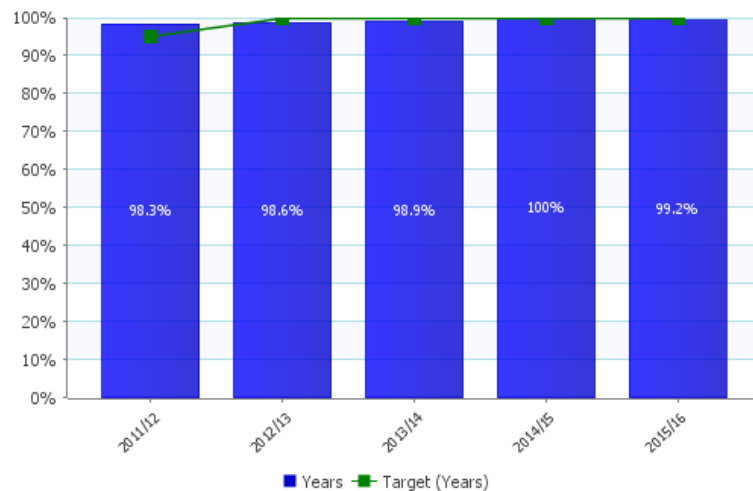
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Key Performance Indicator Review	Develop the Key Performance Indicators for the service to ensure efficient, effective and appropriate service provision for Sport and Outdoor Education.	Service delivery and performance management is consistent, transparent and aligned.	Sport and Outdoor Education Manager	April 2016	March 2017	Planned
Implementation of the West Lothian Games Legacy Plan 2014 - 2019	Work with stakeholders to deliver the aims and outcomes identified in the strategy	Programmes and initiatives linked to relevant legacy themes implemented, facilitated and monitored with impact assessed.	Sport and Outdoor Education Co-ordinator	April 2014	March 2019	Active

## Performance



Performance Indicator	Active Schools: Number of Extracurricular Attendances	EDAS003_9b.1a																		
Description	Attendances are calculated by counting the total number of participants attending each activity session. Participants are children from primary, secondary and Additional Support Needs (ASN) schools who take part in regular extracurricular sport and activity sessions within the school estate. This figure does not indicate the number of individual pupils attending extracurricular opportunities as participants may attend multiple activity sessions. This is a national indicator set by sportscotland and so it is important that the Council collects this information. This PI measures performance in the school/academic year.																			
<div><div><table><thead><tr><th>Year</th><th>Attendances</th><th>Target</th></tr></thead><tbody><tr><td>2010/11</td><td>109,968</td><td>-</td></tr><tr><td>2011/12</td><td>115,245</td><td>-</td></tr><tr><td>2012/13</td><td>105,824</td><td>-</td></tr><tr><td>2013/14</td><td>124,650</td><td>125,000</td></tr><tr><td>2014/15</td><td>124,831</td><td>125,000</td></tr></tbody></table></div><div><p><b><u>Trend Chart Commentary:</u></b></p><p>Extracurricular attendance figures for 2014/15 show a modest increase of 181 attendances on 2013/14. Although this is the highest ever recorded figure, it is slightly below the 2014/15 target of 125,000. These figures indicate that primary, secondary and ASN pupils are now taking part in more extracurricular sport and activity sessions within the school estate than ever before.</p><p>The increase in the number of extracurricular attendances is linked to the 3% increase in the number of deliverers (volunteers and paid coaches) providing extracurricular sport and physical activity opportunities compared to academic session 2013/14.</p><p>There is currently no benchmarking available for Active Schools as sportscotland does not support comparisons across local authorities.</p><p>2011/12- The London 2012 Olympics acted as a catalyst for additional opportunities provided through Active Schools resulting in an increase in participant sessions during the academic year.</p><p>2012/13- 3 out of 11 Active Schools Coordinators were absent as a result of maternity reducing the capacity of the service to meet its target. The Scottish Secondary Teachers Association industrial action also had a negative influence on the number of participant sessions delivered.</p><p>2013/14- The increase in the number of participant sessions is directly linked to the increase in the number of volunteers (26%) providing extracurricular sport and physical activity opportunities compared to academic session 2012/13.</p><p>Target for Academic Session 2015/16 remains at 125,000 extracurricular attendances. Target for Academic Session 2016/17 will be identified in July 2016 based on 2015/16 performance.</p></div></div>			Year	Attendances	Target	2010/11	109,968	-	2011/12	115,245	-	2012/13	105,824	-	2013/14	124,650	125,000	2014/15	124,831	125,000
Year	Attendances	Target																		
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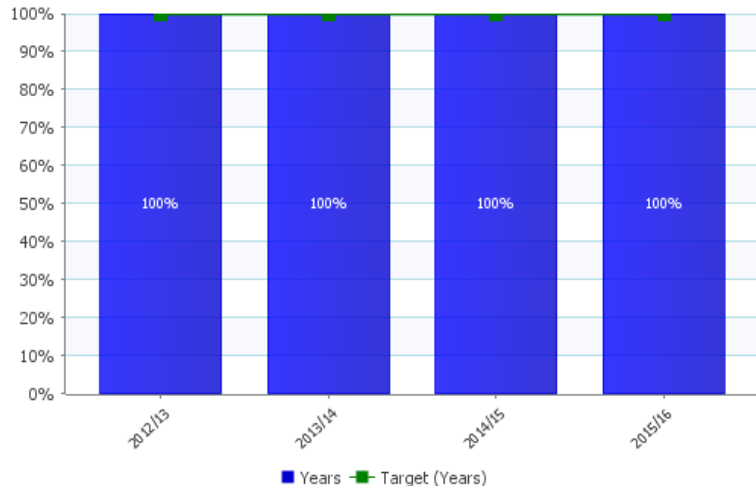
Performance Indicator	Active Schools: Sport and Physical Education Career Long Professional Learning Customer Satisfaction	EDAS009_6a.7												
Description	<p>Active Schools are responsible for producing the Sport and Physical Education (S+PE) Career Long Professional Learning Calendar (CLPL) each academic year for West Lothian school staff. The calendar is produced through consultation with school staff, PE Lead Officer and Sport Development Officers to identify all PE, Physical Activity and Sport opportunities to support professional development.</p> <p>This PI measures performance in the school/academic year.</p>													
 <table border="1"> <thead> <tr> <th>Year</th> <th>Years (Actual)</th> <th>Target (Years)</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2013/14</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2014/15</td> <td>99%</td> <td>100%</td> </tr> </tbody> </table>		Year	Years (Actual)	Target (Years)	2012/13	100%	100%	2013/14	100%	100%	2014/15	99%	100%	<p>Customer's rating of Active Schools CLPL delivery as 'Good' or 'Excellent' is 99%. This is down 1% from the 2013/14 figure of 100%.</p> <p>86 participants attended a S+PE CLPL opportunity during 2014/15. 72% reported that the overall rating of the course as a valuable CLPL experience was 'Excellent' with a further 27% reporting that it was 'Good'. One participant reported that it was 'Adequate'.</p> <p>This feedback will be noted and used to improve the delivery of the CLPL opportunity for academic session 2015/16.</p> <p>2012/13- This was the first year performance was measured for customer satisfaction. 172 people attended opportunities offered within the S+CS CPD Calendar. 100% of responses indicated that service provision was 'Excellent' or 'Good'.</p> <p>2013/14- 257 people attended opportunities offered within the S+CS CPD Calendar. During 2013/14 90% of respondents rated the service 'Excellent' and 10% 'Good'.</p> <p>The target for academic session 2015/16 will remain at 100%.</p>
Year	Years (Actual)	Target (Years)												
2012/13	100%	100%												
2013/14	100%	100%												
2014/15	99%	100%												

Performance Indicator	Sport & Outdoor Education - Percentage of customers who rated the overall quality of customer service as good or excellent .		P:EDSOE007_6a.7												
Description	This indicator measures the satisfaction of surveyed individuals who utilise the Sport and Outdoor Education service. The service includes the Sports Development, Outdoor Education, Residential and Catering and Administration teams. All customer feedback responses are collated quarterly on a central monitoring spreadsheet with the percentage rating the particular aspect of the service as good or excellent calculated and reported. This provides valuable customer insight on key aspects of service delivery enabling any dips in performance to be identified and addressed accordingly.														
 <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2011/12</td><td>98.3%</td></tr><tr><td>2012/13</td><td>98.6%</td></tr><tr><td>2013/14</td><td>98.9%</td></tr><tr><td>2014/15</td><td>100%</td></tr><tr><td>2015/16</td><td>99.2%</td></tr></tbody></table>		Year	Percentage	2011/12	98.3%	2012/13	98.6%	2013/14	98.9%	2014/15	100%	2015/16	99.2%	<p><b><u>Trend Chart Commentary:</u></b></p> <p>This indicator identifies that the Sport and Outdoor Education service have consistently recorded a 'Good' or 'Excellent' customer satisfaction rating of over 98% since the indicator was introduced in 2011/12.</p> <p><b>2015/16</b> - 145 completed surveys were returned in 2015/16 recording an average rating of 99.2% (Q1- 44/100%, Q2- 30/100%, Q3- 39/100% and Q4- 32 96.9%). The overall decrease from 100% satisfaction rating archived in 2014/15 was the result of one response of 'adequate'.</p> <p><b>2014/15</b> - 293 completed surveys were returned in 2014/15 recording an average rating of 100% (Q1- 27/100%, Q2- 47/100%, Q3- 96/100% and Q4 123/100%). The overall customer satisfaction rating of 100% for the year is the highest satisfaction rating ever recorded by the Sport and Outdoor Education service.</p> <p><b>2013/14</b> - 325 completed surveys were returned in 2013/14 recording an average rating of 98.9% (Q1- 114/97.3%, Q2- 71/98.3%, Q3- 14/100% and Q4- 126/100%). This is an improvement of 0.3% on 2012/13 performance.</p> <p><b>2012/13</b> - No additional data is available to provide the breakdown of completed surveys for this year. Performance of 98.6% customer satisfaction rating is an improvement of 0.3% on 2011/12 performance.</p> <p><b>2011/12</b> - No additional data is available to provide the breakdown of completed surveys for this year. Performance in this year for customer satisfaction was recorded at 98.3%.</p> <p>The target for 2016/17 remains at 100% to encourage sustained high performance within customer satisfaction. The Sport and Outdoor Education management team regularly monitor feedback and specific comments made on customer feedback forms to make improvements in course delivery and customer experience.</p>	
Year	Percentage														
2011/12	98.3%														
2012/13	98.6%														
2013/14	98.9%														
2014/15	100%														
2015/16	99.2%														







Performance Indicator	Sport & Outdoor Education - Number of stage 2 complaints closed within 20 days as percentage of all stage 2 complaints closed		EDSOE017_6b.2										
Description	This Performance Indicator measures the overall percentage of complaints, relating to the Sport and Outdoor Education service which were resolved within 20 working days. Complaints are monitored and processed on the CRM system and are monitored by the Sport and Outdoor Education management Team.												
 <table><thead><tr><th>Year</th><th>Percentage</th></tr></thead><tbody><tr><td>2012/13</td><td>100%</td></tr><tr><td>2013/14</td><td>100%</td></tr><tr><td>2014/15</td><td>100%</td></tr><tr><td>2015/16</td><td>100%</td></tr></tbody></table>		Year	Percentage	2012/13	100%	2013/14	100%	2014/15	100%	2015/16	100%	<p>The performance, in this measure, is influenced by the number of complaints received.</p> <p><b>2015/16:</b> Four complaints were received in 2015/16 with 100% of complaints closed within 20 days. One complaint was received in quarter 1, two in quarter 2, one in quarter 3 and none in quarter 4. All were resolved by the service within the Service Level Agreement timescale.</p> <p><b>2014/15:</b> Three complaints were received in 2014/15 with 100% of complaints closed within 20 days. One complaint was received by the service in quarter 1, no complaints were received by the service in quarters 2 and 3 and two complaints were recorded by the service in quarter 4. All were resolved by the service within the Service Level Agreement timescale.</p> <p><b>2013/14:</b> Four complaints were received in 2013/14 with 100% of complaints closed within 20 days. No complaints were received in quarter 1, three were received in quarter 2, one complaint was received in quarter 3 and none were received in quarter four. All were resolved by the service within the Service Level Agreement timescale.</p> <p><b>2012/13:</b> 100% of complaints in 2012/13 were closed within 20 days. No additional data is available to provide a breakdown of performance. Overall, 100% of complaints received since 1 April 2012 have been resolved within the Service Level Agreement timescale. Target performance remains at 100% for 2016/17.</p>	
Year	Percentage												
2012/13	100%												
2013/14	100%												
2014/15	100%												
2015/16	100%												

## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		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)	Annually	✓											
● Update of PPR information	As required	✓			✓			✓			✓		
● WLAM (assessment)	3 year cycle							✓					
● Review Panel	Annually									✓			
● Performance Committee	Annually												✓
● Process Review (Lean/RIE activity)	Annually				✓								
● Progress review of improvement actions	Quarterly	✓			✓			✓			✓		
● CSE preparation	Annually						✓						
● Inspection or Audit activity	As required												
● Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	As required	✓											
● Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Business Continuity Planning	As required			✓			✓						
● Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● ADRs	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of customer groups/segmentation matrix	Termly	✓				✓				✓			
● 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

### 3.8 Community Arts and Instrumental Music

Managers:	Juliet Hosie/Laura Tyrrell
Number of Staff (FTE):	58.2
Location:	Civic Centre/Primary/Secondary Schools/Howden Park Centre and Linlithgow Burgh Halls

#### Purpose

Community Arts contributes to the wellbeing and lifelong learning of the people of West Lothian by providing opportunities to participate in the arts. The team of arts officers is responsible for managing a programme of arts activities in the community which are designed to contribute to a range of outcomes.

Community Arts supports the development of arts and cultural activity in West Lothian through the provision of an arts programme and associated educational and participation opportunities at Howden Park Centre and Linlithgow Burgh Halls. Community Arts encourages participation in the arts among the widest possible range of people but also targets individuals and communities who may be less likely to participate due to physical, social or economic barriers.

Community Arts supports the voluntary arts sector and manages the council's Arts Grants scheme which awards funding to a range of voluntary arts organisations and individuals.

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

Community Arts work closely with the other teams across Area Services, throughout the council and with external partners from the community, voluntary, statutory and private sectors.

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 career long professional learning development

opportunities. 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 2016/17 will be:

- Develop the audience at Howden Park Centre by offering an accessible, high quality artistic programme which will increase attendance and participation in the arts, attract traditional attenders as well as non-attenders, particularly those from disadvantage areas, increase ticket sales and generate revenue.
- Deliver Year 14 of the Youth Music Initiative ensuring that West Lothian Council meets the government's target that "every school pupil be offered a year of free music tuition by the time they reach primary six". In 2016/17 we will offer schools the opportunity to participate in 16 projects including an innovative music technology project. The project will introduce pupils to the creative use of technology in music-making and sound production using iPad-based recording technology and cutting-edge software. The project will provide schools with a unique learning experience and will be an effective tool for achieving the aims of the four capacities of Curriculum for Excellence.
- Continue the partnership with Planning and Economic Development to deliver a public art programme for West Lothian. Projects are developed with a wide range of partners including private developers, community councils, other services within the council and local community groups. In 2016/17 projects include "The Big W" which is funded by Creative Scotland and Winchburgh Development Ltd. and will deliver an arts strategy for the Core Development Area of Winchburgh; the Livingston-based Sustrans and NETS partnership project which will deliver four artworks as part of the wider Almondvale Park restoration project, and the restoration of the Torphichen Jubilee well which is supported by funding from the Heritage Lottery Fund and Torphichen Community Council and which will deliver engagement workshops and events around the social and environmental ecology of a local heritage asset.
- Deliver Teenagers and Toddlers, a digital arts project, in partnership with West Lothian Youth Action Project and Hippotrix, a creative app development company. Teenagers and Toddlers will provide teenagers with an opportunity to design and create an engaging interactive app for an early years audience which will stimulate learning and self-expression through exploratory play. This project will enable us to contribute to the Government's Time to Shine Youth Arts Strategy which promotes the benefits and positive impacts of culture to the development of young people.

- Deliver CreateSpace, an urban regeneration project that will enable communities to identify underused or neglected areas and work with artists to reshape and regenerate the local urban environment. Community Arts will work with a range of partners from Craigshill Good Neighbourhood Network, Almond Housing, Generation Arts and Tooled Up Youth Action Project. The project is designed to build confidence, enhance skills, improve the environment and promote positive outcomes in health and equality.
- To deliver instrumental lessons in schools
- To provide performance opportunities and extend the number and range of such opportunities
- To implement and consolidate the IMS restructure
- To ensure the quality of instrumental lessons in partnership with the quality assurance team, principal teachers curriculum and head teachers
- To provide high quality in service training and career long professional learning opportunities to meet the needs of individual music instructor staff
- To support pupils, groups and ensembles in gaining success in competitions and awards
- To complete delivery of a two year long professional learning opportunity to all IMS staff in partnership with Tapestry and Professor Dylan Williams entitled Curriculum for Excellence with Professional Learning communities- sustaining Assessment for Learning in Music

### **Key Partners**

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

- 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)
- Tapestry
- MEPG (Music Education Partnership Group)
- Luminare
- Hippotrix
- Sustrans
- Winchburgh Development Limited
- Software Training Scotland
- Almond Housing

### **Key Customer Groups**

- Howden Park Centre/Linlithgow Burgh Halls customers
- Howden Park Centre non-attenders
- Community arts participants – children and young people
- Community arts participants – groups with additional support needs
- Community arts participants – older people
- School pupils and teachers
- Voluntary arts organisations

## Customer Participation

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

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Howden Park Centre customers	Questionnaire & focus group	Annual	Senior Venue Co-ordinator	Email to customers
Torphichen Residents	Focus group	Annual	Arts Officer	Focus Group
Linlithgow Burgh Halls customers	Questionnaire & focus group	Annual	Senior Venue Co-ordinator	Email to customers
Area Ensembles	Surveys	Throughout the year	Principal Officer of Instrumental Music	Discussed at team meetings and in service days with staff; Letter to parents and pupils
Parents of pupils and pupils receiving Instrumental tuition	Survey	Annual	Principal Officer of Instrumental Music	Covalent/Discuss at team meetings and in service days

## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
All Staff	One-to-ones	Monthly	Line Mangers
All Staff	ADR	Annual	Line Mangers
All Staff	Team meetings	Monthly	Line Managers
All Staff	Employee Survey Results Presentation	Annually	Community Arts Co-ordinator
All Staff	Financial Report Presentation	Annually	Community Arts Co-ordinator
All Staff	Performance Report Presentation	Six Monthly	Community Arts Co-ordinator
All Staff	KPI Report Presentation	Quarterly	Community Arts Co-ordinator
Performance Improvement Group	Meeting	Quarterly	Community Arts Co-ordinator
All employees	Staff Award	Monthly	Community Arts Co-ordinator
IMS central team and a range of instructors	Team Away Day	Annually	Principal Officer of Instrumental Music
Instrumental Music Instructors	In service opportunities	5 days per year	Principal Officer of Instrumental Music
All Staff	Employee satisfaction survey	Annually	Principal Officer of Instrumental Music
Instrumental Music Instructors	Focus Groups	As necessary	Principal Officer of Instrumental Music
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)



### Activity Budget – Community Arts

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Arts Development Programme	To ensure that everyone in West Lothian has the opportunity to experience the social, economic, educational, environmental, health and creative benefits of the arts.	8. Protecting the built and natural environment	CRACS008_6a Measure of percentage of people who take part in Community Arts activities including projects, workshops, classes, Continuous Professional Development, who agree that their well-being has improved as a result of participating - 87%	HIGH LEVEL	10.1	626,507	(151,412)	475,095
			CRACS012_6a Measure of percentage of customers who agree that they are likely to become more active in their community as a result of participating in a Community Arts activity - 70%	HIGH LEVEL				
Howden Park Centre	To provide high quality facilities and arts programme for the people of West Lothian.	8. Protecting the built and natural environment	CRACS024_6b.2 Measure of percentage of customers who rated the facilities at Howden Park Centre and Linlithgow Burgh Halls as excellent or good - 96%	PUBLIC	13.3	755,549	(541,926)	213,623
			Community Arts - Percentage uptake of events at Howden	PUBLIC				

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
			Park Centre and Linlithgow Burgh Halls as a proportion of all events – 93%					
Linlithgow Burgh Halls	To provide high quality facilities and arts programme for the people of West Lothian.	8. Protecting the built and natural environment	CRACS056_9a.2b Community Arts - Percentage uptake of events at Howden Park Centre and Linlithgow Burgh Halls as a proportion of all events – 95%	WLAM	7.0	348,319	(306,320)	41,999
			Community Arts - Percentage uptake of events at Howden Park Centre and Linlithgow Burgh Halls as a proportion of all events – 93%	WLAM				
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	11,487	0	11,487
	<b>Total :-</b>				<b>30.5</b>	<b>1,741,862</b>	<b>(999,658)</b>	<b>742,204</b>

