



East Lothian
Council

**MINUTES OF THE MEETING OF THE
POLICY AND PERFORMANCE REVIEW COMMITTEE**

**TUESDAY 29 APRIL 2014
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

1

Committee Members Present:

Councillor D Berry (Convener)
Councillor J Caldwell
Councillor J Goodfellow (from Item 2)
Councillor P MacKenzie
Councillor J Williamson
Councillor J Gillies
Councillor P McLennan
Councillor F McAllister

Council Officials Present:

Ms M Patterson, Depute Chief Executive - Partnerships and Community Services
Mr A McCrorie, Depute Chief Executive - Resources and People Services
Mr R Montgomery, Head of Infrastructure
Mr T Shearer, Head of Communities and Partnerships
Mr A Stubbs, Service Manager - Roads
Mr J Cunningham, Service Manager - Benefits
Mr K Christie, Service manager - Revenues
Mr P Vestri, Service Manager - Corporate Policy and Improvement
Mr A Strickland, Policy Officer
Mr K Black, Safer Communities Team Leader
Ms M Smith, Community Warden Co-ordinator

Clerk:

Mrs F Stewart

Apologies:

None

Declarations of Interest:

None

1. MINUTE OF PPRC MEETING ON 25 MARCH 2014

The Minute of the PPRC meeting on 25 March 2014 was agreed to be a true record of the meeting.

2. REVIEW OF EFFECTIVENESS OF COUNCIL INVESTMENT IN POLICE AND COMMUNITY WARDENS

The Depute Chief Executive, Partnerships and Community Services, had submitted a report on the effectiveness of Council investment in Police and Community Wardens.

Paolo Vestri, Service Manager - Corporate Policy and Improvement, presented the report. He stated that reducing anti-social behaviour was a key priority for the Council and that '*Communities experience less anti-social behaviour*' was one of the contributory outcomes to the strategic outcome in the Single Outcome Agreement: 'East Lothian is an Even Safer Place'. The report provided information on the Council's Community Wardens service, the Council Funded Police and the CCTV service provided by the Council, which was extensively used by the Police.

Mr Vestri stated that the Council had seven community wardens and a Community Warden Co-ordinator, and last year this team became part of the Safer Communities Team (which includes the Antisocial Behaviour Team). He advised that it was too soon to evaluate the impact of bringing the Community Wardens and the Antisocial Behaviour Team under the same operational management, but he summarised the expected benefits. Appendix 1 of the report provided a summary of the wardens' activity in 2013/14. The East Lothian Community Policing Team had been set up in 2008 with a role to reduce anti-social behaviour and to focus on the outcomes of the Single Outcome Agreement. Funding from the Council to Police Scotland had increased since the original agreement and currently provided funding for 12 police officers, 1 Antisocial Behaviour Police Liaison Officer, 1 Information and Statistics Officer, 1 Administrative Assistant and the provision of 2 vehicles. Discussions were ongoing between the Council and Police Scotland about the Service Level Agreement and funding for the local police teams. Mr Vestri advised that East Lothian Council's Town Centre CCTV scheme was managed through the Council's Contact Centre at Penston House in Macmerry. Police Officers visited the Contact Centre on an almost daily basis viewing and/or collecting images and were supported by Contact Centre staff during each visit. Funding for the CCTV scheme was provided solely by the Council. Police Scotland had never provided any financial assistance towards the operation of the scheme although they were essentially the sole user of the service.

Councillor Williamson asked if community wardens were attending the local Community and Police Partnership (CAPP) meetings which were held in each of the seven East Lothian wards. Mandy Smith, Community Warden Co-ordinator, replied that the wardens were notified of the meeting dates and tried to attend whenever possible. The Chair stated that, as local issues were brought to those meetings, it was important for wardens to be in attendance. Councillor Williamson also asked if Police Scotland ought to be contributing to the cost of the CCTV. Tom Shearer, Head of Communities and Partnerships, replied that there were ongoing discussions between the Council and Police Scotland about the Service Level Agreement and this included funding for the local police teams and CCTV.

Councillor McLennan noted that the number of antisocial complaints had fallen and requested a breakdown of complaints by ward, together with details of the nature of the complaints. He also asked what the role of a community warden was. Kenny Black, Safer Communities Team Leader, advised that he could provide the Committee with information on each ward and also the type of behaviour. On the role of the wardens, he advised that they fed intelligence to the Police, especially in relation to drug misuse. Councillor McLennan asked if there was a role for wardens in road safety and parking, and Mr Black replied that the wardens lacked any enforcement powers to issue notices for illegal parking, but they assisted in general traffic control and could offer advice.

