

WEST DUNBARTONSHIRE COUNCIL**Report by the Chief Education Officer****Educational Services Committee 7 December 2016**

Subject: Education, Learning & Attainment Delivery Plan 2016/17: Mid-Year Progress Report**1 Purpose**

- 1.1** The purpose of this report is to set out the mid-year progress of the actions in the Education, Learning & Attainment Delivery Plan and associated Workforce Plan.

2 Recommendations

- 2.1** It is recommended that the Committee notes the contents of this report and the progress achieved at mid-year.

3 Background

- 3.1** West Dunbartonshire Council implemented a new organisational structure on 1 April 2016. This structure aligns services to 8 Strategic Leads and 4 Heads of Service (HSCP) who act as advisors to the Chief Executive in their respective areas. In addition, the Chief Executive is supported by three Strategic Directors, one of whom operates as the Chief Officer of the Health and Social Care Partnership.
- 3.2** Each Strategic Lead has developed a delivery plan for 2016/17 and a supporting workforce plan. The delivery plan sets out actions to address the key issues identified as part of the service planning process as well as other actions to deliver the Council's strategic objectives. It also provides an overview of its services and resources, including employees and budgets, and considers the relevant risks.
- 3.3** The strategic delivery plans were approved by the relevant committee/s earlier this year and a commitment was made to submit a mid-year progress report with the addition of the workforce plan (Appendix 2).

4 Main IssuesDelivery Plan

- 4.1** Appendix 1 sets out the progress of all delivery plan actions at mid-year. With one exception, all actions are progressing as planned.
- 4.2** An annual progress report on the delivery plan, including performance indicators and risks, will be submitted to committee at year end.

Self-Evaluation Programme

- 4.3** The Council has agreed a three year self-evaluation programme using the recently revised West Dunbartonshire Self-Evaluation Framework. This utilises a checklist approach, implemented through an online survey. Over the three year programme, all Council services that are not subject to external evaluation will undertake self-evaluation, with 11 scheduled in the first year.
- 4.4** The Education, Learning & Attainment strategic area is subject to both external and internal structured self-evaluation models using the 'How Good is Our School 4' framework. As such, Education, Learning & Attainment will not be utilising the West Dunbartonshire Self-Evaluation Framework.
- 4.5** 'How Good is Our School 4' was published by Education Scotland in September 2015, and is now the framework for evaluation used by HMIE in their external inspections of educational establishments. Following its publication, a period of testing took place, prior to its formal rollout for wider use for inspections in September 2016.
- 4.6** Using this framework, Education, Learning & Attainment have revised their internal Improvement Framework, bringing it into line with the latest inspection advice. Each establishment is aware of the core Quality Indicators that are required to be self-evaluated each session. In addition, there is a 3 year cycle that ensures that all establishments self-evaluate against the remaining Quality Indicators over time. To aid this process, Education Learning & Attainment have created an online resource and toolset to assist establishments in their self-evaluation process, and in recording and analysing information. This online tool will be piloted with establishments between November 2016 and February 2017.
- 4.7** As part of this Improvement Framework, establishments are participants in a three year cycle of validation visits, where a team is gathered to externally validate the self-evaluation produced by the school.

Customer Feedback

- 4.8** A key focus in the development of the strategic delivery plans was ensuring that we capture learning from the range of mechanisms that provide customer feedback to help improve services, including complaints data.
- 4.9** Between 1 April and 30 September this year, Education, Learning & Attainment received a total of 38 complaints, comprising 36 Stage 1 complaints and 2 Stage 2 complaints. During the same period, 37 complaints were closed, 35 at Stage 1 and 2 at Stage 2.
- 4.10** 69% of complaints closed at Stage 1 met the 5 working days target for resolving complaints and 31% exceeded this. The average time taken to resolve all complaints closed at Stage 1 was 11 days. Of the two complaints closed at Stage 2, one met the 20 working days target set for resolving Stage 2 complaints and one exceeded this, with an average of 44 days.

- 4.11** Of the 35 complaints closed at Stage 1, 23 (66%) were upheld and one of the 2 complaints closed at Stage 2 was upheld.
- 4.12** A telephone survey of 300 residents is carried out every quarter to gauge satisfaction levels with a range of Council services. In the second quarter of 2016 (1 July to 30 September), satisfaction with Council schools declined from 93% the previous quarter to 81%. This is below the level recorded for 2015 (96%) and 2014 (89%).
- 4.13** As part of each schools self-evaluation procedures, the views of parents and pupils are sought and incorporated into both the school improvement planning process, and the day to day life and operation of the school. Mechanisms such as the Parent Council and Pupil Council are excellent vehicles to gather the views of stakeholders, who increasingly make more and more use of other tools at their disposal to canvas opinion, and provide feedback on subsequent actions taken.

Workforce Plan

- 4.14** Each strategic delivery plan has a supporting workforce plan, attached as Appendix 2. This is developed to highlight and plan for the management of key workforce issues which are necessary to fully support the delivery of the plan. These workforce issues have significant implications in terms of organisational change, resource planning, resource profiling, skill mix, training and development, and restructuring.

5 People Implications

- 5.1** There are no people implications arising from this report.

6 Financial & Procurement Implications

- 6.1** There are no financial or procurement implications arising from this report.

7 Risk Analysis

- 7.1** Failure to deliver on the actions assigned to the strategic area may have a direct impact on the delivery of the Council's Strategic Plan. It is essential that remedial action is taken to ensure strategic delivery plans achieve the commitments detailed and approved.

8 Equalities Impact Assessment

- 8.1** As this report details progress on an action plan already agreed, there is no requirement for equalities screening or impact assessment.

9 Consultation

9.1 This report provides an update on the progress achieved across the strategic area, drawing from information provided by officers.

10 Strategic Assessment

10.1 The strategic delivery plan sets out actions to support the successful delivery of all 5 strategic priorities of the Council.

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Date: 2 November 2016

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Appendix:	Appendix 1: Education, Learning & Attainment Delivery Plan 2016/17 - Mid-Year Progress Appendix 2: Education, Learning & Attainment Workforce Plan 2016/17
Background Papers:	None
Wards Affected:	All wards