### Activity Budget – Instrumental Music

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Instrumental Music Service to Schools	Deliver instrumental lessons to schools and provide performance opportunities.	3. Improving attainment and positive destinations for school children	EDIMS002_9a.1c - Instrumental Music: Cost Per School of Instrumental Music Services - £13,932	HIGH LEVEL	26.7	1,006,347	(7,500)	998,847
			EDIMS001_9b.1b - Instrumental Music - Number of Pupils Taught - 2300	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	58,623	0	58,623
	<b>Total :-</b>				<b>27.7</b>	<b>1,064,970</b>	<b>(7,500)</b>	<b>1,057,470</b>

## Actions

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Review Performance Indicators	Review PI's in line with corporate guidance	To have a new survey for all parents and pupils who participate in the Instrumental Music programme	Principal Officer of Instrumental Music	February 2015	May 2015	Complete
Scottish Government Instrumental Music Group	Agree an action plan following the report and recommendations of the group	Ensure the continued uptake and enjoyment of instrumental music opportunities in schools, irrespective of a young person/s background or location	Principal Officer of Instrumental Music	April 2015	September 2015	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	Principal Officer of Instrumental Music	August 2013	December 2015	Complete

Actions 2015/16						
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	Implement recommendations in relation to minimum number of pupils taught and recommended group sizes in order to increase efficiency	Principal Officer of Instrumental Music	April 2015	December 2015	Complete
Improve parity of provision across West Lothian and increase participation	Continue implementation of the recommendations from the Instrumental Music Service Review Strategy Group	Enable equal access to the IMS for all with the agreed formula for allocating IMS teaching time based on school roll. Each cluster's current allocation will be reviewed and potential changes identified and phased in over the next few years	Principal Officer of Instrumental Music	April 2015	December 2015	Complete

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Expand the performing arts programme at Howden Park Centre	Work with promoters, agents and artists to curate and manage a successful performing arts programme ensuring there is an offer for audiences every weekend	A high quality, diverse and popular programme is on offer, ticket sales and revenue will increase and bar and bistro revenue will increase	Community Arts Co-ordinator	April 2015	March 2016	Complete
Implement the key business objectives in the Howden Park Centre and Linlithgow Burgh Halls Business Plans	Identify income generating strategies which will maximize profit, improve awareness of the venues and market them to existing and potential customers	Increase turnover and decrease outturn	Community Arts Co-ordinator	April 2015	March 2016	Complete
Work with partners to create arts-based learning opportunities	Establish new and develop existing partnerships to deliver arts interventions for hard to reach groups	Improve attainment and positive destinations for young people, improve the quality of life for older people, deliver positive outcomes on health, minimise poverty and promote equality	Community Arts Co-ordinator	April 2015	March 2016	Complete

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Implement phase one of The Big W the Winchburgh Public Art development	Creation of a piece of public art and the writing of a three year delivery strategy and a 12 year plan to identify and secure funding to complete the development	The creation of a number of pieces of public art which will improve the landscape and sense of community	Community Arts Co-ordinator	April 2015	March 2016	Complete
Deliver Year 13 of the Youth Music Initiative	Work with a range of partners and professional music educators to deliver a range of projects for schools which will include opportunities for all ages and abilities	Meet the Government's target that "every school pupil in Scotland should be offered a year of free music tuition by the time they reach primary six".	Community Arts Co-ordinator	August 2015	June 2016	Complete

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Quality Assurance. Raising attainment and achievement. Career long professional learning	To complete delivery of a two year career long professional learning opportunity to all IMS staff in partnership with Tapestry and Professor Dylan Williams entitled Curriculum for Excellence with Professional Learning communities – sustaining Assessment for Learning in Music	AfL Learning Communities established within the IMS. Schools supported to improve learning through Instrumental Music. Instructor's consistent use of AfL in lessons. Raising Achievement. Consistency of language, strategies and techniques for the learner. Enhance, expand, develop and consolidate skills of Instrumental Music Instructors. Encourage peer support and sharing between Instrumental Music instructors.	Principal Officer of Instrumental Music	August 2013	May 2016	Active



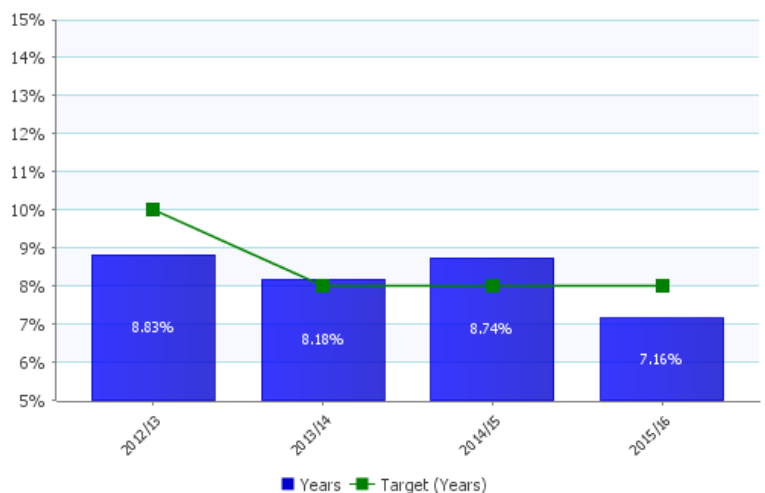
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Review IMS Guidelines	Update Guidelines in line with current council procedures, national guidance and implement suggestions from recent staff and customer consultation	New Guidelines in place which fully support IMS staff and provide information for schools and parents	Principal Officer of Instrumental Music	April 2016	August 2016	Planned
Ensure WLC IMS is meeting National standards	Measure current WLC IMS model against national framework of best practice	WLC IMS meets/betters the national standards set in Guidance for Instrumental Teaching in Scotland framework	Principal Officer of Instrumental Music	April 2016	December 2016	Planned
Implementation and consolidation of IMS restructure	Implement agreed measures	IMS continue to deliver high quality music tuition in a range of instruments to children and young people in West Lothian. Instructors working across all schools, ensuring access to instrumental tuition and a range of ensemble and performance experiences	Principal Officer of Instrumental Music	November 2015	March 2017	Active

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Review Performance Indicators	Create new PI to reflect the number of disadvantaged young people participating in instrumental music	Findings shared with IMS instrumental staff and any possible further IMS focus identified for the most disadvantaged young people	Principal Officer of Instrumental Music	April 2016	March 2017	Planned
Review the catering operation at Howden Park Centre	Investigate catering options and develop an alternative delivery model for food and beverage operations	A delivery model which delivers value for money and improved services for customers	Community Arts Co-ordinator	April 2016	March 2017	Planned
Conduct a business review of Linlithgow Burgh Halls	Review all aspects of business activity and make an assessment of operational effectiveness	Re-prioritisation of resource focussed on peak times and key income generating activity	Community Arts Co-ordinator	April 2016	March 2017	Planned

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Deliver Teenagers and Toddlers, a digital arts project	Provide teenagers with an opportunity to design and create an engaging interactive app for an early years audience which will stimulate learning and self-expression through exploratory play.	Contribute to the delivery of the Government's Time to Shine Youth Arts Strategy which promotes the benefits and positive impacts of culture to the development of young people.	Community Arts Co-ordinator	April 2016	March 2017	Planned
Deliver <i>CreateSpace</i> , an urban regeneration project	Enable communities to identify underused or neglected areas and work with artists to reshape and regenerate the local urban environment.	Build confidence, enhance skills, improve the environment and promote positive outcomes in health and equality.	Community Arts Co-ordinator	April 2016	March 2017	Planned
Scottish Government Instrumental Music Group	Implement the recommendations of the Scottish Government Instrumental Music Group (IMIG) where appropriate	To ensure the continued uptake and enjoyment of instrumental music opportunities in schools, irrespective of a young person's background or location	Principal Officer of Instrumental Music	February 2015	August 2017	Active

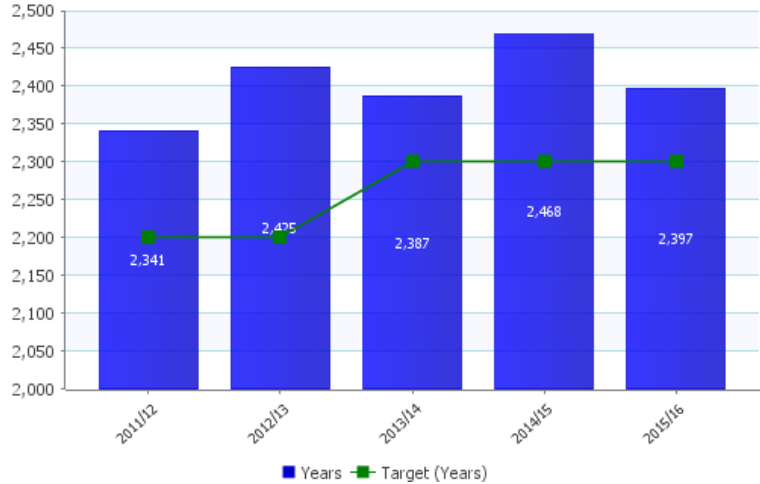
## Performance

Performance Indicator	Community Arts - Percentage of complaints received by Community Arts that were upheld / partially upheld against the total complaints closed in full.	P:CRACS020_6b.4										
Description	This performance indicator measures the overall percentage of Community Arts' complaints that have been investigated and upheld or part upheld during each month. For each month the total number of complaints responded to within relevant time-scale is divided by total number of stage 1 complaints received to determine a percentage. The data for this indicator is extracted from the customer relationship management system (CRM). The complaints are analysed to identify improvements to the way the service is delivered to customers.											
<div><table><thead><tr><th>Year</th><th>Percentage (%)</th></tr></thead><tbody><tr><td>2012/13</td><td>39%</td></tr><tr><td>2013/14</td><td>40%</td></tr><tr><td>2014/15</td><td>53%</td></tr><tr><td>2015/16</td><td>29%</td></tr></tbody></table></div> <div><p><b>Trend Chart Commentary:</b></p><p>The target for this Performance Indicator for 2015/16 is 50%. The number of complaints received is low so this Performance Indicator was moved from quarterly to annual collection in 2013/14 to give a statistically more accurate result.</p><p>Performance in 2015/16 is 29%. 45 complaints were received, 13 of which were upheld or partially upheld. The upheld or partially upheld complaints were for a variety of reasons including the temperature of the theatre at Howden Park Centre, an online ticketing issue, parking at Howden Park Centre, catering for a West Lothian Council event and a problem with the exhibition purchase procedure. All of these issues have been reviewed by the management team and improvements made where appropriate.</p><p>Performance in 2014/15 is 53%. 19 complaints were received, 10 of which were upheld or partially upheld. The upheld complaints were for a variety of reasons including a performance cancelled at short notice due to illness, technical issues affecting online ticket sales via the website, food allergy information, communication with staff, customer service and interval drinks. All of these issues have been reviewed by the management team and improvements made where appropriate.</p><p>Performance in 2013/14 is 40%. 20 complaints were received in 2013/14 and of these 8 were upheld or partially upheld.</p><p>Performance in 2012/13 is 39%. 28 complaints were received in 2012/13 and of these 11 were upheld or partially upheld.</p></div>			Year	Percentage (%)	2012/13	39%	2013/14	40%	2014/15	53%	2015/16	29%
Year	Percentage (%)											
2012/13	39%											
2013/14	40%											
2014/15	53%											
2015/16	29%											

<b>Performance Indicator</b>	<b>Community Arts - Percentage of tickets sold at Howden Park Centre to addresses in the 20% most disadvantaged areas in West Lothian.</b>	<i>P:CRACS063_9b.1b</i>															
<b>Description</b>	This Performance Indicator measures the percentage of tickets sold at Howden Park Centre to addresses in the 20% most disadvantaged areas in West Lothian as a proportion of all tickets sold.																
 <table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>8.83%</td> <td>10%</td> </tr> <tr> <td>2013/14</td> <td>8.18%</td> <td>8%</td> </tr> <tr> <td>2014/15</td> <td>8.74%</td> <td>8%</td> </tr> <tr> <td>2015/16</td> <td>7.16%</td> <td>8%</td> </tr> </tbody> </table>		Year	Performance (%)	Target (%)	2012/13	8.83%	10%	2013/14	8.18%	8%	2014/15	8.74%	8%	2015/16	7.16%	8%	<p>The target for this Performance Indicator in 2015/16 is 8%.</p> <p><b>2015/16</b> - Performance in 2015/16 is 7.16%. 45,662 tickets were sold and 3,268 of those postcodes which were provided were sold to addresses in the 20% most disadvantaged areas of West Lothian. Community Arts continually reviews the arts programme on offer to ensure it is accessible to as wide an audience as possible. This involves offering a programme which includes a variety of art forms and which suits a wide range of ages. We also programme events during the day which attracts an elderly audience and we provide a range of discounted prices including concessions for the unwaged.</p> <p><b>2014/15</b> - The target is 8% and the performance is 8.74%. 44,042 tickets were sold and 3,850 of those postcodes which were provided were sold to addresses in the 20% most disadvantaged areas of West Lothian.</p> <p><b>2013/14</b> - The target was 8% and the performance was 8.18%. 40,755 tickets were sold and 3,333 of those postcodes which were provided were sold to addresses in the 20% most disadvantaged areas of West Lothian. Community Arts secured £25,000 funding from Creative Scotland to increase engagement and participation in the arts in communities in areas of multiple deprivation. The funding allowed us to offer school and community groups free transport, free or discounted tickets and free education workshops with the aim of removing barriers to engagement, increasing participation and attracting new audiences to Howden Park Centre.</p> <p><b>2012/13</b> - The target was 10% and the performance was 8.83%. 44,649 tickets were sold and 3,942 of those postcodes which were provided were sold to addresses in the 20% most disadvantaged areas of West Lothian.</p>
Year	Performance (%)	Target (%)															
2012/13	8.83%	10%															
2013/14	8.18%	8%															
2014/15	8.74%	8%															
2015/16	7.16%	8%															

Performance Indicator	Community Arts - Cost of Community Arts Service per 1000 population.	P:CRACS090_9a.1c															
Description	This performance indicator measures the net cost of delivering the Community Arts service including the arts venues Howden Park Centre and Linlithgow Burgh Halls, the Community Arts team, Public Art programme and support for Voluntary Arts organisations, per 1000 residents in West Lothian																
<div><table><tr><th>Year</th><th>Actual Cost (£)</th><th>Target (£)</th></tr><tr><td>2011/12</td><td>£4,710.59</td><td>£5,300.00</td></tr><tr><td>2012/13</td><td>£4,685.12</td><td>£5,200.00</td></tr><tr><td>2013/14</td><td>£4,665.12</td><td>£5,100.00</td></tr><tr><td>2014/15</td><td>£3,862.85</td><td>£4,900.00</td></tr></table></div> <div><p><b>Trend Chart Commentary:</b></p><p>The target for this Performance Indicator in 2014/15 is £4,900. The target has been achieved each year since 2011/12.</p><p><b>2014/15</b></p><p>The actual cost of delivering the service is £3,862.85. In 2014/15 robust business planning which included a revision of the prices and offers based on market analysis and benchmarking enabled us to increase income.</p><p><b>2013/14</b></p><p>The target for this Performance Indicator in 2013/14 is £5,100 and the actual cost of delivering the service is £4,665.12. In 2013/14 costs increased due to increased activity.</p><p><b>2012/13</b></p><p>The target for this Performance Indicator in 2012/13 is £5,200 and the actual cost of delivering the service is £4,685.13. In 2012/13 costs increased due to increased activity.</p><p><b>2011/12</b></p><p>The target for this Performance Indicator in 2011/12 is £5,300 and the actual cost of delivering the service is £4,710.59. In 2011/12 the service was restructured to reduce costs.</p></div>			Year	Actual Cost (£)	Target (£)	2011/12	£4,710.59	£5,300.00	2012/13	£4,685.12	£5,200.00	2013/14	£4,665.12	£5,100.00	2014/15	£3,862.85	£4,900.00
Year	Actual Cost (£)	Target (£)															
2011/12	£4,710.59	£5,300.00															
2012/13	£4,685.12	£5,200.00															
2013/14	£4,665.12	£5,100.00															
2014/15	£3,862.85	£4,900.00															

Performance Indicator	Community Arts - Percentage of customers who rated the overall quality of the service as good or excellent . CRACS512_6a.7													
Description	This performance indicator measures the percentage of customers who rated the overall quality of customer service provided by Community Arts as excellent or good. Project evaluation forms are handed out at the end of every project and customer comment cards are available at Howden Park Centre and Linlithgow Burgh Halls for users of the facilities. Evaluation forms are also handed out to hirers of Howden Park Centre and Linlithgow Burgh Halls.													
<div><table><thead><tr><th>Year</th><th>Actual Performance (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2012/13</td><td>99%</td><td>95%</td></tr><tr><td>2013/14</td><td>95%</td><td>96%</td></tr><tr><td>2014/15</td><td>96.4%</td><td>96%</td></tr></tbody></table></div>			Year	Actual Performance (%)	Target (%)	2012/13	99%	95%	2013/14	95%	96%	2014/15	96.4%	96%
Year	Actual Performance (%)	Target (%)												
2012/13	99%	95%												
2013/14	95%	96%												
2014/15	96.4%	96%												
<div><div><b><u>Trend Chart Commentary:</u></b></div><div><b>2014/15</b> The target for this Performance Indicator for 2014/15 is 96% and actual performance is above target at 96.4%. 759 customer surveys were completed with the following responses: 611 customers rated the service as excellent, 121 good, 17 adequate, 6 poor and 4 very poor.</div><div><b>2013/14</b> The target for this Performance Indicator for 2013/4 was increased to 96% and actual performance is below target at 95%.</div><div><b>2012/13</b> The target for this Performance Indicator for 2012/13 is 95% and actual performance is above target at 99%.</div><div>We currently only have information gathered for this performance indicator dating back to the full year of 2012/13. This performance indicator will continue to be monitored and will, in time, be able to display annual trends.</div></div>														

Performance Indicator	Instrumental Music - Number of Pupils Taught	EDIMS004_9b.1b																		
Description	<p>This indicator shows the number of pupils taught by the Instrumental Music Service (IMS) annually. The IMS provide instrumental music tuition and ensemble and performance opportunities for pupils from P4 to S6. This indicator measures the number of pupils who receive instrumental music tuition and ensemble and performance opportunities. Information is based on the monthly registers provided by the instrumental music instructors and reported annually.</p>																			
 <table border="1"> <thead> <tr> <th>Year</th> <th>Actual (Years)</th> <th>Target (Years)</th> </tr> </thead> <tbody> <tr> <td>2011/12</td> <td>2,341</td> <td>-</td> </tr> <tr> <td>2012/13</td> <td>2,425</td> <td>-</td> </tr> <tr> <td>2013/14</td> <td>2,387</td> <td>2,300</td> </tr> <tr> <td>2014/15</td> <td>2,468</td> <td>2,300</td> </tr> <tr> <td>2015/16</td> <td>2,397</td> <td>2,300</td> </tr> </tbody> </table>		Year	Actual (Years)	Target (Years)	2011/12	2,341	-	2012/13	2,425	-	2013/14	2,387	2,300	2014/15	2,468	2,300	2015/16	2,397	2,300	<p><b><u>Trend Chart Commentary:</u></b></p> <p>Performance will fluctuate from year to year. The reduction is a reflection of the commencement of the implementation of the IMS restructure. The target will remain at 2,300 in to school year 2016/2017, subject to review in light of actual performance. Based on this figure of 2,397 pupils, the average number of pupils taught per instructor on a weekly basis is 105 which is 16.6% above the recommended minimum number of pupils taught per week (90).</p>
Year	Actual (Years)	Target (Years)																		
2011/12	2,341	-																		
2012/13	2,425	-																		
2013/14	2,387	2,300																		
2014/15	2,468	2,300																		
2015/16	2,397	2,300																		



Performance Indicator	Percentage of Parents/Carers Rating Their Overall Satisfaction with the Instrumental Music Service (IMS) as Good/Excellent.	EDIMS005_6a.7
Description	This indicator shows the percentage of parents/carers rating their overall satisfaction with the Instrumental Music Service (IMS) as Good/Excellent.. This information is collected annually as part of the IMS annual customer satisfaction survey. This PI measures performance in the school/academic year.	
<div><div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><di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## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		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)	Annually	✓											
● Update of PPR information	Quarterly	✓			✓			✓			✓		
● WLAM (assessment)	Annually							✓					
● Review Panel	Annually						✓						
● Performance Committee	As required												
● Process Review (Lean/RIE activity)	Annually								✓				
● Progress review of improvement actions	As required	✓			✓			✓		✓	✓		
● CSE preparation	Annually	✓											
● Inspection or Audit activity	Annually	✓											
● Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	As required	✓											
● Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Business Continuity Planning	As required	✓		✓									
● Workforce Planning	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● ADRs	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of customer groups/segmentation matrix	As required						✓				✓	✓	
● 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

### 3.9 Adult Learning and Community Learning & Development - Youth Services

Managers:	Adult Learning Manager/Beverley Akinlami
Number of Staff (FTE):	48.2
Location:	Various

#### Purpose

The Adult Learning service has been formed from Adult Basic Education and the CLD Adult team which have merged together to create an Adult Learning service. The new, Adult Learning Service will focus on working with adults with few, if any qualifications, to develop their core skills and qualifications.