Councillor McKenzie enquired about the wardens' participation in antisocial behaviour related Problem Solving Partnerships (PSPs). Mr Black advised that there were currently two live PSPs, one in Haddington and one in Wallyford, and the model of the PSPs was one of co-ordinating resources from different agencies to deal with more serious problems. In his experience, they had proved to be highly effective. Councillor MacKenzie noted that the number of antisocial complaints had fallen significantly over the past 4 years and that youth disorder was down by over half. He described this as remarkable and greatly to be welcomed. Councillor MacKenzie also asked if certain antisocial behaviour incidents could, in fact, be associated with mental health issues. Mr Black replied that, in a number of cases, offenders do suffer from some form of mental illness, causing alarm and distress to others. These cases were dealt with differently, using a multi-agency approach.

Councillor Caldwell enquired about the night-time antisocial behaviour noise calls and Mr Black advised that the community wardens formed part of the Night Time Noise Team from Fridays to Mondays, when one warden attended every noise call. As noise was a very subjective matter, noise could now be measured scientifically with a hand held device.

Councillor McAllister enquired if it was the case that often there was more than one element to antisocial behaviour and Mr Black replied that in many cases there was, for example, drugs, noise and aggressive dogs.

Sederunt: Councillor Goodfellow arrived at the meeting

Councillor Goodfellow pointed out that the Scottish Government had reduced its funding to Police Scotland over recent years while the Council's budget for policing had risen. In his view, this was a transfer of cost from central government to local government. The Chair suggested that the Council had a meeting with the Chief Constable to raise this matter. It was also the case that the Police had funded the traffic wardens, a service it no longer provided. Mr Shearer advised that the Council had had a difficult choice to make, but had chosen to buy additional police provision.

Councillor McLennan stated that it was clear from the report that the Community Police Officers and wardens were doing an excellent job. As a result people would be feeling safer in their communities and it was not possible to put a price on that. The Chair endorsed this view and asked that his thanks were taken back to the police officers and wardens.

Action Point: Mr Vestri to circulate to Members details of anti social behaviour complaints and a breakdown of those complaints by ward.

Decision

The Committee agreed to note the report and provided guidance on whether additional information was required.

3. WINTER SERVICE 2013-14

The Depute Chief Executive, Partnerships and Community Services, had submitted a report to advise on the Winter Service carried out by Road Services on behalf of East Lothian Council for the season 2013 – 2014.

Alan Stubbs, Service Manager for Roads, presented the report. He advised that it was the Council's aim to provide an effective and efficient winter maintenance service that will allow the safe movement of pedestrian and vehicular traffic. East Lothian had 11 main gritting routes covered by large goods vehicles (LGVs) and 4 town/village routes covered by 7.5 tonne lorries. Road Services also had access to advanced meteorological forecasts and had 6 strategically placed road warning sensors. Mr Stubbs stated that winter 2013-14 had been mild compared to previous years and the winter service had therefore been a typical operation.

Councillor Williamson recalled that, following the extreme winter conditions in previous years, there was talk of organising volunteer groups to clear paths in the event of more severe weather. Mr Montgomery advised that work had been done on this and the Council had been assisting Community Councils to put together their resilience plans to cover emergencies such as snow and flooding.

Councillor Caldwell enquired if the Council had sufficient grit bins in the right places and was advised by Mr Stubbs that East Lothian was well served by grit bins.

Councillor MacKenzie commented that it was good to see the capacity of the salt barn in the report and Mr Montgomery advised that after the two severe winters, the Council decided to increase its salt capacity. Supplies of salt were bought in the summer at a reduced rate and the aim was to keep the supply high enough to last through a severe winter.

Decision

The Committee agreed to note the contents of this report.

4. AUDIT SCOTLAND HOUSING BENEFIT AND COUNCIL TAX BENEFIT RISK ASSESSMENT

The Depute Chief Executive, Resources and People Services, had submitted a report to advise on the progress being made in respect of the Benefits Service's action plans submitted in response to Audit Scotland Housing Benefits and Council Tax Benefit Risk Assessment Report.

John Cunningham, Service Manager for Benefits, presented the report. He advised that this report provided an update on the report which came before the Committee in September 2013. An initial risk assessment report had been carried out on East Lothian Council's Benefit Service in April 2009 and the Council had submitted an Action Plan to address identified risks. Following a second risk assessment carried out in December 2012, Audit Scotland had produced its latest report which outlined risks carried forward from the previous report and a number of further potential risks to continuous improvement. Updated copies of the Benefit Service's action plans showed that the Service had completed 14 out of 16 actions which were outstanding in September 2013, leaving only two actions to be completed.

