

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Committee: Educational Services Committee 11 March 2020

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**Subject: Education, Learning & Attainment (ELA) Delivery Plan 2019/20 - Mid-Year Progress**

**1 Purpose**

1.1 The purpose of this report is to set out the mid-year progress of the ELA Delivery 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 Each Strategic Lead developed a delivery plan for 2019/20. This sets out actions to help meet the Council's priorities and address the key service challenges identified through the planning process. It also provides an overview of services and resources, including employees and budgets, and identifies relevant risks.

3.2 The ELA Delivery Plan was approved by Educational Services Committee on 5 June 2019 with a commitment to submit a progress report mid-year through the school year (March) and at year end (September).

3.3 In addition, progress is monitored regularly by the Education Leadership Team and reported on a quarterly basis through the performance monitoring and review group meetings chaired by the Chief Executive.

**4 Main Issues**

2019/20 Mid-Year Progress

4.1 Appendix 1 sets out the mid-year progress of the actions in the ELA Delivery Plan.

4.2 Of the 15 actions set out in the action plan, all are progressing as planned. Three have an amber status due to the slippage of some milestones but are still within the target dates set for the overall actions.

Local Government Benchmarking Framework (LGBF)

- 4.4** All 32 councils in Scotland measure a common set of performance indicators called the Local Government Benchmarking Framework. It comprises service delivery, cost, and satisfaction indicators covering all major council service areas.
- 4.5** The most recent comparative data for all councils from the Local Government Benchmarking Framework was published in January 2020 and relates to the period 2018/19. The indicators for Education, Learning and Attainment are set out in the table at Appendix 1, prefixed with 'LGBF'. LGBF Indicators sit within a broader suite of Performance Indicators that measure our performance. Whilst attention is given in this report to comparative performance, Education Learning and Attainment view performance in these areas over long term trends.

In summary, year on year performance has improved for 4 of the 23 PIs, 2 are unchanged, 6 have not yet been reported on by the Improvement Service and 11 have seen a decline in performance. Six indicators improved their ranking positions within the 32 authorities, 1 was unchanged and 10 had lower ranking positions. The biggest increase was a change of 20 positions to position 4 for indicator "SCHN12d Average tariff score SIMD quintile 3". The biggest decline was of 9 positions to position 14 for indicator "SCHN06 % pupils in 20% most deprived areas getting 5+ awards at level 5". WDC is the top ranked Local Authority in Scotland for the indicator "SCHN10 % of Adults Satisfied with local schools", which increased by just 0.77 percentage points to 88.77%, improving our ranking position by two places to number 1. Three indicators improved both their performance and ranking positions, two indicators had poorer performance, but improved their ranking positions and nine indicators had both poorer performance and lower ranking positions.

#### Self-Evaluation

- 4.6** Education, Learning & Attainment is subject to both external and internal structured self-evaluation models using the 'How Good is Our School? 4' and the 'How Good is Our Early Learning & Childcare?' frameworks.
- 4.7** Education, Learning & Attainment have revised their internal Improvement Framework, building on the previous model used for the last three year cycle. 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 utilise both structured Officer support visits and an online resource to assist establishments in their self-evaluation process, and in recording and analysing information.
- 4.8** Education, Learning & Attainment are presently engaged in an external evaluation with Education Scotland of Family Learning, and an internal self evaluation exercise addressing our progress with the Scottish Attainment Challenge. In 2020 we will also be undertaking a review of the Senior Phase with the assistance of Stirling University.

## Service User Feedback

- 4.9** A key focus in the development of the delivery plans was ensuring that customer feedback informs learning and improvement. One of the key sources of feedback is complaints data.
- 4.10** Between 1 April and 31 December 2019, the ELA service area received a total of 71 complaints, comprising 66 Stage 1 and 5 Stage 2 complaints. During the same period, 55 complaints were closed, 51 at Stage 1 and 4 at Stage 2.
- 4.11** Of the 51 complaints closed at Stage 1, 32 (62.7%) met the 5 working days target set for resolving Stage 1 complaints, with an average of 7.2 working days to resolve all complaints closed at Stage 1. The 4 complaints closed at Stage 2 were all well within the 20 working days target at 13.8 days.
- 4.12** 31 of the 51 complaints closed at Stage 1 were upheld (60.7%) and one at Stage 2.
- 4.13** The 71 complaints received between April and December 2019 were categorised as follows:
- citizen expectation not met (quality of service) - 53 complaints, 28 of which were upheld;
  - Council policy (level of service provision) - 3 complaints, one of which was upheld;
  - employee behavior - 11 complaints, none upheld;
  - error in service delivery - 3 complaints, 2 of which were upheld;
  - contractor - 1 complaint which was upheld.

As a result of complaints received, Education, Learning & Attainment reviewed a number of policies, and has worked with Head Teachers and the Corporate Communications team to identify messages to ensure clarity of service provision for citizens.

## **5 People Implications**

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

## **6 Financial & Procurement Implications**

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

## **7 Risk Analysis**

- 7.1** Failure to deliver on the actions assigned to ELA 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** Screening and impact assessments will be carried out on specific activities as required.

## **9 Consultation**

**9.1** The Delivery Plan detailed in this report was developed through consultation with officers from the strategic service area.

## **10 Strategic Assessment**

**10.1** The Delivery Plan sets out actions to support the successful delivery of the strategic priorities of the Council.

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**Service Area: Education, Learning & Attainment**  
**Date: 11 March 2020**

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**Appendix:** Appendix 1: ELA Delivery Plan 2019/20 - Mid-Year Progress

**Background Papers:** None

**Wards Affected:** All