The Adult Learning team delivers services to targeted customer groups, such as those who are vulnerable, disadvantaged and likely to be in poverty. The Adult Learning service will contribute to the Community Planning Partnership priority “Improving the employment position in West Lothian” through improving the skills, knowledge and confidence of adults by:

- Helping unwaged or low income adults, aged 16 and over, to improve their literacy, numeracy and IT skills.
- Supporting adults to gain initial qualifications.
- Helping people who are experiencing hearing loss.
- Supporting migrant workers and settled minorities to acquire English language skills.

Community Learning and Development (CLD - Youth Services) provides a diverse range of learning opportunities for young people aged 11 – 25 to support their personal development, active participation and successful transition to the next stage of learning, work based training and employability.

#### Activities

The main activities of the service in 2016/17 will be:

- Improve literacy, numeracy, lip reading, IT and English as a Second or Other Language (ESOL) skills.
- Offer opportunities to gain initial qualifications to upskill adults to gain and retain employment.
- Lead on the implementation of the Learning and Skills Framework to develop Community Learning Partnerships and Plans in the nine school catchment areas.

- Further develop the Dyslexia Network to better support professionals and front line workers to support adults to become dyslexic friendly organisations.
- Promoting youth participation and continuing support to members of the Scottish Youth Parliament and West Lothian Youth Congress.
- Supporting collaborative approaches between schools and CLD Youth Services to enable targeted groups of young people to access wider achievement opportunities through youth clubs and projects.
- Extending the new Work Experience model.
- Implementation of the West Lothian Employability Award across the senior phase and promotion of STEM related industries within nursery, primary and secondary.
- Intensive keyworker support to young people identified as requiring additional support to achieve and sustain positive destinations.
- Youth Work in Schools Programme delivering skills for life learning and work; democratic literacy, health and wellbeing, community and personal safety group work sessions.
- Skills Training Programme work based training for young people who have left school.
- Developing employability and personal development skills based programmes for school and post school young people through the Activity Agreement Programme.

### **Key Partners**

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

- Scotland's Learning Partnership
- West Lothian Literacies and ESOL group
- Get Ready for Work Providers e.g. BLES
- Voluntary Sector Gateway West Lothian
- Young people
- Community and voluntary sector organisations
- Schools
- Work-based training providers
- West Lothian College
- Skills Development Scotland
- Social Policy
- NHS Lothian
- Youthlink Scotland
- Education Scotland
- Electoral Registration Office
- Duke of Edinburgh Awards
- Livingston Designer Outlet

## Customer Participation

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

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Adult Learning	Customer satisfaction survey of all students	End of each term	Adult Learning Manager	Annual newsletter/ performance indicators
Friends of Adult Basic Education	Regular committee meetings	Quarterly	Adult Learning Manager	Minutes/website
Young people participating in CLD Youth Services provision	Customer satisfaction survey	Throughout year	CLD Youth Services Manager	Discussed at team meetings, conferences, development days Reported to PDSP Reported in service newsletter
Schools	Customer satisfaction survey	Annually	CLD Youth Services Manager	Discussed with individual schools Reported in PDSP reports and service newsletter Discussed at team meetings, conferences and development days

## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
All Staff	One-to-ones	Monthly	Team manager
All Staff	Team meetings	Monthly	Team manager

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
All Staff	Employee survey	Annually	Adult Learning Manager
All Staff	Development and improvement days	Termly	Adult Learning Manager
All Staff	Management Plan Launch	Annually	Heads of Service (Development) and (Quality Assurance)
Part Time Youth Workers	Part Time Youth Workers Conference	Annually	CLD Youth Services Manager
Part Time Youth Workers	Local team meetings	Three times per year	Senior/Community Education Workers
Staff sample	WLAM Focus group	Three times per year	CLD Youth Services (MCMC) Team Leader
All Staff	ADR	Annual	Line Mangers

### Activity Budget – Adult Learning

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Adult Basic Education	Improve literacy and numeracy skills of adults.	5. Minimising poverty, the cycle of deprivation and promoting equality	ADS143_9a.1c - Unit cost per ABE student - £525	WLAM	5.8	459,116	(61,274)	397,842
			ADS191_9b.1a - Percentage of students gaining accreditation % - 22% per annum	HIGH LEVEL				
Work with adults and communities	Engage adults in community based learning; combining the core skills of literacy, numeracy, communications, working with others, problem solving and information communications technology that builds the capacity of individuals, groups, communities and community organisations to influence decision making and service delivery.	2. Improving the employment position in West Lothian	CRCED045_9a.1c Annual total of adults engaged – 650 learners	WLAM	11.1	690,553	(30,000)	660,553
			CRCED062_9b.1 Community Based Adult Learning(CBAL) - Number of CBAL courses delivered. 120 courses	WLAM				
	Total :-				16.9	1,149,669	(91,274)	1,058,395

### Activity Budget – CLD-Youth Services



Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
More Choices More Chances (MCMC)	The team deliver employability services in school and post school to vulnerable/ disaffected pupils, providing appropriate employment, training or educational opportunities through pro-active interventions and the establishment of partnerships and networks to assist in the process.	3. Improving attainment and positive destinations for school children	EDCYS514_9a.1a Percentage of More Choices More Chances young people supported moving into a positive destination - 83%	PUBLIC	15.3	809,036	0	809,036
			EDCYS052_9b.1c Number of More Choices More Chances young people registered each year. - 250	WLAM				
Work with Young People (WwYP)	Engaging with young people to facilitate their personal, social and educational development and enabling them to gain a voice, influence and place in society. Supporting young people to	3. Improving attainment and positive destinations for school children	EDCYS041_9a.1c Unit cost per young person attendance at youth clubs - £5	WLAM	16.0	1,055,388	(735)	1,054,653
			EDCYS056_9b.1a Percentage of young people participating in structured activity / learning programmes successfully achieving an externally accredited/certified learning	WLAM				

## EDUCATION SERVICES | MANAGEMENT PLAN 2016/17

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
	develop skills for learning, life and work.		qualification - 85%					
	<b>Total :-</b>				<b>31.3</b>	<b>1,864,424</b>	<b>(735)</b>	<b>1,863,689</b>

## Actions

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Provide SQA accredited CPD opportunities for staff	Deliver SQA Child care units to crèche staff. Staff will have better understanding of their role in relation to child development, enhancing children's learning experience	Children have a more positive experience, assisting with personal development and socialisation process	Community Learning and Development Co-ordinator	April 2015	December 2015	Complete
Roll out of a programme of digital inclusion activities using mobile devices across West Lothian.	As part of digital inclusion plan, workshops and short courses will be offered across the county, equipping learners to make best use of a range of mobile digital equipment	Learners will be included and able to join online communities. They will be able to access a range of online opportunities leading to financial benefit	Community Learning and Development Co-ordinator	January 2015	March 2016	Complete

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Revise West Lothian Activity Agreement Guidelines and implement actions from 2014 VSE to improve performance	Improve the efficiency and appropriateness of referrals to Activity Agreement learning opportunities, and improve the numbers of young people progressing onto a positive destination	The percentage of young people progressing onto positive destinations from an Activity Agreement is in-line with the national average which is 65%	MCMC Team Leader	January 2015	March 2016	Complete
Develop a new delivery model for work experience and pilot international work experience placement for students 17/18 years of age	Revise the work experience programme to ensure better alignment across the senior phase	Work experience provides flexibility and personalisation for individuals	Education for Work Officer	June 2014	June 2016	Complete
Improve joint self-evaluation and planning within learning communities	Develop pathfinder Learning Community Partnerships in two learning communities.	Improved needs assessment, partnership planning and resourcing to deliver better outcomes for young people	CLD Youth Services Manager	April 2014	August 2016	Complete

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Improve primary to secondary transition	Train Primary Staff to use the Risk Matrix and then utilise it to provide P7-S1 transition information to ease the transition process.	A single point of access for all relevant information and opportunities is in place to support young people into a positive destination. Improved communication between Primary and Secondary Schools	Developing the Young Workforce Lead – Education Development Officer	January 2015	December 2016	Active
Evidence the impact of CLD Youth Services contribution to achieving aspects of school improvement plans	Develop an effective system to measure and evidence the impact of CLD Youth Services provision	An effective system is in place to evidence the impact of targeted and universal CLD Youth Services provision in schools in relation to school improvement plans	CLD Youth Services Manager	May 2016	December 2016	Planned
Enhance and develop Positive Participation interventions in West Lothian	Targeted support to appropriate opportunities for young people who have not sustained a positive destination after leaving school	To sustain the initial SLDR destination in December in the March follow up	More Choices More Chances Team Leader	January 2016	March 2017	Active

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Improve Careers Information and Guidance (CIAG) and promote the West Lothian Employability Award and STEM.	Improve the understanding of students, parents/carers and teachers of the wide and varied career pathways available through appropriate CPD on CIAG for class teachers and awareness raising with parents/careers and students. Implementation of the West Lothian Employability Award and promotion of STEM related industries.	Students will have a better understanding of the world of work and the opportunities and pathways available to them. Class teachers will be better informed about CIAG and be able to contribute to discussions with students about their futures. Some students will leave with additional vocational qualifications.	Developing the Young Workforce Lead – Education Development Officer	January 2016	March 2017	Planned

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Support the implementation of Learning Community Partnerships (LCP) across West Lothian	Utilise the model and toolkit of resources developed by the LCP pathfinders to train and support partner organisations and practitioners to develop effective LCPs	Partner organisations and practitioners will be equipped to develop and sustain effective Learning Community Partnerships. There will be improved needs assessment, planning and maximisation of resources targeting those in most need of support.	CLD Youth Services Manager	April 2016	March 2017	Planned
Implement service re-organisation	Establish the new adult learning service.	Adults with few, if any qualifications, develop their core skills and gain qualifications	Adult Learning Manager	April 2016	March 2017	Planned
Implement the Skills and Learning Framework 2015-18	Develop nine community learning partnerships and local learning action plans		Adult Learning Manager	April 2016	March 2018	Active
Develop a CPP Digital Inclusion Action Plan	Deliver an annual Digital Inclusion Action Plan to include community planning partner activity	Partners work to reduce digital exclusion among people in West Lothian at risk of poverty	Adult Learning Manager	April 2015	Ongoing	Active

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Develop a CPP Digital Inclusion Action Plan	Develop the present Area Services Digital Inclusion Action Plan to include community planning partner activity	Partners work to reduce digital exclusion among people in West Lothian at risk of poverty	Welfare Advice and Adult Basic Education manager	April 2015	Ongoing	Active



**Performance**



## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
● Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of Performance Indicators and targets	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Benchmarking	Annually	✓											
● Collation Specified Performance Indicators (SPIs)	n/a												
● Update of PPR information	Quarterly	✓			✓			✓			✓		
● WLAM (assessment)	3 year cycle												
● Review Panel	Annually					✓							
● Performance Committee	As required												
● Process Review (Lean/RIE activity)	As required												
● Progress review of improvement actions	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● CSE preparation	Annually	✓											
● Inspection or Audit activity	As required												
● Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	As required	✓											
● Health and Safety Assessment(s)	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Business Continuity Planning	Annually			✓									
● Workforce Planning	Annually							✓					
● ADRs	As required					✓	✓					✓	✓
● Review of customer groups/segmentation matrix	Annually										✓		
● Customer consultation	As required			✓			✓			✓			✓
● 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

### 3.10 Community & Leisure

Managers:	Neil Sharp
Number of Staff (FTE):	26.5
Location:	Various

#### Purpose

Community and Leisure comprises the following teams:

- Sport and Leisure
- Under 5s
- Reception and Support
- Adult Learning

The purpose of Community and Leisure is to provide high quality leisure, learning and childcare accessible to all in our communities. We do this by supporting individuals, families, groups and clubs to access facilities and services based in the community high schools. Our services are designed to promote health and well-being, enable personal development and build community capacity.

#### Activities

The main activities of the service in 2016/17 will be:

- Supporting and delivering equal access for disadvantaged groups to leisure, learning and under-5s services in the community high schools and enabling over 300,000 hours of physical activity contributing to health and wellbeing benefits for participants.

#### Key Partners

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

- West Lothian College
- Police Scotland
- Care Inspectorate
- Community Councils
- Community Inclusion Team (Adult Training Centre)
- Voluntary Organisations
- Sports Clubs
- Dawn Facilities Management

## Customer Participation

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

### Customer Consultation Schedule

Customer Group	Survey Method	Frequency	Responsible Officer	Feedback Method
Community & Leisure Sport and Leisure Customers	Survey Questionnaire	6 monthly	Community and Leisure Co-ordinator	Website
Community & Leisure Adult Class Participants	Evaluation Survey	6 monthly	Community and Leisure Co-ordinator	Website
Community & Leisure Under-5s Centre Users	Satisfaction Survey	6 monthly	Community and Leisure Co-ordinator	Website and Noticeboards
Event Organisers	Review Meetings	After event	Community and Leisure Co-ordinator	Email to customers

## Employee Engagement

Motivation and commitment are key drivers of employee performance and the service aims to effectively engage and develop employees through improved communication and increased participation.

### Employee Engagement Schedule

Employee Group	Engagement Method	Frequency	Responsible Officer
Under-5s staff	Team meetings	Weekly	Community and Leisure Co-ordinator
Under -5s staff	Staff meetings	Monthly	Community and Leisure Co-ordinator
Management Team	Team meetings	Monthly	Community and Leisure Co-ordinator
Reception staff	One-to-one meetings	Bi - monthly	Reception/Support Team Leader
Sport and Leisure Staff	Sub-team meetings	Monthly	Sport and Leisure Team Leader
Sport and Leisure staff	Staff training	Fortnightly	Sport and Leisure Team Leader
All Community and Leisure staff	ADRs	Annually	Community and Leisure Co-ordinator
Staff sample	Staff survey	Annually	Corporate Exercise

### Activity Budget

Activity Name and Description		Link to Corporate Plan	Performance Indicator and Target 2016/17	PI Category	Staff Resources (FTE)	Revenue Expenditure Budget 2016/17 £	Revenue Income Budget 2016/17 £	Net Revenue Budget 2016/17 £
Community & Leisure	Provision of sport and leisure, adult learning and under-5s services in community high schools.	7. Delivering positive outcomes on health	CRCL031_9a.1c Community & Leisure net unit cost per participant session - £1.25.	PUBLIC	26.5	780,424	(346,000)	434,424
			CRCL041_9b.1b Percentage of Community & Leisure customers living in the 20% most disadvantaged areas in West Lothian – 18.8%.	PUBLIC				
	Total :-				26.5	780,424	(346,000)	434,424

## Actions

Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Increase opportunities for outdoor, physical and risk rich play and learning at the community high schools	Weekly planning sheets. Child profiles, risk/benefit assessments and new resources	Children have regular access to the outdoors and experience a wide range of outdoor, risky and physical play and learning	Community and Leisure Co-ordinator & Under-5s Team	January 2015	June 2015	Complete
Cultural diversity programme	Resources created for monthly cultural themes. Weekly planning sheets and children's profiles. Material created in different languages and range of cultural references visible in each centre	Children experience a wide range of cultural experience and language which is both familiar and unfamiliar and parents and carers have opportunities to teach staff, other parents/carers and children about their own culture and language.	Community and Leisure Co-ordinator & Under-5s Team	January 2015	June 2015	Complete
Revise programming of swimming lessons	Revised learn to swim programme established	Swim lesson programme provides adequate customer choice, enables progression and swimmer retention and facilitates reliable and efficient staffing arrangements	Sport and Leisure Team Leader	February 2015	August 2015	Complete



Actions 2015/16						
Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Review and develop customer communication strategy including new channels of communication	Systematic ways of collecting contact information for customers fully established, strategy for customer communication in place including use of social media	Extend and improve customer communication	Reception/Support Team Leader	April 2015	January 2016	Complete
Develop strategy to further increase participation by people in most disadvantaged 20% of data zones.	Strategy in place and evidence of actions	Increase participation by people living in the 20% most disadvantaged data zones in West Lothian	Community and Leisure Co-ordinator	September 2014	March 2016	Complete

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Develop comprehensive guide to use of performance venues	Reference folders containing all technical, compliance and user information for theatre and assembly hall	All technical, compliance and user information re assembly hall and theatres is up-to-date and accessible providing reference and guidance for staff and facility users.	Community and Leisure Co-ordinator / Reception/Support Team Leader	January 2015	July 2016	Active
Review and revise all Under-5s policies	Folders containing all service specific policies and summarising key corporate policies are available on site	Staff, visitors, parents and carers have ongoing access to all relevant policies. Policies are up-to-date and used effectively to maintain and improve service quality	Community and Leisure Co-ordinator	February 2016	August 2016	Planned
Review and revise Pool Safety Operating Procedures (PSOP) for the community high schools	Revised PSOP are up-to-date, reflect best practice and are consistently presented	Revised procedures are up-to-date, in line with best practice and are consistent regarding both pools	Sport and Leisure Team Leader	April 2016	September 2016	Planned

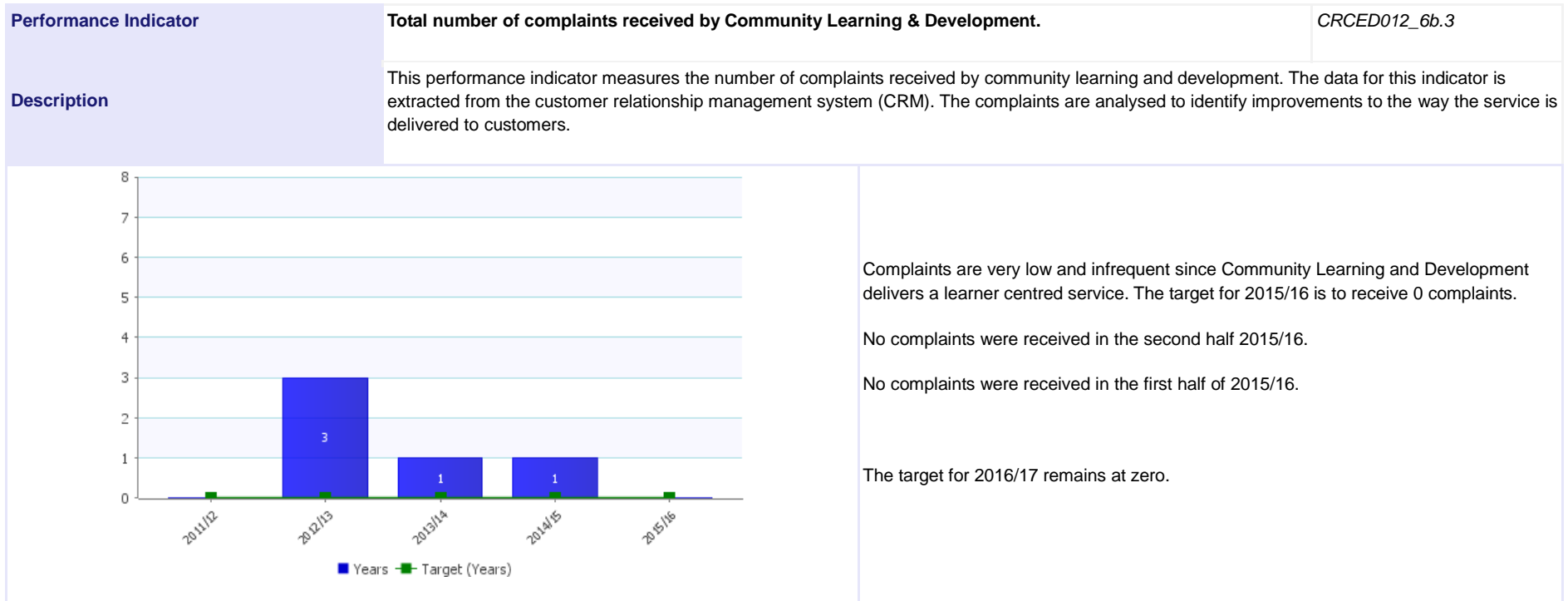
**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Develop new Play Policy	Engagement of staff and parents/carers in developing the policy. Policy in place at both sites. Heuristic play sessions increased	Development of play policy engages staff and parents/carers in exploring the importance of play quality in children's development and establishes key principles to inform curriculum development	Community and Leisure Co-ordinator & Under-5s Team	March 2016	October 2016	Planned
Establish 'First Steps' physical activity and outdoors learning strategy	Strategy complete and programmes in place.	Strategy and programmes in place to promote increased physical activity, and outdoors learning to benefit health and wellbeing of children and parents/carers	Community and Leisure Co-ordinator & Under-5s Team	March 2016	October 2016	Planned
Develop training plans for Sport and Leisure and Under-5s teams	Team training plans are in place	Training plans are developed and agreed for staff in both teams and training records are reviewed regularly	Sport and Leisure Team Leader & Community and Leisure Co-ordinator	January 2016	December 2016	Active

**Actions 2016/17**

Action	Description	Planned Outcome	Owner	Start	End	Status (Planned, Active, Complete)
Seek new benchmarking partner	Contact with other service providers	A new benchmarking partner will assist in assessing service quality, efficiency and impact and identifying improvements	Community and Leisure Co-ordinator	January 2016	December 2016	Active
Establish new arrangements to provide technical support for use of performance venues	New technical support arrangements, charges and conditions are established and documented for customers and staff	Customers receive clear information on the technical support available for their performance events, including charges and conditions	Community and Leisure Co-ordinator & Reception/Support Team Leader	April 2016	December 2016	Planned
Establish feasibility and timescale for renewal of ICHS synthetic pitch surface	Surface replacement plan in place	Costs, funding and timescale for replacement of surface are established	Community and Leisure Co-ordinator	January 2016	March 2017	Active
Increase involvement of customers in service review and development	Output of effectively engaging customers in identifying service improvements	Innovative approach to involving customers in shaping service improvements trialled and reviewed	Community and Leisure Co-ordinator	April 2016	March 2017	Planned

## Performance

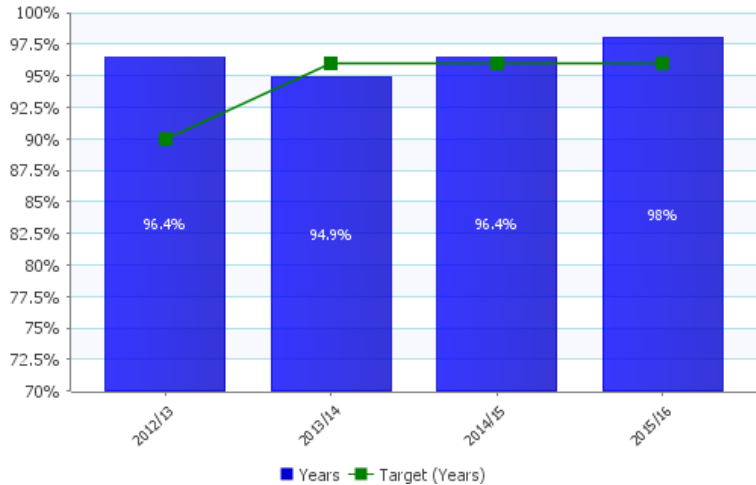


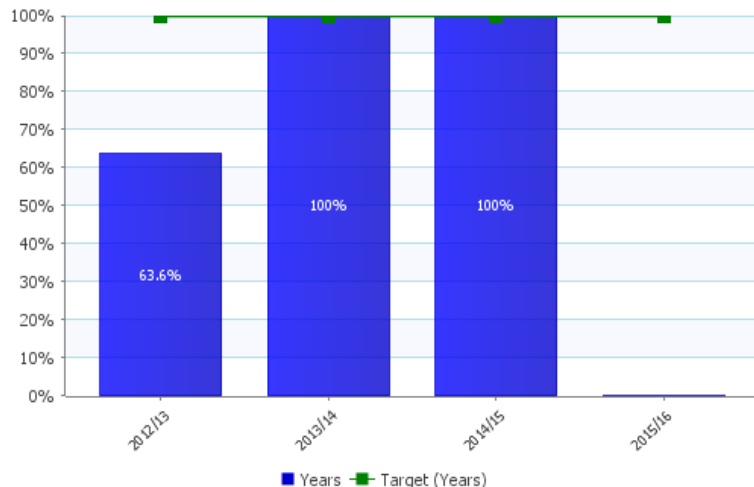


	<p>delivery and reporting of the childcare and voluntary organisations training calendar in June 2014/15 with the focus of delivery becoming basic courses to support digital inclusion.</p> <p>Additionally, on 31 March 2014, community learning and development reduced capacity to deliver community based learning equivalent to one-and-a-half full time practitioners as a contribution to savings required by Delivering Better Outcomes.</p> <p>The target for 2016/17 is 180 courses. This will most likely be reviewed and updated following completion of NA4 restructuring requiring the merger of the existing community learning and development and adult basic education teams and a reduction in staffing equivalent to 6 full time posts.</p>
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Performance Indicator	Community Learning and Development Youth Services - Percentage of young people who rated the overall quality of service as good or excellent.	EDCYS007_6a.7															
Description	The service has measured the percentage of learners who rated the services' overall quality of service as good or excellent. Individual learner feedback from surveys is collected throughout the year across the range of provision delivered by the service. Young people are asked to rate overall quality of service as: excellent, good, adequate, poor or very poor. All responses ranked as either 'Excellent' or 'Good' are recorded as a positive response. Each year, the cumulative number of positive responses are divided by the total number of responses to determine a percentage. The results of all learner feedback are analysed on an annual basis in order to identify areas for improvement.																
 <p>The chart displays performance percentages for four years: 2012/13 (96.4%), 2013/14 (94.9%), 2014/15 (96.4%), and 2015/16 (98%). A green line with square markers represents the target of 96% for each year. The y-axis ranges from 70% to 100% in 2.5% increments. The x-axis labels the years. A legend at the bottom indicates 'Years' for the blue bars and 'Target (Years)' for the green line.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Performance (%)</th> <th>Target (%)</th> </tr> </thead> <tbody> <tr> <td>2012/13</td> <td>96.4%</td> <td>96%</td> </tr> <tr> <td>2013/14</td> <td>94.9%</td> <td>96%</td> </tr> <tr> <td>2014/15</td> <td>96.4%</td> <td>96%</td> </tr> <tr> <td>2015/16</td> <td>98%</td> <td>96%</td> </tr> </tbody> </table>		Year	Performance (%)	Target (%)	2012/13	96.4%	96%	2013/14	94.9%	96%	2014/15	96.4%	96%	2015/16	98%	96%	<p><b><u>Trend Chart Commentary:</u></b></p> <p>Performance is reported annually. The service aims to maintain the level of performance achieved in 2015/16. the target for 2016/17 is set at 96%.</p> <p><b>2015/16</b></p> <p>Performance was 98% against a target of 96%. 448 customers completed surveys. The service performed well above the target, though the number of respondents dropped by 18%.</p> <p><b>2014/15</b></p> <p>Performance was 96.4% against a target of 96%. 547 customers completed surveys. There was a slight improvement in performance and notably the number of respondents increased by 40%.</p> <p><b>2013/14</b> Performance was 94.9% against a target of 96%. 310 customers completed surveys. Though the number of responses decreased from the previous year a 31% response rate was achieved and was sufficient to inform service changes. <b>2012/13</b> Performance was 96.4% against a target of 90%. 692 customers completed surveys. This was a good result and an excellent response rate at 70% of the registered participants attending Community Learning and Development Youth Services provision.</p>
Year	Performance (%)	Target (%)															
2012/13	96.4%	96%															
2013/14	94.9%	96%															
2014/15	96.4%	96%															
2015/16	98%	96%															

Performance Indicator	Community Learning and Development Youth Services - Percentage of complaints resolved within five working days	EDCYS015_6b.1															
Description	The service has measured the overall percentage of complaints that have been investigated and resolved each year. The total number of complaints resolved within relevant time-scale is divided by total number of complaints received to determine a percentage. The data for this indicator is extracted from the customer relationship management system (CRM). The complaints are analysed to identify improvements to the way the service is delivered to customers.																
<div><table><thead><tr><th>Year</th><th>Percentage of complaints resolved within five working days</th><th>Target (Years)</th></tr></thead><tbody><tr><td>2012/13</td><td>63.6%</td><td>100%</td></tr><tr><td>2013/14</td><td>100%</td><td>100%</td></tr><tr><td>2014/15</td><td>100%</td><td>100%</td></tr><tr><td>2015/16</td><td>0%</td><td>100%</td></tr></tbody></table></div> <div><p><b><u>Trend Chart Commentary:</u></b></p><p><b><u>Trend Chart Commentary:</u></b></p><p>Performance is reported annually. The target for 2016/17 is 100%</p><p>2015/16 Performance was 0%. There were two stage 2 complaints, which were resolved within 20 days.</p><p>2014/15 Performance was 100%. The service received 3 complaints which were resolved within the five working days time frame. Service changes following the complaint included specialist training for staff on 'Managing challenging behaviour' and changes to operational practices.</p><p>2013/14 Performance was 100%. The service received 4 complaints which were resolved within the five working days time frame. Service change following 1 complaint led to the review and revision of guidelines for residential youth work.</p><p>2012/13 Performance was 63% against a 100% target. The service received 11 complaints. 7 were resolved within five working days. 1 complaint was resolved within six working days, the others were more complex, requiring further investigation interviews with the relevant parties and more time to resolve.</p></div>			Year	Percentage of complaints resolved within five working days	Target (Years)	2012/13	63.6%	100%	2013/14	100%	100%	2014/15	100%	100%	2015/16	0%	100%
Year	Percentage of complaints resolved within five working days	Target (Years)															
2012/13	63.6%	100%															
2013/14	100%	100%															
2014/15	100%	100%															
2015/16	0%	100%															



Performance Indicator	Percentage of More Choices More Chances (MCMC) young people supported moving into a positive destination.	CP:EDCYS5149a.1a															
Description	<p>The volume of More Choices More Chances young people (15-18 year old identified as requiring additional assistance to obtain a positive destination on leaving school) that move on to a positive destination expressed as a percentage against all More Choices More Chances young people that exit the program. Performance information is collected and monitored monthly and reported on an annual basis.</p> <p>This PI measures performance in the school/academic year.</p>																
<div><div><table><thead><tr><th>Year</th><th>Performance (%)</th><th>Target (%)</th></tr></thead><tbody><tr><td>2012/13</td><td>79.3%</td><td>50%</td></tr><tr><td>2013/14</td><td>74.5%</td><td>75%</td></tr><tr><td>2014/15</td><td>81%</td><td>75%</td></tr><tr><td>2015/16</td><td>90%</td><td>90%</td></tr></tbody></table></div><div><p><b><u>Trend Chart Commentary:</u></b></p><p>The target for 2016/17 is set at the previous years performance - 90%.</p><p>2015/16 performance was 90% against a target of 82%; this represents 241 positive destinations of the total 267 destinations.</p><p>2014/15 Performance was 81% against a target of 75%; this represents 214 positive destinations of the total 263 destinations. The increase in performance is partly linked to improved referral and assessment processes within the Activity Agreement programme in addition to the continued strength of one to one intensive support for young people.</p><p>2013/14 Performance was 74.5% against an increased target of 75%; this represents 182 positive destinations of the 244 total destinations. Performance was below target and is linked to poorer than average performance in the Activity Agreement programme.</p><p>2012/13 Performance was 79.3% against a baseline target of 50%; this represents 184 positive destinations of the 232 total destinations.</p></div></div>			Year	Performance (%)	Target (%)	2012/13	79.3%	50%	2013/14	74.5%	75%	2014/15	81%	75%	2015/16	90%	90%
Year	Performance (%)	Target (%)															
2012/13	79.3%	50%															
2013/14	74.5%	75%															
2014/15	81%	75%															
2015/16	90%	90%															

## Calendar of Improvement and Efficiency Activity

Action	Frequency	2016/17 (✓)											
		Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
● Performance management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of Performance Indicators and targets	Quarterly	✓			✓			✓			✓		
● Benchmarking	Annually					✓							
● Collation Specified Performance Indicators (SPIs)	Annually	✓											
● Update of PPR information	Quarterly	✓			✓			✓			✓		
● WLAM (assessment)	Annually							✓					
● Review Panel	As Required												
● Performance Committee	As Required												
● Process Review (Lean/RIE activity)	As Required												
● Progress review of improvement actions	Quarterly	✓			✓			✓			✓		
● CSE preparation	As Required												
● Inspection or Audit activity	As Required												
● Budget Management activity	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Equality Impact Assessment(s)	Annually	✓											
● Health and Safety Assessment(s)	Quarterly	✓			✓			✓			✓		
● Business Continuity Planning	Annually			✓									
● Workforce Planning	Annually	✓											
● ADRs	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of customer groups/segmentation matrix	Annually						✓						
● Customer consultation	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
● Review of Service Standards	Annually						✓						
● Planned Engagement activity	Quarterly	✓			✓			✓			✓		
● Website content management	Monthly	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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

**Education Services**

**Management Plan 2016/17**

**James Cameron**  
**Head of Education (Quality Assurance)**

**Donna McMaster**  
**Head of Education (Development)**

**April 2016**

For more information: James Cameron

Email address: [James.Cameron@westlothian.gov.uk](mailto:James.Cameron@westlothian.gov.uk)

Telephone number: 01506 281680

For more information: Donna McMaster

Email address: [Donna.McMaster@westlothian.gov.uk](mailto:Donna.McMaster@westlothian.gov.uk)

Telephone number: 01506 281673

West Lothian Civic Centre  
Howden South Road | Livingston | West Lothian | EH54 6FF



## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **ACTIVE SCHOOLS PERFORMANCE REPORT 2015-16**

#### **REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

#### **A. PURPOSE OF REPORT**

To inform the panel on the progress made in West Lothian in relation to the key areas of work undertaken by the Active Schools team.

#### **B. RECOMMENDATION**

To note the performance of the Active Schools service over the academic session 2015-16 and the areas identified for development for the remainder of the current 2015-19 partnership agreement.

#### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	Being honest, open and accountable;
	Making best use of our resources;
	Working in partnership
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	None
<b>V Relevance to Single Outcome Agreement</b>	Outcome 2 - We are better educated and have access to increased and better quality learning and employment opportunities
	Outcome 6 – We live longer, healthier lives and have reduced health inequalities
<b>VI Resources - (Financial, Staffing and Property)</b>	As per Investment Agreement with sportscotland:
	<ul style="list-style-type: none"> <li>£382,275 contribution for 2015/16 – sportscotland</li> </ul>

- £131,171 contribution for 2015/16 – West Lothian Council

**VII Consideration at PDSP** None

**VIII Other consultations** **sportscotland**

#### **D. TERMS OF REPORT**



## D1 Overview of Report

Academic session 2015-16 was the first year of the 2015-19 Partnership Agreement with **sportscotland**, relating to the delivery of Active Schools in West Lothian.

The Active Schools Service Overview (ASSO) document (Appendix 1) was produced in academic session 2014-15. The ASSO's purpose is to provide clarity regarding the provision of the service and includes both local and national outcomes for Active Schools. The ASSO identifies 11 key areas of work and forms the basis of this report.

## D2

### Performance 2015-16

#### Key Areas of Work

##### Active Girls

This area of work relates to the number of female secondary pupils taking part in extracurricular activity. The delivery of 'Fit for Girls' and 'Y-Dance' programmes has seen the number of individual girls taking part in extracurricular sport rise from the 2014/15 total of 1,137 to 1,322, an increase of 16%.

##### Career Long Professional Learning (CLPL)

In addition to providing opportunities for pupils, Active Schools supports school staff to improve the quality of learning and teaching through the delivery of Sport and Physical Activity CLPL courses. Following a 40% decrease in attendees for the session 2014/15, two actions were put in place for 2015/16 to address this decline. The core training opportunities offered to staff were integrated into the Education CLPL system, EMS, and cluster based training was provided in areas where staff identified a common need for support. These actions directly resulted in a 138% increase in attendance numbers from 86 to 205.

Evaluations are continually carried out following the delivery of CLPL courses, to support the analysis of delivery. 100% of the attendees for 2015/16 rated the course delivery as 'Good' or 'Excellent', in line with the service target set against customer satisfaction.

##### Competitive School Sport

School sport competition remains a national focus for **sportscotland** with West Lothian's School Sport Partnership (SSP) considered a model of best practice. West Lothian were awarded an additional £111,267, over 4 years (2015-19), by **sportscotland** to support a full time coordinator position alongside 6 SSP development post that supported activity within the sports of athletics, basketball, dance, gymnastics, handball and rugby.

During 2015/16 2,216 individual secondary school pupils competed across 51 SSP events, a 2% increase from the 2,169 distinct participants in 2014/15. The attendance level of schools has been maintained at an average of 78%, equating to 8.5 schools attending each event. A total of 5,103 pupils attended events across 2015/16, an average of 100 pupils per event.

In order to provide further competitive school sport opportunities for secondary pupils, Active Schools placed additional focus on the establishment of inter-house secondary school sport events during 2014/15, at which 293 pupils took part. 2015/16 has seen

a 288% increase in participants with 1,137 pupils competing at inter-house events. Following consultation with school staff, the number of events running as part of the SSP calendar will be reduced from 51 to 43 competitions for 2016/17. To maintain competitive school sport participation levels, Active Schools will continue to focus on inter-house competitions.

During 2014/15, West Lothian performance, at regional and national school sport competitions, was recorded to help measure the impact of local provision on the wider sporting landscape. In 2014/15, 10 podium finishes were achieved by both individuals and schools teams across the 12 sports offered through the secondary school sports calendar. The continued development of competitive school sport in West Lothian translated to 24 podium finishes at regional and national competitions during 2015/16, a 140% increase.

#### Disability and Inclusion

Active Schools provides support to each of West Lothian's ASN schools, as well as supporting ASN pupils within mainstream education. Participation at Regional and Local Disability Sports events is monitored and a total of 245 attendances were made by pupils from West Lothian's schools during 2015/16, a rise of 5% from the 2014/15 total of 233.

#### Extracurricular Activity Sessions

This area remains the key focus for **sportscotland** and a core aspect of Active Schools provision. Participant sessions are the total pupil attendances at extracurricular activity sessions and are the headline figure by which **sportscotland** ultimately measures Active Schools' performance. In 2014/15 the number of participant sessions across West Lothian was 124,831. 2015/16 has seen this figure rise to a record high of 128,327, an increase of 3%.

Distinct participants are also a measure of performance within this area and relates to the number of individual pupils taking part in extracurricular activity. Pupil distinct participants for 2015/16 totalled a record high of 7,710, equating to 29% of West Lothian's school roll. This figure is an 8% increase on the 7,106 distinct participants recorded for 2014/15.

#### Leadership Programmes

Supporting and developing the leadership of senior pupils within schools, is a key aspect of Active Schools provision in West Lothian. ASCs lead the Young Ambassador programme and support Sport Leader and Sport and Recreation courses within secondary schools. 295 coaching and first aid qualifications were delivered to pupils during school term time, the same number as 2014/15.

2015/16 saw the delivery of the inaugural Active Schools Coach Education week at which 24 senior pupils, from 7 secondary schools, gained UKCC Level 1 qualifications in the sports of Basketball, Handball, Netball and Rugby. The impact of this week is demonstrated through the increase in the number of senior pupils that supported or delivered extracurricular activity in schools from 139 in 2015/16 compared to 116 in 2014/15.

#### Motivating and Inspiring

Active Schools utilise major sporting events, such as the Commonwealth and Olympic Games, to engage more young people in sport and physical activity. 2015/16 saw the delivery of Rugby World Cup themed events for primary pupils which was organised in partnership with Livingston and Linlithgow Rugby clubs. A 'Road to Rio' primary school sport calendar and Primary Track and Field Olympics were also organised this year.

Motivation and inspiration is also delivered through the Winning Scotland Foundation's Champions in Scotland (CiS) and Positive Coaching Scotland (PCS) programmes. In 2015/16, 9 schools (8 primary and 1 secondary) were involved in CiS with Scotland's international, Olympic and Commonwealth athletes making visits to schools to inspire our young people to fulfil their potential. 119 sports leaders were also provided with PCS training to help them create a positive sporting environment to encourage other young people to stay in sport longer. The PCS programme was piloted in 2015-16, through the SSP, with all basketball and handball competitions promoting the 'Honour our Sport' message.

#### Participative School Sport

As well as providing opportunities for pupils to participate in competitive school sport, participative school sport opportunities are delivered to primary pupils through a comprehensive festival calendar. The number of festivals offered during 2015/16 totalled 77, 10 more than in 2014/15. A total of 13,169 attendances were recorded at these events for 2015/16, a modest 1% decrease from the 2014/15 total of 13,320

#### School-Club Links

In order to provide continuity along the participation pathway, Active Schools works to establish and develop links between schools and community clubs. This is performed in combination with the other core functions of Active Schools and maximises the opportunities for school pupils to participate in sport outside the school environment.

The number, and variety, of club links is recorded by **sportscotland** on the national monitoring system for Active Schools (ASMO). The data collected for 2015/16 illustrates a 25% increase in the total number of school-club links compared to 2014/15, rising from 678 to 848.

#### School Sport Award

The School Sport Award (SSA) is a national award developed by **sportscotland** and Education Scotland that recognises and rewards schools for their achievements and commitment to Physical Education, Physical Activity and Sport (PEPAS). The assessment provides an opportunity for schools to identify gaps in their provision with regards to PEPAS. Any gaps are addressed through the production of development plans which are written and delivered on with support from Active Schools.

A total of 60 schools completed the SSA assessment during 2015/16 with 14 schools achieving Bronze and 36 achieving Silver. This is in comparison to 16 Bronze and 27 Silver for 2014/15. The number of Gold schools currently remains at 10, making up over 9% of the total number of Gold schools in Scotland.

#### Volunteers

Part of the increase in the number of participant sessions can be attributed to a rise in the number of volunteers that were recruited and supported to deliver extracurricular activity. The number of volunteers rose from 488 in 2014/15 to 516 for 2015/16, an increase of 6%. 85% of these volunteers come from the school estate (school staff, PE specialists and senior pupils) with the remainder of volunteers coming from local sports clubs and organisations, as well as further and higher education establishments.

In an effort to further increase the number of volunteers, Active Schools Coordinators attended volunteer training, delivered by **sportscotland** staff, and will look to implement specific actions across their designated cluster areas during the 2016/17 session.

## **CONCLUSION**

West Lothian Active Schools has delivered record levels of participation during the academic session 2015/16. Continued investment into competitive school sport, and strong partnership working with schools, has seen a significant increase in the number of West Lothian pupils achieving excellence at regional and national level.

In 2016-17, Active Schools and West Lothian Council's Sports Development team will become integrated to form the 'Active Schools and Community Sports team'. The new management structure will make certain the same high quality of service provision is maintained for partners and stakeholders. An updated ASSO (Appendix 2) has been produced which will ensure clarity on service provision and be the basis of future planning and reporting.

## **F. BACKGROUND REFERENCES**

None

Appendices/Attachments:

Appendix 1 - Active Schools Performance Report 2015-16

Appendix 2 – Active Schools Service Overview 2016

Contact Person: Matt Costello, Active Schools Manager, Civic Centre, West Lothian. Tel: 01506 283564, Email: [matt.costello@westlothian.gov.uk](mailto:matt.costello@westlothian.gov.uk)

James Cameron, Head of Education (Quality Assurance)

Date of Meeting; 6 September 2016

# Active Schools

## Performance Report 2015/16

As part of our service delivery overview, Active Schools reports annually on our Key Areas of Work to ensure transparency and that the wider impact of our support services to schools is understood.

Academic session 2015/16 was another excellent year for extra-curricular participation and school sport in West Lothian with more opportunities for taking part in sport and physical activity, more participants attending sessions and more volunteers delivering activities than ever before.

This year's Primary Track and Field champion was Livingston Village PS and for the second year in a row, Deans Community High School took the honours in the secondary school sports league where 2,216 pupils took part in 51 competitive sporting events.

2015/16 saw the delivery of the inaugural Active Schools Coach Education week at which 24 senior pupils, gained UKCC Level 1 qualifications in various sports. The impact of this programme is demonstrated through the increased number of senior pupils who supported or delivered extracurricular activity in schools.

Specific performance information for each of our Key Areas of Work during Academic session 2015/16 can be found overleaf.



# Key Areas of Work

Coordinated and supported by Active Schools

## All Key Areas of Work supporting Extracurricular Participation 2015/16 – 128,327 Participant Sessions - 3% increase

Core Area	Description	Performance 2015/16	Progress Report	Target 2016/17
<b>Active Girls</b>	Three key programmes (Fit for Girls, Girls on the Move and Y-Dance Active) coordinated in partnership with secondary schools and Y-Dance.	1,322 Female Distinct Participants <i>16% increase</i>	The delivery of 'Fit for Girls' and 'Y-Dance' saw the number of individual secondary girls taking part in extracurricular sport rise from 1,137 in 2014/15 to 1,322.	Cluster baseline to be established for targeted activity of an inactive demographic
<b>Career Long Professional Learning</b>	Sport and Physical Activity CLPL Calendar delivered for school staff to support professional review and development	205 CLPL Participants <i>138% increase</i>	Following a 40% decrease in attendees for the 2014/15 session, two actions were put in place to address this decline. The core training opportunities offered to staff were integrated into the Education CLPL system, EMS, and cluster based training was provided in areas where staff identified a common need.	100% of attendees rate the course as 'good' or 'excellent'
<b>Competitive School Sport</b>	Coordination of primary and secondary school sport competition in addition to primary leagues and secondary inter-house events.	3,306 Secondary Distinct Participants involved in SSP or Inter-house Competition <i>35% increase</i>	In 2014/15, 16 podium finishes were achieved by both individuals and school teams across the 12 sports offered through the secondary school sports calendar. The continued development of competitive school sport in 2015/16 translated to 28 podium finishes at regional and national competitions.	3,350 Secondary Distinct Participants involved in SSP or Inter-house Competition
<b>Disability and Inclusion</b>	Facilitate, promote and deliver opportunities within West Lothian and through the Lothian Disability Sports Calendar.	245 ASN Distinct Participants <i>5% increase</i>	Participation at Regional and Local Disability Sports events saw an increased total of 245 pupils attending from West Lothian's schools, in comparison to the 2014/15 total of 233.	% of children with additional support needs attending disability sports events
<b>Extracurricular Activity Sessions</b>	Coordinate and support extracurricular opportunities delivered by schools, community clubs and sessional coaches.	7,710 Distinct Participants <i>8% increase</i>	Distinct participants are a measure of performance within this area and relates to the number of individual pupils taking part in extracurricular activity. Pupil distinct participants for 2015/16 totalled a record high of 7,710, equating to 29% of West Lothian's school roll. This figure is an increase on the 7,106 distinct participants recorded for 2014/15.	30% of school roll – 7,966 Distinct Participants
<b>Leadership Programmes</b>	Delivery of and support for Young Ambassador, Sport Leader and Sport & Recreation programmes.	139 Senior Pupils delivering or supporting Extracurricular Activity <i>20% increase</i>	ASCs lead the Young Ambassador programme and support Sport Leader and Sport and Recreation courses within secondary schools. 295 coaching and first aid qualifications were delivered to pupils during school term time.	150 Senior Pupils delivering or supporting Extracurricular Activity
<b>Motivating and Inspiring</b>	Active Schools utilise major sporting events, such as the Olympic Games, to engage more young people in sport and physical activity.	Three West Lothian Wide Primary Events delivered relating to the 2015 Rugby World Cup and 2016 Olympics	2015/16 saw the delivery of Rugby World Cup themed events which was organised in partnership with Livingston and Linlithgow Rugby clubs. A 'Road to Rio' primary school sport calendar and Primary Track and Field Olympics were also organised this year.	This area of work will be embedded across all key areas of work in 2016/17
<b>Participative School Sport</b>	Participative school sport opportunities are delivered to primary pupils through a comprehensive festival calendar.	77 sporting festivals and events <i>1% decrease in participation</i>	The number of festivals offered during 2015/16 totalled 77, which is 10 more than in 2014/15. A total of 13,169 attendances were recorded at these events for 2015/16, a modest decrease from the 2014/15 total of 13,320.	This area of work will be linked to local sporting pathways and monitored under school-Club links
<b>School- Club Links</b>	Creating partnerships between schools and clubs to create continuity between school sports and sport in the wider community	81 school-club links involving extracurricular delivery by local clubs <i>5% decrease</i>	In order to provide continuity along the participation pathway, Active Schools work to establish, and develop, links between schools and community clubs. This is combined with the other core functions of Active Schools and maximises opportunities for school pupils to participate in sport outside the school environment.	85 sports clubs with links to schools
<b>School Sport Award</b>	Supporting schools to achieve national recognition of physical education and school sport opportunities, within and out with the curriculum.	60 schools achieving a minimum of Bronze <i>13% increase</i>	The School Sport Award (SSA) supports schools identify any gaps in their provision with regards to PEPAS. 60 schools completed the SSA assessment in 2015/16 with 14 schools achieving Bronze and 36 achieving Silver. This is in comparison to 16 Bronze and 27 Silver for 2014/15. The number of Gold schools remains at 10, which is 9% of the total number of Gold schools in Scotland.	<ul style="list-style-type: none"> <li>85% of schools are engaged</li> <li>Increase in the average score achieved by schools</li> </ul>
<b>Volunteers</b>	Recruit, support and recognise volunteers including school staff, senior pupils and club coaches.	516 volunteers delivering or supporting extracurricular activity <i>6% increase</i>	The number of volunteers rose from 488 in 2014/15 to 516 for 2015/16. 85% of these volunteers come from the school estate (school staff, PE specialists and senior pupils) with the remainder of volunteers coming from local sports clubs and organisations, as well as further and higher education establishments.	525 volunteers delivering or supporting extracurricular activity



# Active Schools

**sportscotland** works in partnership with all 32 local authorities to invest in the Active Schools network of managers and coordinators who support primary, secondary and Additional Support Needs schools across Scotland.

## Active Schools in West Lothian

As part of Central Education Services, Active Schools West Lothian provides support, training and guidance relating to Physical Education, Physical Activity and Sport (PEPAS) to all 11 secondary, 67 primary and 6 additional needs schools.

Services are delivered by 1 FTE manager and 11 FTE coordinators. Our key areas of work directly contribute to West Lothian Council's Priority 7 - Delivering Positive Outcomes on Health and support schools to improve educational attainment and achievement.

Following a restructure, Active Schools and Sports Development have now combined to form the Active Schools and Community Sports team. Active Schools Coordinators will continue to work closely with PE lead officer, community clubs and other organisations to provide a wide range of high quality opportunities connected to physical education, school sport and club sport. Further information relating to GIRFEC can be found in the Active Schools GIRFEC Strategic Self Evaluation.



# Key Areas of Work

Coordinated and supported by Active Schools

Extra curricular activity - will be coordinated and supported, in schools and community clubs, to enable more children and young people to take part in sport and physical activity. This will be monitored through Distinct Participants and Participant sessions			
KEY AREAS OF WORK TO SUPPORT EXTRA CURRICULAR ACTIVITY	DESCRIPTION	HEALTH AND WELLBEING INDICATOR	OUTCOME
<b>Career Long Professional Learning &amp; Coach Education</b>	Sport and Physical Activity CLPL training delivered for school staff to support professional review and development	<b>Achieving</b>	Positive impact on professional practice leading to improved quality of delivery
<b>Club Development</b>	Working with and supporting clubs, who offer a safe and child friendly environment, to deliver extra-curricular opportunities in schools and the local community	<b>Safe</b>	Well governed and sustainable clubs operating across West Lothian
<b>Competitive School Sport</b>	Coordination of primary and secondary school sport competition in addition to primary leagues and secondary inter-house events.	<b>Active</b>	Children and young people are engaged in high quality school sport competition in their place of learning and the wider community
<b>Disability and Inclusion</b>	Facilitate, promote and deliver opportunities within West Lothian and through the Lothian Disability Sports calendar	<b>Included</b>	Children with additional support needs have developed their sporting abilities to the level which they aspire to
<b>Profile</b>	Raising awareness of sporting events and opportunities through various media, including newspaper articles and school newsletters	<b>Active</b>	The local community, and wider audiences, are inspired by the range of sporting opportunities and sporting achievements highlighted through various media
<b>School-Club Links</b>	Creating partnerships between schools and clubs to create continuity between school sports and sport in the wider community	<b>Active</b>	More children and young people taking part in regular extracurricular activity within the school and community
<b>School Sport Award</b>	Supporting schools to achieve national recognition of physical education and school sport opportunities, within and out with the curriculum	<b>Healthy</b>	Schools deliver high quality physical education, and school sport opportunities, within and outwith the curriculum
<b>Targeted activity</b>	Delivery of extracurricular programmes for selected demographic with low participation rates	<b>Included</b>	Non-participants become engaged in sport and physical activity in a targeted demographic area
<b>Volunteers</b>	Recruit, support and recognise volunteers including school staff, senior pupils and club coaches.	<b>Achieving</b>	A network of volunteers support delivery within schools and the local community
<b>Young Leaders</b>	Develop and upskill senior pupils to deliver and support sport within schools and the local community	<b>Responsible</b>	Young people are successful learners, confident individuals, responsible citizens and effective contributors.





West Lothian  
Council

## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **EARLY LEARNING AND CHILDCARE – PLAN FOR FLEXIBILITY AND CHOICE - UPDATE REPORT**

#### **REPORT BY HEAD OF EDUCATION DEVELOPMENT**

##### **A. PURPOSE OF REPORT**

To inform the Policy Development and Scrutiny Panel of the implementation of the council's Plan to Increase the Flexibility in Early Learning and Childcare and to meet the needs of working parents, and future development of the Plan.

##### **B. RECOMMENDATION**

- 1) To note the implementation of the council's Plan to Increase the Flexibility in Early Learning and Childcare and meet the needs of working parents.
- 2) To recommend approval to the Education Executive of the proposed future development of the Plan to Increase the Flexibility in Early Learning and Childcare by delegating the decision to establish additional full day early learning and childcare places and wraparound care establishments to the Head of Education (Development) to facilitate flexibility and choice, and to meet the needs of working parents.

##### **C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	<p>Statutory Guidance on Pre-School Education issued in terms of the Children and Young People (Scotland) Act 2014.</p> <p>Under section 50(1)(a) of the Children and Young People (Scotland) Act 2014 education authorities must consult with such persons as appear to them to be representative of parents of children under school age in their area about how they should make early learning and childcare available. Under section 50(1)(b) of the Act, education authorities must have regard to the views expressed in those consultations</p>

and prepare and publish plans on how it intends to make early learning and childcare available in response to those views.

Under section 52 of the Act, education authorities must have regard to the desirability of ensuring that the method by which it makes early learning and childcare provision available is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service.

An equality relevance assessment has been undertaken.

<b>III Implications for Scheme of Delegations to Officers</b>	It is proposed that the decision to establish additional full day early learning and childcare places and wraparound care establishments be delegated to the Head of Education (Development) to facilitate flexibility and choice, and to meet the needs of working parents.
<b>IV Impact on performance and performance Indicators</b>	Performance indicators relating to pre-school provision and wraparound care, including those relating to placement and satisfaction.
<b>V Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed.
<b>VI Resources - (Financial, Staffing and Property)</b>	The Plan to Increase the Flexibility of Pre-School Provision and the previously agreed pilot can be delivered within existing resources.
<b>VII Consideration at PDSP</b>	Underway
<b>VIII Other consultations</b>	Parents of Pre-School Children, Headteachers, Working Group on Pre-School Flexibility

## **D. TERMS OF REPORT**

### Background

The Children and Young People (Scotland) Act 2014 requires local authorities to secure 600 hours of pre-school provision (early learning and childcare) for each eligible young child residing in its area.

Under section 52 of the Act, education authorities must have regard to the desirability of ensuring that the method by which it makes early learning and childcare provision available is flexible enough to allow parents an appropriate degree of choice when deciding how to access the service.

The Act recognises that the introduction of flexibility and choice, following consultation, will require significant reconfiguration of services by education authorities, and that this will be best achieved through year on year incremental change. It was expected that following the introduction of 600 hours of pre-school provision (early learning and childcare) in August 2014, further year on year improvements to flexibility and choice would be built up.

The aim of the Act is that children experience consistent high quality early learning and childcare, and to alleviate the need for parents to change their child's provider during the day to provide additional hours due to a model of funding and placements based on one session of 2.5 hours a day. The Act envisages that longer sessions of early learning and childcare should be available through local authorities for parents who need this.

The statutory guidance associated with the Act states that appropriate choice is intended to be around models, and not individual providers.

West Lothian Council consulted parents in 2013 and 2015 on how they would like to see flexibility and choice in pre-school provision increased. Following these consultations, the Education Executive agreed a Plan to Increase Flexible Provision. This plan focused on the introduction and expansion of flexible model of early learning and childcare, and the expansion of wraparound (out of school) care.

#### Provision and Expansion of Flexible Early Learning and Childcare

As a result of the 2013 consultation, a new model of pre-school provision was piloted at four establishments in Session 2015/16 (Bonnytoun Nursery, Glenvue Nursery, Knightsridge Early Years Centre, Linlithgow Primary School Nursery Class). This proved popular and following the 2015 consultation, it was proposed that the new model of provision would be available at ten establishments in Session 2016/17.

The new model of provision allows children to obtain their 600 hours of early learning and childcare across two days with attached wraparound care, so that the provision would be available from 8.00am to 6.00pm on any two days from Monday to Thursday. The provision consists of two 8 hour sessions of early learning and childcare lasting from 8.00am to 4.00pm. Parents/carers using this provision are given the option of purchasing wraparound care from 4.00pm to 6.00pm. Parents/carers are given the option of purchasing a packed lunch, or providing their own packed lunch, as is current practice in the council's wraparound care service.

This flexible provision is available at the following nine establishments from August 2016:

- Bathgate West Nursery School, Bathgate
- Bonnytoun Nursery School, Linlithgow
- East Calder Primary School Nursery Class, East Calder
- Glenvue Nursery School, Livingston
- Knightsridge Early Years Centre, Livingston
- Linlithgow Primary School Nursery Class, Linlithgow
- St Nicholas' Primary School Nursery Class, Broxburn
- Southdale Primary School Nursery Class, Armadale
- Whitdale Early Years Centre, Whitburn

The number of children accessing flexible places has increased from session 2015/16 to 2016/17.

In August 2015, 69 children were placed in the four pilot establishments (Bonnytown Nursery, Glenvue Nursery, Knightsridge Early Years Centre, Linlithgow Primary School Nursery Class). By April 2016, this had risen to 123 children in four venues.

In August 2016, a total of 260 children were placed in nine venues. The large majority of applicants received their first choice of days, although not all could receive their first choice, and the flexible provisions at Bonnytown Nursery, Bathgate West Nursery and Linlithgow Primary School Nursery Class are now full.

It was planned to offer flexible provision at Ladywell Nursery School, however only four applications for this provision were received which would not have been economic to provide. The four applicants were contacted and offered their alternative choice of provision.

#### Expansion of Wraparound Care

Wraparound care is provided at all of the venues offering the flexible model of early learning and childcare. The number of children accessing wraparound places has increased from session 2014/15 to 2016/17.

In August 2014, 113 children were provided with wraparound care. These places were associated with the traditional morning or afternoon places, and provided at six venues across West Lothian (Bathgate Early Years Centre, Broxburn Primary School, Inveralmond Early Years Centre, Linlithgow Primary School, Livingston Village Primary School and Williamston Primary School.)

In August 2015, 122 children were placed in these six venues. In addition, wraparound care was provided at the four venues piloting flexible early learning and childcare (Bonnytown Nursery, Glenvue Nursery, Knightsridge Early Years Centre, Linlithgow Primary School Nursery Class, Linlithgow), and 52 children were provided with wraparound care associated with this flexible provision. A total of 174 children were provided with wraparound care.

In August 2016, 145 children were granted wraparound care associated with traditional morning and afternoon places, and 109 children were granted wraparound care associated with flexible provision. A total of 254 children were provided with wraparound care. The large majority of parents received the hours requested, but at some venues (Bathgate Early Years Centre, Linlithgow Primary School, Livingston Village Primary School and Williamston Primary School) wraparound care is now oversubscribed.

It was planned to offer an enhanced wraparound care service at the new Southdale Nursery. Parents/carers were offered the opportunity to purchase up to three full days wraparound to complement the two full day provision. All parents requesting two full days of early learning and childcare at Southdale Nursery were offered this opportunity. Interest in this proposed provision was very low with only two applicants requesting additional full days of wraparound care to complement their two full days of early learning and childcare, amounting to three full days of wraparound care. On this basis the service would not be economic to provide.

Wraparound care is provided on the basis that it will cover its own costs. In order to ensure this continued to be the case, allowing the continuation of existing services and the expansion of wraparound care to new venues, a new sessional price structure was introduced in August 2016. This was necessary to ensure that charges covered staffing costs, as staff had to be provided for the full sessions offered, and to reduce the necessity for parents to make frequent changes to hours requested. This model is similar to that in most private nurseries. The introduction of this new model of charging attracted two complaints from parents concerned that the cost of their childcare had increased. It coincided, however, with a significant increase in uptake of wraparound care associated with both the traditional and flexible models of early learning and childcare.

#### Plan to Increase Flexible Provision

The next consultation on the expansion of flexibility and choice in Early Learning and Childcare is scheduled for the second half of 2017. It is anticipated that national changes to the provision of early learning and childcare will shape this consultation.

In the meantime, it is proposed that authority be delegated to the Head of Education (Development) to extend the provision of the flexible model of early learning and childcare, and wraparound care places, where demand for these services exist and there is available capacity within the school estate to make provision.

It is anticipated that this will result in increased provision being offered in session 2017/18 to accompany planned expansion to the pre-school estate.

### **E. CONCLUSION**

The Policy Development and Scrutiny Panel is asked to note the successful implementation of the Plan to Increase the Flexibility in Early Learning and Childcare, and the successful expansion of full day provision and wraparound care, in order to increase flexibility and choice and to meet the needs of working parents.

### **F. BACKGROUND REFERENCES**

Reports to Education Executive 4 February 2014, 16 December 2014, 28 April 2015 and 19 January 2016.

#### **Appendices/Attachments: Covalent Performance Indicators measuring uptake of Flexible Provision and Wraparound Care**

Contact Person: Andrew Sneddon, Service Manager – Policy and Performance

Andrew.sneddon@westlothian.gov.uk

*Donna McMaster*  
*Head of Education Development*

Date of meeting: 6 September 2016

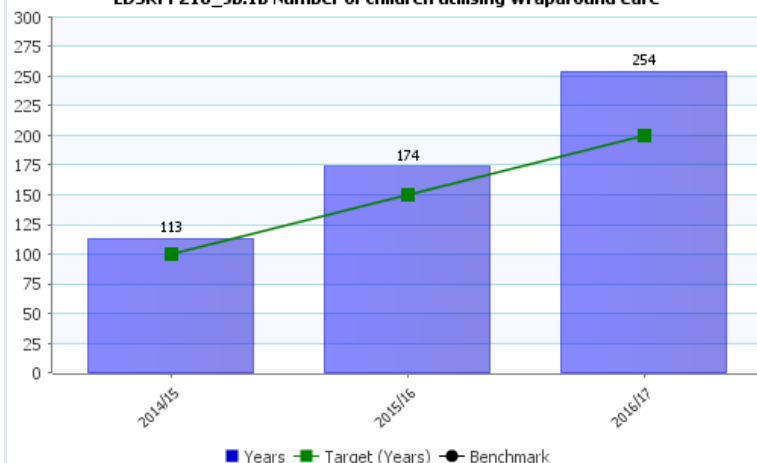
## Appendix 1 – Plan to Increase the Flexibility in Early Learning and Childcare – Performance Indicators

Performance Indicator	Number of pre-school children utilising full day nursey provision.	EDSRPP217_9b.1b																
Description	This indicator shows the number of pre-school children who are making use of the full day nursery provision. This allows parents to use their 600 hours of early learning and childcare on two full days (8.00am to 4pm) with wraparound care available to purchase from 4pm to 6.00pm), as opposed to the traditional five morning or four afternoon model.																	
<div>EDSRPP217_9b.1b Number of pre-school children utilising full day nursey provision.</div> <table><thead><tr><th>Year</th><th>Years (Actual)</th><th>Target (Years)</th><th>Benchmark</th></tr></thead><tbody><tr><td>2014/15</td><td>0</td><td>0</td><td>0</td></tr><tr><td>2015/16</td><td>69</td><td>69</td><td>~92</td></tr><tr><td>2016/17</td><td>260</td><td>260</td><td>275</td></tr></tbody></table>		Year	Years (Actual)	Target (Years)	Benchmark	2014/15	0	0	0	2015/16	69	69	~92	2016/17	260	260	275	<p>In session 2016/17 260 children are making use of full day nursery provision. This is up from 69 in session 2015/16. The service was not established in 2014/15.</p> <p>The number of establishments offering full day provision rose from 0 in 2014/15 to 4 in 2015/16. In 2016/17 it rose again to 9.</p> <p>These increases demonstrate that West Lothian Council is fulfilling its obligation to offer increased flexibility and choice to parents/carers, and meeting the needs of working parents/carers.</p> <p>Target for 2017/18 is 275, as there are no current plans for a significant increase in venues offering full day provision in 2017/18 although increases will be made where demand exists and capacity allows. Further increases are likely to follow the next biannual survey, planned for 2017, and may also result from anticipated Scottish Government legislation.</p>
Year	Years (Actual)	Target (Years)	Benchmark															
2014/15	0	0	0															
2015/16	69	69	~92															
2016/17	260	260	275															

**Performance Indicator****Number of children utilising Wraparound Care***EDSRPP218\_9b.1b***Description**

This indicator shows the number of children who utilise wraparound care. Wraparound Care was developed to provide childcare alongside pre-school education for children from three years old to five years old, and to Primary 1-3 children where space permits.

**EDSRPP218\_9b.1b Number of children utilising Wraparound Care**



In session 2016/17 254 children have been granted wraparound care. This is up from 174 in session 2015/16, and 113 in 2014/15.

The number of establishments offering wraparound care rose from 6 in 2014/15 to 9 in 2015/16. In 2016/17 it rose again to 14.

The number of hours of wraparound care purchased by parents/carers rose from 1458 in 2014/15 to 1671 in 2014/15. In 2016/17 it rose again to 2689.

These increases demonstrate that West Lothian Council is fulfilling its obligation to offer increased flexibility and choice to parents/carers, and meeting the needs of working parents/carers.

Target for 2017/18 remains at 250, as there are no current plans for a significant increase in venues offering wraparound care in 2017/18, although increases will be made where demand exists and capacity allows. Further increases are likely to follow the next biannual survey, planned for 2017, and may also result from anticipated Scottish Government legislation.







West Lothian  
Council

## **EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

### **HOLIDAY LUNCH AND ACTIVITY CLUBS**

#### **REPORT BY HEAD OF EDUCATION (DEVELOPMENT)**

#### **A. PURPOSE OF REPORT**

To inform the Policy Development and Scrutiny Panel of the implementation of Holiday Lunch and Activity Clubs.

#### **B. RECOMMENDATION**

To note the implementation of Holiday Lunch and Activity Clubs.

#### **C. SUMMARY OF IMPLICATIONS**

- |   |   |
|---|---|
| <b>I Council Values</b>   | Focusing on our customers' needs<br><br>Providing equality of opportunities<br><br>Working in partnership   |
| <b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b> | Local Authorities have a statutory duty to provide free school meals (Education (Scotland) Act 1980).<br><br>Provision will support the Anti-poverty Strategy<br><br>An Equality Relevance Assessment has been undertaken.  |
| <b>III Implications for Scheme of Delegations to Officers</b>   | None  |
| <b>IV Impact on performance and performance Indicators</b>  | Provision is measured by a Covalent Performance Indicator. The provision is expected to contribute positively to health, poverty and attainment indicators.   |
| <b>V Relevance to Single Outcome Agreement</b>  | Our children have the best start in life and are ready to succeed.<br><br>We are better educated and have access to increased and better quality learning and employment opportunities.<br><br>People at risk are protected and supported to achieve improved life chances. |

	We live longer, healthier lives and have decreased health inequalities.
<b>VI Resources - (Financial, Staffing and Property)</b>	£200,000 per year in financial years 2016/17 and 2017/18. Staffing provided from existing sessional staff and additional casual staff. Administration provided by existing staff.
<b>VII Consideration at PDSP</b>	Underway.
<b>VIII Other consultations</b>	Education Services Sport and Outdoor Education Facilities Management Adult Learning Financial Management Unit Health and Safety Community Learning and Development – Youth Services West Lothian Leisure Health Improvement Team Community Centre Management Committees Community Groups

#### **D. TERMS OF REPORT**

West Lothian Council, at its meeting of 23 February 2016, agreed to introduce school holiday lunch and activity provision, and agreed a budget of £200,000 per year to support this activity in financial years 2016/17 and 2017/18.

The aim of the provision was to deliver nutritious meals and holiday activities to those most in need of this support during the school holidays. In summer 2016 provision was made directly by staff employed by the council at five schools, and at a further two schools in partnership with existing community groups.

The provision of both food and activities is in line with academic research showing that pupils experience a learning loss during the summer holidays, and that this is most significant in pupils from low socio-economic status backgrounds.

#### **School Provision**

Direct provision of nutritious meals and fun physical activities was made in five communities for a five week period from Monday 11 July to Friday 12 August 2016.

Provision was free. To avoid stigmatisation no differentiation was made between children in receipt of free school meals and other children, but locations were chosen taking account of free meal uptake and the Scottish Index of Multiple Deprivation in order to target the provision at areas of greatest need.

The five communities were:-

Blackburn with provision at Murrayfield PS – open to all Blackburn residents

Northern Livingston with provision at Knightsridge PS – targeted at children attending Harrysmuir PS, Howden St Andrew's PS. Knightsridge PS, and Toronto PS.

Southern Livingston with provision at St Ninian's PS – targeted at children attending Dedridge PS and St Ninian's PS.

Polbeth, with provision at and St Mary's PS (Polbeth) – open to all Polbeth residents

Whitburn with provision at St Joseph's PS (Whitburn) – open to all Whitburn residents

These communities and schools were chosen based on levels of free meal uptake and Scottish Index of Multiple Deprivation ranking, but also suitability of accommodation (separate hall and dining provision was required) and the summer works programme which meant that some schools could not be used.

The provision was not limited to children in attendance at the schools where provision was made. Children in parts of the surrounding communities with high levels of free meal uptake and Scottish Index of Multiple Deprivation ranking were also invited to attend. Provision was open to children attending both denominational and non-denominational schools. Parents/carers in the communities targeted were texted and e-mailed, and schools in the communities targeted sent information home in children's schoolbags.

Schools were open from 11.00am to 1.00pm. For the first hour and a half, activities were provided by Sport and Outdoor Education coaching staff. Activities included football, athletics, dance, games, and basketball. This was followed by a hot lunch drawn from the existing school meal menu provided by Operational Services staff.

Children were required to register, in order to ensure provision of emergency contact information, medical information and dietary requirements, but registration over the telephone was possible in order to minimise bureaucracy for parents/carers. Lead Coaches were able to register children who turned up at their venue, provided that they were accompanied by an adult who could provide the required information.

A maximum of 36 places was available at Knightsridge PS, with 24 places available at each of the other venues, based on suitable supervision ratios. This number of places was planned based on initial responses to texts sent to parents/carers to inform them of the existence of the provision. Experience was that although the final number of registrations exceeded availability at some venues, no venue was oversubscribed by actual numbers turning upon any given day.

The number of children provided for each day at each school is set out in appendix 1.

### **Partnership Provision**

In addition to the five school based provisions, nutritious meals were provided in a further two communities in partnership with established community organisations which provided activities for the children attending. A hot lunch drawn from the existing school meal menu was provided by Operational Services staff. On days where the partner organisations organised excursions, a packed lunch was provided by Operational Services staff.

The Boghall Drop In Centre Sunshine Club used Boghall Primary School to provide activities to children resident in the Boghall area. Maximum weekly registration was 60, and average daily attendance was 50 children.

The Riverside Play Scheme used Riverside Primary School to provide activities to children resident in the Craigshill area. A total of 76 children attended the play scheme, with an average of 36 per day.

### **Evaluation**

Average daily attendance was 175, although the total number provided for was significantly greater as many children did not attend each day.

Total number of registrations at school provision was 187, with an additional 146 registered at the partnership provisions, a total of 333.

Of those children who registered with school provisions, 41% of them received free school meals (of if in P1-3 school clothing grant). At Boghall Sunshine Club, 52% of those registered received free school meals. At Riverside Playscheme, 37% of those providing information received free school meals. In comparison, the West Lothian wide figure is 17.3%.

An evaluation by Riverside Playscheme showed that not every child ate the free nutritious meal every day, but that 100% of the children who ate lunch enjoyed it, and 100% of parents said that they would send their children again if free nutritious lunches were offered in future.

In relation to Council venues, the children's feedback received was positive. All were positive about the sporting activities. A small number would also have enjoyed arts and crafts or drama. The large majority said they would come back again if the provision ran again. All but two parents who responded said that they would send their child again, if the clubs ran in October, and all but 1 said they would send their child again if the clubs ran at Easter.

Comments were overwhelmingly positive, and are included in appendix 3.

A small number of behaviour issues were recorded by staff or reported by parents to staff. One such issue was raised through the survey. These issues were addressed by staff with the children concerned and their parents where necessary.

The progress of children attending the provision as measured by adaptive testing will be assessed in order to determine whether any impact resulting from attendance can be identified.

West Lothian Council provision can be benchmarked against that of Glasgow City Council which opened two schools, received 140 registrations and provided 90 places.

The impact of the West Lothian provision can be compared with the achievements of other organisations and local authorities set out in publications such as the report of the All Party Parliamentary Group on School Food (attached as appendix 2) published in 2015. The All Part Parliamentary Group report describes a range of provisions, including:-

<b>Provision</b>	<b>Nature of Provision</b>	<b>Number Fed per day</b>
Durham Communities Together	17 churches, open 1-5 days per week	715 approximately
Norwich FISH	9 locations	280
Gateshead Filling The Holiday Gap Project	1 day event	260
Plymouth Big Summer Food Tour	Various locations	200 bagged meals
Magic Breakfast	4 schools	120
Cardiff Food and Fun	5 schools	100
East Renfrewshire Holiday Camp	2 schools	100
Tower Hamlets FutureVersity	10 day course	75
Sheffield Filling the Holiday Gap Pilot	3 schools	60
Strasbane Community Project	1 venue	32

The number of council venues at which direct provision of lunch and activities could be made was constrained by the availability of suitably qualified council staff during school holidays, the ability to recruit and retain suitably qualified staff for a limited number of hours per day, the suitability of council accommodation, the other uses being made of council accommodation and the school maintenance programme.

Provision in some areas of high free meal uptake and high Scottish Index of Multiple Deprivation ranking (Addiewell, Bridgend and Westfield) was considered but not progressed due to very low expressions of interest (four in total) in response to initial text messages sent to parents and carers.

### **Future Provision**

It is intended to make some provision in October 2016 during the one week school holiday. The same communities will be targeted with a view to increasing attendance as parents/.carers become more familiar with the availability of the provision in these communities. Provision will be dependent on the availability of venues, the availability of staff and an assessment of demand. It is unlikely that the same number of coaching staff will be available, as many of those used in summer 2016 were students. As well as staff sourced by Active Schools, staff sourced by Community Arts and CLD Youth are being considered, which may also result in a broader range of activities being provided.

## **E. CONCLUSION**

Holiday Lunch and Activity Clubs provided nutritious meals and fun physical activities to approximately 165 children per day, in 7 venues, targeted at areas with high free school meal entitlement and Scottish Index of Multiple Deprivation ranking, with a high proportion of those attending being in receipt of free school meals. This provision compares favourably to examples considered by the All Party Parliamentary Group on School Food published in 2015.

The planning of future provision will take account of the experience of the first summer's provision.

## **F. BACKGROUND REFERENCES**

All Party Parliamentary Group on School Food report 2015

Appendices/Attachments:

- 1. Holiday Lunch and Activity Clubs Daily Attendance Council Venues**
- 2. Holiday Lunch and Activity Clubs Performance Indicator**
- 3. Holiday Lunch and Activity Clubs Parent/Carer Comments**
- 4. All Party Parliamentary Group on School Food report**

Contact Person: Andrew Sneddon, Service Manager – Policy and Performance, Education Services  
[andrew.sneddon@westlothian.gov.uk](mailto:andrew.sneddon@westlothian.gov.uk)

*Donna McMaster*

*Head of Education Development*

**Date of meeting: 6 September 2016**

### Appendix 1 – Holiday Activity and Lunch Clubs Daily Attendance – Council Venues

<b>Week 1</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Average Daily Attendance</b>
Knightsridge PS	20	29	26	28	28	
St Ninian's PS	11	10	12	11	9	
St Joseph's PS (Whitburn)	12	12	12	11	11	
Murrayfield PS	17	20	20	20	18	
St Mary's PS (Polbeth)	17	16	17	17	19	
<b>Total</b>	<b>77</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>85</b>	<b>85</b>

<b>Week 2</b>						
Knightsridge PS	24	22	20	21	18	
St Ninian's PS	11	18	13	19	18	
St Joseph's PS (Whitburn)	11	11	11	15	16	
Murrayfield PS	18	16	13	19	16	
St Mary's PS (Polbeth)	21	20	17	21	18	
<b>Total</b>	<b>85</b>	<b>87</b>	<b>74</b>	<b>95</b>	<b>86</b>	<b>85</b>

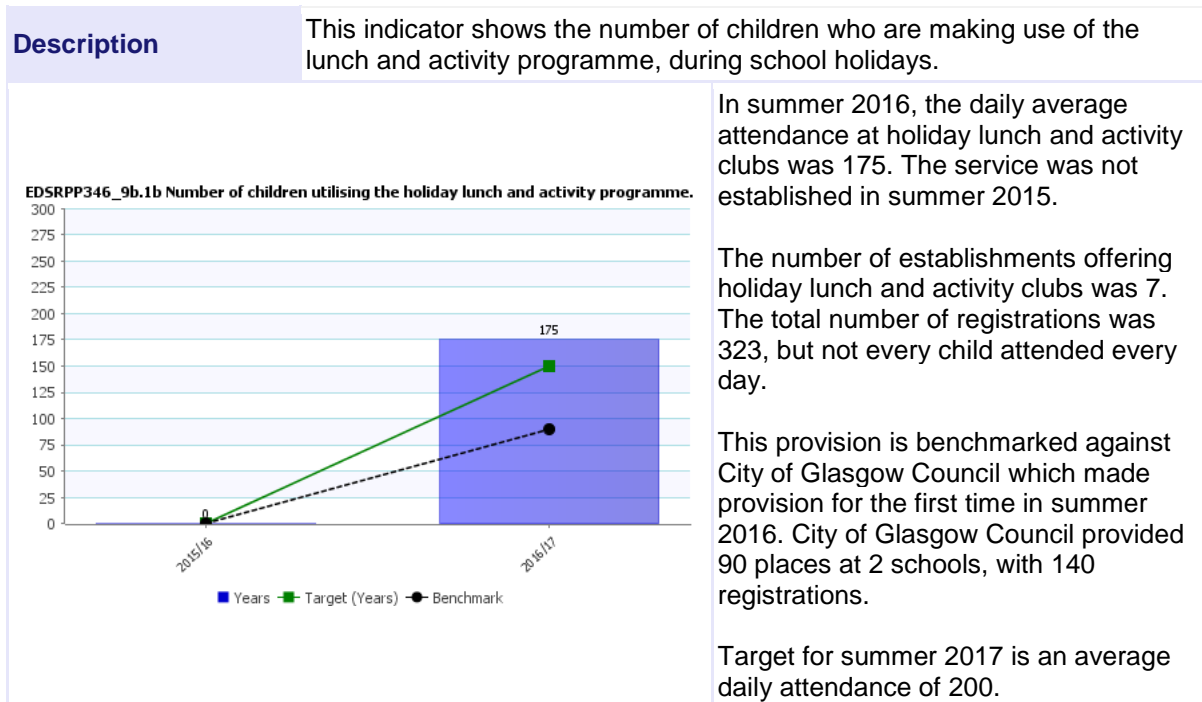
<b>Week 3</b>						
Knightsridge PS	21	25	22	23	19	
St Ninian's PS	12	15	16	13	16	
St Joseph's PS (Whitburn)	12	13	14	11	8	
Murrayfield PS	25	20	22	22	20	
St Mary's PS (Polbeth)	22	19	20	21	15	
<b>Total</b>	<b>92</b>	<b>92</b>	<b>94</b>	<b>90</b>	<b>78</b>	<b>89</b>

<b>Week 4</b>						
Knightsridge PS	23	25	23	22	23	
St Ninian's PS	14	18	19	19	19	
St Joseph's PS (Whitburn)	16	16	16	15	5	
Murrayfield PS	22	19	19	22	19	
St Mary's PS (Polbeth)	25	24	27	25	24	
<b>Total</b>	<b>100</b>	<b>102</b>	<b>104</b>	<b>103</b>	<b>90</b>	<b>100</b>

<b>Week 5</b>						
Knightsridge PS	24	24	23	17	16	
St Ninian's PS	15	13	16	14	16	
St Joseph's PS (Whitburn)	16	16	15	15	14	
Murrayfield PS	12	11	9	11	12	
St Mary's PS (Polbeth)	25	24	27	25	24	
<b>Total</b>	<b>92</b>	<b>88</b>	<b>90</b>	<b>82</b>	<b>82</b>	<b>87</b>



## Appendix 2 – Holiday Lunch and Activity Clubs – Performance Indicator



### Appendix 3 – Comments by Parents/Carers

#### Knightsridge PS

- My children really enjoyed the opportunity to be in mixed age range groups. The coaches were very good at encouraging team building.
- Thank you very much for fantastic experience you gave my children.
- My daughter went to this club for 4wks out of the summer holidays and absolutely loved it!
- After apply for a place for my child at club we were not informed before club started that he had been allocated a place which meant he missed the first three days until we got phone call from one of the adults running club to say he had a place he started next day looked forward to going to club raved about how much he enjoyed the club and then attended every day except last two days due to illness I found adults running club friendly approachable and fair and firm and appropriate with children I would not hesitate sending my child to this club again it was an excellent club
- My daughter really enjoyed her time at the club and the staff running it were great I know she would love to do it again during the hols

#### Murrayfield PS

- I thought the summer club was amazing. My little girl enjoyed it & struck a relationship with the staff which she can sometimes find difficult. It broke up the summer & gave her some time with her friends & provided a great lunch among her friends which was a great help for the promotion of healthy eating. Millie loved spending time out in the nursery garden imaginative play with her friends she had made. Also the parachute games she had lots of fun with this. I really hope this runs again & for all children not just specific criteria as was originally planned. I have spoke to lots of parents through the holidays who were aware of or didn't understand the content of the programme and have said they would be interested next time. Thanks to the staff for their enthusiasm & time with the kids in making it a success they done great
- A 3 hour window would be more beneficial to parent and children i think. Sometimes with the 2 the kids r just in, lunch and home again in no time
- My son enjoyed the club. A wider range of sports would be good, basketball, badminton are ones my son mentioned that he would like. We chose not to have lunch at the club.(fussy eater) therefore adequate is the best rating I could give this question.

#### St Joseph's (Whitburn) PS

- Anna really enjoyed her time at the lunch club but it passed so quickly maybe an hour more would have been good
- I would like to thank west lothian council and staff involved for having the holiday club, was a god send to myself and the kids loved it. Will defo send my kids again and share the word.
- Slightly longer would be the thing my little boy would have liked. He said he really enjoyed but it was a little bit too short. Was a little awkward to arrange drop offs around work etc with it starting at 11:00. But over all my little boy enjoyed and looked forward to the games
- Ollie attended the club for most of the 5 weeks and had a great time. As there's not alot of children his age where we live he really looked forward to the time at the club where he made a few new friends and really enjoyed the activities he did.

So thank you for organization this and thanks to the young lady's and men who looked after them a job well done.

- My kids really enjoyed this and great choice in lunch. Fab club

#### St Mary's (Polbeth) PS

- A longer day possibly 10.30am till 2 pm
- My child loved the club and said the people who ran it were great fun
- All the teachers at at Mary's (although really young!) were so incredible with my twins and the boys sang their praises. They were patient and made the time for the duration of the holidays brill. Would love to sign up for this again. The fact it was free was a lifeline for us as we can't afford to pay for clubs so would love there to be possible chances in the future. Massive thanks to pupil placement AND the st Mary's summer club team for making my six year olds hols ALOT more exciting than just being at home!
- My children loved this club and the coaches. They enjoyed trying different sports and mixing with new children.
- Fantastic club highly recommended
- Parents could help out!!
- My son has adhd and never likes to attend anywhere as he never gets involved. Jayden loved the club and never missed a day.. he is upset it is over. The staff were brilliant with him and i just want to take this chance to thank them all for their hard Work and thank them for making my little boy feel included thank you
- The summer school activities were successful as they offered children the opportunity to meet with friends, become involved in activities which were, what I understand, based on team building and cooperating with others. They gave children a purpose for the day and took some pressure off parents to find worthwhile activities. It was fantastic that this was a free project as other activities can be quite expensive, especially if there is more than one child in the household. One little criticism; I felt the lunch could have been a bit more healthy, less chips, pasta, garlic bread, burgers, which although filling and satisfying is not making children aware of healthy eating. The buffet lunch with sandwiches and fruit etc. sounded much more suitable.

#### St Ninian's PS

- Our kids loved it !!
- My daughter thoroughly enjoyed the club and will definitely attend again.
- My son loved the club the playworkers were friendly professional and made it fun for the kids. He was sad it was over.
- Offer availability to preschool children to go as wel as it will help them develop their confidence when start school. If other siblings attending the club they won't feel left out.
- The staff that helped out at St Ninians where very good can't doubt or fault them in anyway. Look forward to seeing them again





## Filling The Holiday Gap

*UPDATE REPORT 2015*



## Background

The issue of non-term time hunger for children and young people on free school meals and those living in poverty in the UK remains a concern for us all. With the end of year holidays and Christmas breaks approaching fast the Holiday Hunger Task Group recognises the added pressures that these times bring to families and children in need. We hope that this short update will help keep this issue in the public eye. Prior to the introduction of Infant Free School Meals in England and Scotland approximately 1.7 million children were registered for free school meals. Holiday hunger as it is now known continues to lack policy, research and funding support from government. This update for the All Party Parliamentary Group on School Food outlines holiday provision activity in the UK. It covers outcomes from the Filling the Gap National Conference in June of this year, latest research and reports on holiday hunger, testimonies from projects across the UK and makes further suggestions as to how central and devolved government could support future activities that would alleviate Holiday Hunger. On June 2nd 2015 the All Party Parliamentary Group on School Food's Holiday Hunger Task Group in conjunction with Sheffield Hallam University School of Business held the UK's inaugural national conference into school holiday hunger.

As well as launching the 'Filling the Holiday Gap Guide' ([www.fillingtheholidaygap.co.uk](http://www.fillingtheholidaygap.co.uk)) the event aims were to:

- To raise awareness of non-term-time child hunger in the UK.
- Share practice in international innovation on holiday meal and activity programmes.
- Debate and agree solutions to progress with policy makers and potential project funders

The event, which was free to attend, attracted a wide range of delegates from across the UK. The 140 delegates included public health specialists, school catering providers, children's charities, faith groups, youth organisations, foodbanks, academics, the commercial sector, and funding bodies.

Video of main speakers and presentations can be found here (<https://www.shu.ac.uk/sbs/news-events/news/main-speaker-presentations-filling-holiday-gap-conference-0> )

These included representatives from:

- Child Poverty Action Group
- United States Department of Agriculture
- 'Healthy Living' at Northumbria University
- Local Authority East Renfrewshire County Council
- Ashram Housing Associations Holiday Kitchen
- MakeLunch

Workshop sessions led by APPG Holiday Hunger Task Group members covered the following topics: linking to national policy / evaluating projects; enrichment activity; developing a programme in your area; valuing the views of service users.

Feedback from the day and a delegate survey included the following suggestions for action in priority order:

1. The setting up of a UK child hunger coalition
2. Continue to lobby for change and support from government on the issue
3. The development of a local authority resource including a common evaluation framework
4. Mapping of existing holiday provision projects and programmes for signposting
5. Research into the scale of the issue of child hunger in the UK
6. Share more examples of best and innovative practice
7. Consulting children and young people on their views of holiday provision
8. Development of a monitoring and quality assurance process

The Holiday Hunger Task Group has committed to look at these suggestions over the next twelve months and progress as resource and time allows in liaison with colleagues in all four UK regions. Initial focus to be development of a Local Authority Guide and enhancing the current Filling The Holiday Gap website.

## Research and Reports

Academic research shows that pupils experience a clear learning loss across the summer holidays and this appears to be most significant in pupils from low socio economic status backgrounds (e.g. Paechter et al., 2015). In general, the reports and papers listed below demonstrate a clear need for holiday provision both in terms of food, activity and support. However, to date there is only one peer-reviewed paper published from data originating in the UK on the efficacy of summer holiday programmes. Hence, further research is required in order to effectively measure the efficacy of holiday programmes on a number of outcomes.



## Published Research and Reports

1) No Kid Hungry – Summer is too expensive to ignore report June 2015  
[https://bestpractices.nokidhungry.org/sites/default/files/resources/NKH\\_MicroReport\\_02\\_SummerHunger\\_Final.pdf](https://bestpractices.nokidhungry.org/sites/default/files/resources/NKH_MicroReport_02_SummerHunger_Final.pdf)

2) “The Cost of School Holidays” (2015) produced by What Works Scotland and University of Glasgow provides a literature review that examines evidence of the impact of school holidays.

<http://whatworksscotland.ac.uk/wp-content/uploads/2015/07/The-cost-of-school-holidays.pdf>

3) Kellogg’s produced a report titled, “Isolation and Hunger: The reality of the school holidays for struggling families” This report highlighted a number of key findings and case studies. The figures for the survey data were provided by YouGov and the evaluation framework for 12 pilot clubs was provided by Northumbria University.  
<http://pressoffice.kelloggs.co.uk/Going-hungry-so-their-children-can-eat-Third-of-parents-on-lower-incomes-have-skipped-meals-during-school-holidays>

In addition to contributing to the Kellogg’s report Northumbria University published the findings in an academic paper titled, “A Qualitative Evaluation of Holiday Breakfast Clubs in the UK: Views of Adult Attendees, Children, and Staff”. This is the first academic paper published on this topic from data gathered in the UK.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4534775/>

4) Accord Group Programmes (Housing Social Care) Holiday Kitchen produced an online report titled, “An evaluation of Holiday Kitchen 2014: Learning, food and play for families who need it most in the West Midlands” on 22 summer programmes delivered across Gt Manchester, W Midlands and Lincolnshire in collaboration with Birmingham City University. Further details about the scheme can be found in the following section. Report for 2015; forthcoming:

[http://accordgroup.org.uk/filemanager/resources/hk\\_bcu\\_report.pdf](http://accordgroup.org.uk/filemanager/resources/hk_bcu_report.pdf)



## Forthcoming Research and Reports

5) ‘Cost of the School Holidays for Low Income families’ Child Poverty Action Group Scotland. Research in the city of Glasgow due to be published November 2015. Survey and focus groups with parents, children and voluntary sector. (John Dickie, CPAG Scotland).

6) ‘School Holiday Food Provision’, Greenwich Cooperative Development Agency. Needs assessment to tackle holiday hunger in the Royal Borough of Greenwich to be published November 2015 (Mel Taylor, GCDA).

7) Sheffield Filling the Holiday Gap project – This project has been evaluated by Sheffield Hallam University; report forthcoming. Further details of this project are provided the following section. (Dr Rachel Rundle, Sheffield Hallam University)

8) The Summer Holiday Brakes (2015) project has been evaluated by Northumbria University; report forthcoming. Further details of this project are provided in the following section.

9) Cardiff-Food and Fun (2015) project has been evaluated by Northumbria University; report forthcoming. Further details of this project are provided in the following section.

## Holiday Provision Projects

The following testimonies from across the UK are a snapshot of different models of community action supporting children and families in need during the 2015 summer holiday period. These organisations are just a fraction of those involved in tackling the issue.

### Cardiff – Food and Fun

Partnership working across Cardiff has resulted in a successful pilot to open five schools in deprived areas of the city during the summer holidays to provide children with a safe, familiar environment in which to run around, be creative, to learn and to share meals with their friends.

The Summer Holiday Enrichment Programme has been led by City of Cardiff Council Education Catering and Cardiff & Vale University Health Board (Public Health Team and Public Health Dietitians) under Food Cardiff. Partners in this joint initiative, which aims to enhance children's quality of life, reduce health inequalities and reduce learning loss during the summer holiday period, also include Public Health Wales, Sport Cardiff, and Schools.

"Determined partnership working has resulted in delivery of this programme in less than four months from conception to more than 100 children and families. The partnership aims to create a replicable template to address the issue that for 170 non-school days in the year, Free School Meal pupils cannot access their entitlement to a school lunch".

The summer pilot received visits from Assembly Members, Cabinet members and Welsh Government and was described by BBC Wales Today as "a lifeline for parents". (Katie Palmer, Food Cardiff)

### Durham - Communities Together

During the summer holidays 17 churches from Durham Diocese provided activities such as drama, crafts, sports and cooking, often building on initiatives they have done in the past such as Messy Church of craft clubs. Over 3000 children and adults were fed a variety of food including picnics, BBQs and full two course homemade meals. Close working with local schools helped to ensure those who may struggle were invited. 'People in Sulgrave have very little to do and little money to take children on days away. Some families came every day and the children said it was the best week ever' - Volunteer in Sulgrave. The feedback highlighted the new relationships that were made and initiatives are developing in light of these, including more provision in holidays. (Val Barron, Communities Together Coordinator)



### Gateshead – Filling the Holiday Gap Project

In Gateshead there are already some great projects that try to fill the holiday gap. Our aim as Council was to try to bring all those different organisations and projects together for a celebration event while at the same time building our own experience and volunteering capacity for launching our own projects next year. Our event was not just about the food provided by Gateshead School Catering Service and its staff who volunteered but about providing free access to leisure facilities and showcasing other partner organisations. These organisations included: Citizens Advice Bureau, Foodbank, Fairshare, Foodnation, Weight Watchers, Gateshead Learning and Skills, Library Service and Loan Shark Awareness. On the day we had over 260 parents and children for lunch and accessing swimming, archery, trampoline and soft play. A great success. (Michael Lamb, Gateshead Council)

### Plymouth - The CATERed Big Summer Food Tour

Aim: "That a pilot is undertaken to assess the potential take-up, costs and benefits of providing a free daily meal to disadvantaged pupils outside of term-time". Every Tuesday and Thursday throughout August the CATERed team prepared and delivered 200 bagged meals to children and young people at various play-parks and locations across the City. The locations were chosen by reviewing data of benefit-based Free School Meal eligibility within localities and then adding



in levels of take-up for FSM and Universal Free School Meals (i.e. where take-up was lowest) but also trying to ensure a city-wide reach. All food ingredients and packaging was donated free of charge by our suppliers. All labour was provided free of charge by CATERed staff. Number of children received food across the month was 1,210. Positive press coverage in The Herald, BBC Radio Devon Breakfast Show, ITV West country News. CATERed worked with Radio Plymouth to promote the event and upcoming locations and also provided free face painting for children.

“It is not possible to under-estimate the socio-economic benefits of well-nourished children and young people throughout school closure periods not only for their health and well-being but also for engagement within their communities.”  
(Brad Pearce, Managing Director CATERed)

### **Magic Breakfast 365**

Magic Breakfast 365 ran in four Magic Breakfast partner schools over the summer holidays, reaching an average of 30 children in each school. The children received a healthy breakfast and also joined a cookery club, where they learnt basic cookery skills and made a healthy lunch to take home. The charity is in discussion with funders on how the model can be delivered across the 460 Magic Breakfast partner

schools. This is planned as soon as funding becomes available. (Ellie Williams, Magic Breakfast 365 coordinator)

### **London - FutureVersity**

A small educational youth charity, based Tower Hamlets since 1995, FutureVersity runs an annual programme of free, high quality courses and activities for 11-25 year olds.

In summer 2015 FutureVersity ran its first ever Vacation Education programme, a 10 day multi-activity course for 75 young people aimed at tackling educational inequality by providing purposeful activities for vulnerable young people in school holidays.

FutureVersity recognised that many young people were coming to the courses hungry due to the absence of free school meals during the holidays. Thus throughout the Vacation Education programme there was an overall theme of supporting general wellbeing by providing healthy breakfasts and lunches.

FutureVersity hopes that there will be increased recognition of the difficulties faced by low income families in school holidays in providing adequate food and activities for children and increased support for the charities trying to facilitate this. (Chantal Toby, Volunteer Manager)

### **Birmingham - Holiday Kitchen**

Founded in 2013, Holiday Kitchen (HK) is based upon New Economics Foundation Wellbeing principles, offering vulnerable families: learning, outdoor play, nutritious meals and food activities in Domestic Violence refuges, community and children's centres. This summer HK delivered 4400 quality assured activity days with meals through 22 local partners, and have more days plan for 2015. Ongoing programme development is being fostered through collaboration between social landlord Accord Group and the charity Family Action.

HK has been welcomed by families: “It has helped my family cope over the holidays. We’ve made and eaten new things, having breakfast has helped our routine. The children can play with other kids, and we have something to look forward to! I’ve also not had to waste money” (Parent).

Working with and through Family Support Teams, HK actively complements government priorities of safeguarding, Early Help, Troubled Families, poverty, healthy start, nutrition, physical activity, financial



inclusion, learning and achievement. Greater systematic engagement from local authority officers working in these areas would be welcomed.

(Dr Caroline Wolhuter, Head of Social Inclusion Ashram Moseley Housing Association Accord Group)

### **Norwich – FISH**

FISH – Food (and Fun) In School Holidays – is a project within Norwich foodbank that was launched in 2014 in response to increased family referrals during the long school summer holidays. Working closely with local schools, children from low income families were invited to attend a local club and, one year on, 9 different areas around Norwich have run FISH seeing 281 different children and serving over 2,300 meals (not counting seconds or puddings!). FISH also wanted to put on free, fun activities to counter the potential for anti-social behaviour and because if food is scarce, it's likely that days out / entertainment will be too. Staffed entirely by volunteers and thanks to a grant from the Norfolk Community Foundation and donations from the public, businesses and supermarkets, a hot healthy dinner was followed by some great activities including a visit from Banham Zoo, a CSI investigation and a beatbox workshop. Debbie Buxton (Parent and Support Advisor): 'This club is the most important facility that I have found to support our families consistently during our holidays. I can't tell you how much the scheme means to me.' (Hannah Worsley, Norwich foodbank Project Manager)

### **Birkenhead – Feeding Birkenhead**

'It has been a godsend having somewhere like this during the holidays', according to one mum whose child was one of the 2,058 who accessed Feeding Birkenhead's provision during the Summer Holiday.

Not only did the projects ensure hungry children were fed, and that they could access the same fun activities as their more fortunate peers, but the projects were able to establish contact with their families to begin a programme of longer term support.

Eight voluntary groups laid on 'food and fun' projects with free, universal access. The cost per child over the Summer Holiday was £14.13. Food was sourced via a mixture of FareShare, supermarket donations and the rescuing of surplus cereal from Kellogg's. Each project intends to resume its provision in the October half-term.

A next step to secure the longer term future of Feeding Birkenhead's school holiday provision is to

seek a permanent base in schools and community kitchens. (Frank Field, MP)

### **East Renfrewshire – Holiday Camp**

East Renfrewshire Council have for the past 10 years offered a holiday school, held in two schools in the authority, at all extended school closures periods. The programme which provides meals for on average a 100 children per day and is supported by catering and sporting staff. It aims to:

- Ensures children who are entitled to free school meals continue to have access to a free healthy meal outside of the school term.
- Provides sport, physical activity and creative activities which promote health and wellbeing during the school holidays.
- Engages with vulnerable children during holiday times, ensuring a safe and nurturing environment as well as support from positive adult role models, who encourage them to make friends and play with others.

All of the above takes place whilst giving consideration to:

- Future funding
- Parental involvement: Links to Early Years Collaborative; coaching and volunteering opportunities; Adult Learning opportunities – healthy eating, cooking on a budget.
- Community Hub vision – one stop shop for families to access services
- More formal support from other council departments/services and evaluation with our partners. (Loraine Lawrie, Quality Manager, East Renfrewshire Council)

### **The Trussell Trust**

'Holiday hunger is highlighted as a problem at a number of our Foodbanks across the UK. This summer 1,137 referrals were made to our Foodbanks specifically because people needed extra food to feed themselves and their children. Approximately 30 of our foodbanks offered extra holiday meal provisions this summer. During our research over the summer holidays we found a number of issues highlighting the absolute need for food in the school holiday. A lunch club ran in Southbank by Redcar Foodbank noticed that children were asking for food before lunch because they hadn't had any breakfast.



This led to them expanding to a breakfast and lunch club to meet the needs of the community. We're working to roll out holiday meal projects through our Foodbanks nationally to tackle the evident issue of holiday hunger, but more needs to be done, starting with a change in Government led policy.' (Lucy Williams, More Than Food Project Coordinator)

### **Sheffield – Filling the Holiday Gap Pilot**

In summer 2015 three primary schools in Sheffield delivered a pilot programme of summertime activities and meals to over 60 children. The programme was jointly developed by the schools and Taylor Shaw, the local government contracted school meals provider, in line with "Filling the Holiday Gap" guidance for summertime provision; in each school the scheme ran for two days each week of the summer holidays.

Funding for staff time and activities was via the pupil premium with the food and kitchen staff being fully funded by Taylor Shaw. Children participated in sports, craft, photography, cooking as well as trips to local libraries and days out - each day the children were provided with a hot meal or packed lunch which they ate with their friends and school staff. "Those two days a week were everything to her; she didn't miss a day; she enjoyed everything" [Mum, daughter attended summer programme].

An evaluation of the programme is currently being undertaken by Sheffield Hallam University looking at the impact the programme has made to children and their parents, plus the operational issues in delivering the scheme over the holiday period. Initial findings show that parents valued the structure and social support the programme provided for their children. School staff report children being ready and enthusiastic for return to school in September, having made new friends and built confidence trying new activities over the summer.

In future, local government should do more to identify families most in need of holiday time support, in addition to mapping local holiday provision and evaluating whether it really meets the needs of vulnerable families. (Dr Rachel Rundle, Sheffield Hallam University)

### **Northern Ireland - Strabane Community Project**

We have identified a large gap within our area with schools off on holidays, putting families under added pressure to feed their children. We rolled out a pilot programme over the holiday period not only offering breakfast but providing activities and learning for 17 families and 32 children to enhance the quality and



choices in their lives and reduce dependency on crisis intervention.

Importantly we are listening to what children and parents/guardians are saying and giving them the lead in this club and we are coming up with solutions and implanting programmes and initiatives that are not only crisis intervention, but preventative measures that tackle social exclusion and poverty.

“I can definitely say that my son’s enthusiasm for getting involved in play has been fuelled doing different activities and trips. His confidence has definitely grown - how he feels about himself, and his new friends. He has really grown in confidence over the summer.” (Parent of an 11 year old boy who had struggled to mix.) Parents also recognised that the breakfast club provided an invaluable place for kids to play and let off steam. (Ursula Gallagher, Foodbank and Breakfast Club coordinator)

## **MakeLunch**

MakeLunch had 40 Lunch Kitchens open this summer, spread right across England and Scotland. Between them, these teams of volunteers were open for 388 days, with 681 volunteers serving 7,749 meals to 1,472 children. Of these, 11 were opening for the first time, having completed MakeLunch initial training during the summer term.

Parents/carers and children all benefit from the work of the Lunch Kitchens, with several comments about the difference it makes, not just in providing food, but also the social interaction with other families. One of the Lunch Kitchens in Luton worked closely with the school that ran a week of sports and drama activities for the children. A parent commented afterwards that this had made a significant difference to family life. “It’s allowed my partner and I to continue working for another week before we’ve had to make childcare arrangements and plan for the impact this has on our family budget.”

Our Ardeer, Ardrossan, Royston and Thurrock Kitchens have been participating in the initial evaluation pilot for the Brakes Meals & More programme, working with a researcher from the University of Northumbria to evaluate the effectiveness of the services we’re providing. These Kitchens will soon be receiving the first round of the Brakes Meals & More funding and will continue to assist with the evaluation and research. We are now looking to roll out the Meals & More scheme to a further 10 Kitchens who will receive funding, volunteer support and activity materials. (Rachel Warick Founder)

The Holiday Hunger Task Group would like to thank all those individuals and organisations who contributed

testimonies and information about research and holiday provision activity to this update. We also would like to commend and acknowledge the efforts of the all who are involved in such projects up and down the UK many who are working in a voluntary capacity on meagre funding.

## **Conclusion and points for Government**

In the summer of 2015 APPG on School Food Holiday Hunger Task Group members visited holiday provision projects across the UK. The visits were to support delivery, engage in research and to identify models of practice that could be replicated. It is clear to us that no one model fits all. What is also apparent is that funding and policy to support those organisations who are working on the front line is urgently needed. Resource by way of guidance, training and easily accessed information to address the multiple needs of children and families living in poverty that are compounded by school holiday periods must be forth coming to bring about change. We know that there is not only a growing awareness of this issue but also the will to support children and young people and particularly those eligible for free school meals with programmes in their own communities. There now needs to be a joined up strategic approach to help give children and young people access to life chances they are currently being denied. Wellbeing and achievement go hand in hand and for the next generation to thrive and become a success and healthy workforce of the future we must deliver services differently to tackle child food poverty in the UK.

We urge all UK government regions to support our call for:

- Funding for development of resources and training for organisations to deliver and support new and existing holiday provision programmes
- Research into scale of child hunger in the UK and its effect on learning
- Policy to support holiday provision programmes that include meals and enrichment activities

For further information contact Rob Bailey Secretariat APPG on School Food - [rbailey@apse.org.uk](mailto:rbailey@apse.org.uk)





**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**SCOTTISH ATTAINMENT CHALLENGE INNOVATION FUND REPORT**

**REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)**

**A. PURPOSE OF REPORT**

This report informs the Education Policy Development and Scrutiny panel of the successful bids made by the Education Service for grant funding from the Scottish Attainment Challenge Innovation Fund.

**B. RECOMMENDATION**

The panel is asked to note the successful bids for funding from the Education Service.

**C. SUMMARY OF IMPLICATIONS**

<b>I Council Values</b>	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.
<b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b>	None
<b>III Implications for Scheme of Delegations to Officers</b>	None
<b>IV Impact on performance and performance Indicators</b>	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
<b>V Relevance to Single Outcome Agreement</b>	Our children have the best start in life and are ready to succeed  We are better educated and have access to increased and better quality learning and employment opportunities.  We live longer, healthier lives and have reduced health inequalities.

<b>VI Resources - (Financial, Staffing and Property)</b>	Innovation Fund award of £235,851.
<b>VII Consideration at PDSP</b>	6 September 2016
<b>VIII Other consultations</b>	None

## **D. TERMS OF REPORT**

### **D.1 Scottish Attainment Challenge**

The Scottish Attainment Challenge was launched in February 2015 with the stated aim to narrow the attainment gap at all levels and in all school sectors.

The Scottish Attainment Challenge focuses and accelerates targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland with the highest concentrations of deprivation and allocated funding in seven local authority areas not including West Lothian.

### **D.2 Innovation Fund 2016-17**

As part of the second phase of the Scottish Attainment Challenge, an innovation fund of £1.5M was announced in February 2016 to help schools across Scotland come up with innovative ways to improve attainment.

The Innovation Fund identifies and funds projects to improve literacy, numeracy and health and wellbeing for children adversely impacted by deprivation. The Fund is open to primary, special and secondary schools that are not already benefitting from the Attainment Scotland Funding.

The projects are required to meet a number of criteria, such as being grounded in evidence of what works, promoting creativity and innovation in learning and having clear, measureable outcomes for children.

Of the £1.5M allocated to the fund for academic session 2016-17, schools and officers from West Lothian submitted six successful bids for grant funding totalling £235,851.

Funding has been approved as follows:

<b>School</b>	<b>Total Funding Allocation</b>
Bathgate Academy Cluster	£39,704
Broxburn Academy	£7,520
Linlithgow Academy	£10,000
Outdoor Learning	£120,900
Riverside Primary School	£10,000
The James Young High School Cluster	£47,727
<b>Total</b>	<b>£235,851</b>

### **D.3 West Lothian Innovation Fund Initiatives**

#### **Bathgate Academy Cluster**

**Project Aim:** To raise attainment in numeracy for all learners and in particular the most disadvantaged young people within the Bathgate Academy cluster.

**Allocated Funding:** £39,704

The initiative will target children predominantly working through the second level and will focus specifically on pupils in SIMD data zones 1-4 who are in receipt of free meals. The appointment of two Cluster Numeracy Champions to coordinate and evidence the impact of the initiative will be key to its success

Focus of the project:

- Put in place a number of different numeracy interventions that will become sustainable after year one;
- Appoint a Cluster Numeracy Champion (from secondary) for one morning per week and an equivalent Champion from the primary sector;
- Ensure a consistent approach to the teaching of maths across the cluster;
- Coordinate staff training opportunities including the completion of the maths recovery programme and associated Stages of Early Arithmetical Learning (SEAL) training for appropriate staff across the cluster;
- Develop existing peer tutoring scheme between S6 pupils and P5-P7 pupils experiencing moderate numeracy difficulties;
- Introduce parental numeracy support sessions to engage the families of pupils identified at both primary and secondary level.

By enabling teachers to become more knowledgeable in terms of young people's early mathematical development, and through the provision of support from colleagues within the cluster community, the initiative intends to reduce the resistance and potential problems experienced by young people in their mathematical learning.

The initiative will target pupils in the least advantaged SIMD data zones, pupils who are lower attaining in Maths, and those who have identified additional support needs.

#### **Broxburn Academy**

**Project Aim:** To deliver seminars for parents which introduce practical strategies that help them to support their child's development.

**Allocated Funding:** £7,520

Broxburn Academy will facilitate parent workshops alongside teaching staff professional learning workshops. This will take place across academic year 2016/2017.

This initiative will raise attainment by encouraging and improving communication between the most important influences on a child's learning: their parents and their school. The initiative will focus on the new S1 intake, which will have a significant long term impact on pupils' literacy, numeracy and health and wellbeing.

Workshops for parents/carers will run over four weeks with a designated hour long evening session each week.

Sharing strategies not only improves relations and the consistency of approach



between the school, classroom and home, but also enhances a learner's metacognition and learning experience.

During academic session 2015/2016 Broxburn Academy delivered a pilot project of five sets of workshops. These covered a sixth of first year parents/carers.

Funding will allow more staff members to be trained to deliver the workshops, thus building capacity and involving more people in order to further enhance its sustainability.

### **Linlithgow Academy**

**Project Aim:** To raise attainment in literacy through peer mentoring.

**Allocated Funding:** £10,000

The Rowntree Report (Sosu & Ellis, 2014) and Sutton Trust (Education Research Group, 2009) both cite peer tutoring as a successful strategy for raising attainment particularly when supplementing existing teaching.

The aim of the peer mentoring project is to improve aspiration and engagement by providing pupils with strategies and support to improve reading and therefore literacy.

Currently two members of staff oversee a project that aims to build the confidence and aspirations of pupils from less advantaged socio-economic backgrounds through peer mentoring. This initiative intends to extend the project to associated primaries in order to develop relationships before arriving at Linlithgow Academy.

The pupils (around 10) will meet regularly with S4 pupils who have been trained in coaching/mentoring skills and will work on targeted literacy using paired reading strategies and That Reading Thing (TRT) programme of linguistic phonics for teenagers.

Staff will also be trained in TRT to allow support in class and to support senior pupil mentors. 'Triplets' will be set up to include the S1 pupil, the S4 peer tutor and an English teacher.

The aim is to evidence a 20 point increase in standardised scores (particularly in reading) of pupils from SIMD data zones 1/2/3.

### **Outdoor Learning (Deans and Inveralmond High School Clusters)**

**Project Aim:** To improve attainment in literacy and numeracy through Outdoor Learning.

**Allocated Funding:** £120,900

Following the National Improvement Framework for literacy and numeracy and the publication of How Good Is Our School 4, Outdoor Learning has been identified as integral to achievement in learning.

This initiative will support the establishment of two Outdoor Learning Hubs located in identified areas of multiple deprivation in Livingston which will particularly benefit from innovative approaches to learning and teaching.

Following the national framework for numeracy and literacy this project will engage children and parents through progressive Outdoor Learning within school grounds



and the local community.

The removal of *“the artificial separation between the classroom and the real world”* (Blank and Berg, 2006) has been shown to improve student’s academic outcomes by using meaningful contexts to improve attainment.

The creation of “Outdoor Learning Hubs” within the Deans and Inveralmond Community High School clusters will develop into collaborative learning communities that will be self-sustaining and will engage families, agencies and schools.

Improved attainment through outdoor learning will be achieved through a model of high-quality teacher training and support through the Outdoor learning team that is designed to close the attainment gap and ensure sustainability.

The project will be delivered through a 0.5 FTE Lead Practitioner who will be seconded to work collaboratively within the Outdoor Learning team which will also comprise 1.5 FTE Outdoor Education specialists from Low Port Centre in Linlithgow.

### **Riverside Primary School**

**Project Aim:** To close the vocabulary gap within the Early Level and raise attainment in literacy.

**Allocated Funding:** £10,000

Riverside Primary School plans to extend the literacy rich, play based experience of nursery into P1 by changing the physical environment and developing pedagogy within the P1 classroom.

This initiative will raise attainment through the development of a language-rich play based environment which will develop children’s oral language skills, vocabulary development and comprehension. Addressing the vocabulary gap at this stage will ameliorate the attainment gap as children move through the school.

Teacher professional development will be undertaken to support an understanding of the importance of play in the acquisition of oral language and its link to reading and writing. Parents will be involved through a structured programme to ensure an understanding of the importance of early literacy and will provide effective strategies for supporting their children.

To facilitate involvement, a parent room will be created. By providing parents with a space of their own, Riverside PS will overcome parental reluctance and will see an increase of P1 parents actively engaged in literacy workshops from 28% to 60% by June 2017.

The continuation of a literacy-rich play based approach into P1 will allow the curriculum to be introduced in a way that is both familiar and developmentally appropriate (Stephen, 2006).

This project forms part of a wider whole school project which aims to raise attainment in literacy across the school; Riverside Reads!

### **The James Young High School Cluster**

**Project Aim:** To build capacity in staff in order to develop resilient and confident learners in numeracy and remove barriers created as a result of socio economic disadvantage.

### **Allocated Funding: £47,727**

The James Young High School (JHYS) cluster will develop a shared strategic vision for continuous improvement in numeracy where cluster schools will work collaboratively to effectively managing change leading to greater equity for all learners.

The JYHS cluster consists of a group of four primary schools. There are areas of significant socio-economic disadvantage across the cluster.

The JYHS cluster will identify a Cluster Numeracy Champion to drive forward identified initiatives which will build capacity in the teaching of numeracy and mental agility in staff through a sustainable, strategic and planned approach.

The Cluster Numeracy Champion will undertake the following in order to reduce the impact of deprivation on educational outcomes:

- Analysis of the attainment gap
- Identification of target P1-S1 pupils
- Providing staff training
- Implementing effective approaches to differentiation in numeracy
- Supporting family learning

## **E. CONCLUSION**

In total pupils within 4 secondary school and 23 primary schools in West Lothian will benefit from the £235,851 successful bids to the Innovation Fund.

Each of the six initiatives identified above will address a different aspect of the challenge in raising attainment. The Education Service will assist schools in evidencing progress within each of the initiatives to support improvement in literacy, numeracy and health and wellbeing.

## **F. BACKGROUND REFERENCES**

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Appendices/Attachments: None

Contact Person: Paul Stark – Sport and Outdoor Education Coordinator  
Tel - 01506 281755  
E-mail – [paul.stark@westlothian.gov.uk](mailto:paul.stark@westlothian.gov.uk)  
James Cameron, Head of Education (Quality Assurance)

Date of Meeting: 6 September 2016



**EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL**

**OUT OF SCHOOL CARE - CONSULTATION**

**REPORT BY HEAD OF EDUCATION DEVELOPMENT**

**A. PURPOSE OF REPORT**

To inform the Policy Development and Scrutiny Panel of the proposed consultation on out of school care.

**B. RECOMMENDATION**

To note the proposed consultation on out of school care.

**C. SUMMARY OF IMPLICATIONS**

- |   |   |
|---|---|
| <b>I Council Values</b>   | 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   |
| <b>II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)</b> | <p>Non-Statutory Guidance on Pre-School Education issued in terms of the Children and Young People (Scotland) Act 2014.</p> <p>The Children and Young People (Scotland) Act 2014 require local authorities to consult representative populations of parents on whether discretionary day care and out of school care for children not in need under the Children (Scotland) 1995 Act, should be provided or supported. There is a requirement to publish a plan in response to the consultation. This will require to be done every 2 years.</p> <p>An equality relevance assessment has been undertaken.</p> |
| <b>III Implications for Scheme of Delegations to Officers</b>   | None  |
| <b>IV Impact on performance and performance Indicators</b>  | None  |
| <b>V Relevance to Single</b>  | Our children have the best start in life and are  |

	<b>Outcome Agreement</b>	ready to succeed.
<b>VI</b>	<b>Resources - (Financial, Staffing and Property)</b>	The Council has identified resources to meet the current level of out of school care. Any increase in provision would require appropriate budgetary provision to be identified.
<b>VII</b>	<b>Consideration at PDSP</b>	Underway
<b>VIII</b>	<b>Other consultations</b>	Parents/carers to be consulted.

#### **D. TERMS OF REPORT**

Under section 27(3) of the Children (Scotland) 1995 Act, local authorities are required to provide out of school care to school aged children defined as in need; and have powers to provide out of school care to those who are not defined as in need.

Social Policy provides a range of appropriate services and supports to children defined as in need, and their families. The provision of out of school care for children who are not in need is discretionary.

The Children and Young People (Scotland) Act 2014 requires local authorities to consult representative populations of parents on whether discretionary day care and out of school care for children not in need under the Children (Scotland) 1995 Act, should be provided or supported. There is a requirement to publish a plan in response to the consultation. This will require to be done every 2 years.

The Children and Young People (Scotland) Act 2014 does not place any requirement on authorities to deliver services which are discretionary.

Non-statutory guidance encourages authorities to integrate and co-ordinate all consultation.

Consultation should include representative samples of the local population. Education authorities are encouraged to engage a wide range of parents such as working parents, minority ethnic populations, hard to reach parents, parents of children with a disability or additional support needs; and parents with support needs. Education authorities can also consult on a local area basis to determine local area based models of provision and flexibility.

It is proposed to consult parents of school age children using text messaging to inform parents/carers of an online consultation questionnaire. This method will cover the parents/carers of children both in need and not in need as defined by the 1995 Act, achieving the integration recommended in guidance. This method is also expected to cover working parents, minority ethnic populations, hard to reach parents, parents of children with a disability or additional support needs; and parents with support needs.

Parents will be asked to complete an on-line survey (see Appendix 1).

A range of out of school care for school aged children is currently provided by West Lothian Council to support parents. This includes breakfast clubs at all schools, holiday lunch and activity clubs provided in areas of deprivation, and wraparound care (accessible by P1-3 children).

Out of school care for school age children is also available through childminders and out of school care clubs, including those operated by parents at individual schools, community education centres and Simply Play.

The results will be used to enable the council to determine whether to provide additional out of school care to those children not defined as in need. The results will be shared with colleagues in Social Policy to inform planning of provision for children defined as in need.

#### **E. CONCLUSION**

The Policy Development and Scrutiny Panel is asked to note the proposed consultation on out of school care, which will be used to enable the council to determine whether to provide or facilitate the provision of additional out of school care to those children not defined as in need.

#### **F. BACKGROUND REFERENCES**

None.

#### **Appendices/Attachments: Draft survey**

Contact Person: Andrew Sneddon, Service Manager – Policy and Performance

Andrew.sneddon@westlothian.gov.uk

*Donna McMaster*  
*Head of Education Development*

Date of meeting: 6 September 2016

## **West Lothian Council**

### **Provision of Out of School Care Survey**

The Children and Young People (Scotland) Act 2014 requires Local Authorities to consult on the provision of out of school care for school aged children (aged 5-16). Please complete the attached survey to inform us of the needs of West Lothian parents and carers.

#### **Information about your family**

Where do you live? (drop down menu)

Do any of your children have an additional support need? (yes/no)

Do you have a disability? (yes/no)

Is English your first language? (yes/no)

Do you have social work involvement in your family? (yes/no)

**Who currently looks after your child/children before school?** (Parent/Carer; Breakfast Club; Friend/Relative/Neighbour; Childminder; Other – Please specify)

**How many hours of childcare before school do you use for each child each week?**  
(Drop down menu)

**Do you have childcare needs before school that are not currently being met?** (yes/no)

**If yes, how many hours of childcare before school are not being met for each child each week?** (Drop down menu)

**Who looks after your child/children after school?** (Parent/Carer; Friend/Relative/Neighbour; Childminder; Out of School Care Club; Other – Please specify)

**How many hours of childcare after school do you use for each child each week?**  
(Drop down menu)

**Do you have childcare needs after school that are not currently being met?** (yes/no)

**If yes, how many hours of childcare after school are not being met for each child each week?** (Drop down menu)

**Who looks after your children during the school holidays?** (Parent/Carer; Friend/Relative/Neighbour; Childminder; Out of School Care Club; Other – Please specify)

**How many hours of childcare during the school holidays do you use for each child each week?** (Drop down menu)

**Do you have childcare needs during the school holidays that are not currently being met?** (yes/no)

**If yes, how many hours of childcare after school are not being met for each child each week?** (Drop down menu)

**Is there anything else you would like to tell us about in relation to your current or future need for out of school childcare?** (free text)





## EDUCATION PDSP WORKPLAN 2016-17

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Education Services Management Plan	To inform members of management plan for 2016-17	James Cameron & Donna McMaster	Yearly	06/09/2016	No
Active Schools Annual Report	To update members on the activities of the Active Schools unit	Matt Costello/Sheila McEwan	Annual	06/09/2016	No
Adaptive Testing	To inform members of performance in Adaptive Tests	John Slavin	Annual	06/09/2016	No
Nurture In Schools Year End Evaluation	To update members on the nurturing framework at the end of its first year of operation	Jennyfer McNiven	One Off	06/09/2016	No
Full Day provision of Early Learning and Childcare/Wraparound Care	To inform members of full day provision of early learning and childcare/wraparound care	Andrew Sneddon	Annual	06/09/2016	Yes
Holiday Lunches and Activities	To inform members of the Holiday Lunches and Activities provided during the school holidays	Andrew Sneddon	Annual	06/09/2016	No
Scottish Attainment Challenge Innovation Fund	To inform members of the successful Scottish Attainment Challenge Innovation Fund bid	Paul Stark	One Off	06/09/2016	No
Out of School Care Consultation	To inform members of the arrangements for the out of school care consultation	Andrew Sneddon	One off	06/09/2016	No
Attendance Policy	To inform members of the updated Attendance Policy	Alison Raeburn	One Off	15/11/2016	06/12/2016

<b>Title</b>	<b>Purpose</b>	<b>Lead Officer</b>	<b>Frequency</b>	<b>PDSP</b>	<b>Referral to Education Executive</b>
Digital Learning	To inform members of the progress of Digital Learning and schools network infrastructure in West Lothian (to include a presentation).	Laura Compton	One Off	15/11/2016	No
Fauldhouse Alcohol Dependency Project	To inform members of the success of the Fauldhouse Alcohol Dependent project (Fallahill Primary School)	Phyllis Wood	One Off	15/11/2016	No
Positive Relationships and Health and Wellbeing	To update members on Positive Relationships and Health and Wellbeing	Alison Raeburn	One Off	15/11/2016	06/12/2016
Moving Forward in Learning	To inform members of the collaborative work-streams and quality improvement framework	Phyllis Wood	One Off	15/11/2016	No
Early Learning and Childcare for Eligible Two Year Olds	To inform elected members of the progress in provision of early learning and childcare for eligible two years olds	Andrew Sneddon	Annual	15/11/2016	No
Youth Music Initiative Year 15 Application Annual	To inform members of progress with the Youth Music Initiative (YMI) Year 15 application to Creative Scotland who grant the funding for YMI	Laura Tyrrell	Annual	21/03/2017	28/03/2017