The Chair stated that the report outlined progress from the Department's perspective but he requested if he could have a verbal report on performance as clients might view it. Mr Cunningham replied that this information was contained in the Welfare Reform report (next agenda item). He explained that, since Audit Scotland completed their report in December 2012, the service had changed quite dramatically. For example, Council Tax benefit had ended and the Department was delivering new services. Mr Cunningham advised that the Audit had examined how the Service was performing and how continuous improvement could be achieved, highlighting areas where improvements could be made, and work had begun on the report's recommendations. However, there was also a need to respond to legislative changes and the needs of customers.

Councillor MacKenzie noted the staff changes in the report and requested an update on staffing levels in the Revenues and Benefits Unit. Mr Cunningham replied that core staffing levels had stayed flat. Of the three experienced benefits processors lost to the Council during 2012, two had been replaced although it takes approximately 18 months to train new staff up to the required standard.

Alex McCrorie, Depute Chief Executive for Resources and People Services, stated that implementing the changes introduced by the new Welfare Reform legislation had had a detrimental impact on the Benefit Service's performance with regard to processing claims. The Chair commented that, in view of this, the Service had made good progress with their Risk Assessment Action Plans.

Decision

The PPRC agreed to note the progress made by the Benefit Service in respect of the action plans.

5. WELFARE REFORM UPDATE

The Depute Chief Executive, Resources and People Services, had submitted a report to provide an update on the changes introduced as a consequence of the Welfare Reform Act (2012). The report was designed to assist Members to develop an understanding of what these changes have meant for East Lothian households sustaining affordable tenancies or contending with other hardship. It would also help to develop an understanding of what these changes have meant for a number of Council services and to highlight the measures the Council is continuing to take to try to minimise potentially negative impacts of welfare reform in the community.

John Cunningham, Benefits Manager, presented the report. He advised that, over the past 21 months, the Welfare Reform Task Group had considered the service implications of the various welfare reforms and, in response, had produced a Welfare Reform action plan which had been continually reviewed and updated. A Welfare Reform Reference Group had also facilitated liaison between Council Services, partners and stakeholders who shared an interest in welfare reform. Mr Cunningham stated that, with the implementation of a number of significant welfare changes on 1 April 2013, Council Services had had to adapt the way they delivered services to ensure they remain effective in keeping the detrimental effects on East Lothian residents to a minimum. He also reported that the introduction of Universal Credit had been delayed, possibly until 2016, causing the Council to continue to deliver a Housing Benefit Service for longer than had been initially envisaged. The Benefits Service had been administering the Scottish Government's Council Tax Reduction (CTR) scheme since 1 April 2013. However, as claimants had experienced little or no

change financially in the CTR awards throughout 2013/14, the overall change has had a low impact on East Lothian tax payers. The Scottish Welfare Fund (SWF), introduced as an interim measure on 1 April 2013, had replaced elements of the Social Fund (loans) administered by the Department of Work and Pensions and would become a permanent scheme from April 2015. East Lothian had exceeded its profiled SWF expenditure during the second half of 2013/14 ensuring that 100% disbursement of the SWF budget was achieved by 31 March 2014. One of the major changes had been the introduction of the Housing Benefit Under Occupancy Supplement (also known as the 'Bedroom Tax') which was introduced on 1 April 2013. The Council had identified those tenants who would be affected by the new legislation, informed them of the change and advised them of the options open to them. Mr Cunningham also outlined details of wider welfare reforms and highlighted the risk to young people of failing to comply with the new Job Seekers Agreement, resulting in sanctions being applied to claimants' benefit entitlement.

The Chair thanked Mr Cunningham for his comprehensive report.

Councillor McLennan enquired how many referrals there had been to foodbanks. Mr Cunningham replied that he did not have information on numbers but referred Councillor McLennan to the Trussell Trust. However, he reported that as the Council's spend rate had increased there was less need on the part of the Council to refer people to foodbanks. Councillor McLennan observed that more investment by the Council had delivered a good result and he was encouraged by that.

The Chair suggested that a profile (by area) of those tenants who had been affected by the Housing Benefit Under Occupancy Supplement would be useful. Rent arrears by those tenants affected by this supplement had increased by £132,000, but Mr Cunningham stated that it was difficult to be certain of the reasons for non-payment.

Paolo Vestri advised that 'digital inclusion' was likely to be a key feature of Universal Credit when it is introduced. The Welfare Reform Task Group had therefore submitted a bid to the Scottish Government seeking funding to provide wifi access and training for applicants. Mr Vestri also advised that the Council had newly signed a Service Level Agreement (until 31 March 2015) with the Citizens Advice Bureau which would continue to offer advice on benefits and the support available to clients. Mr Shearer added that the Council would be re-aligning its Customer Services and Library Services to provide face to face services for people. They would act as the first point of contact and signpost people to services which would provide the specific assistance required.

Kenny Christie, Service Manager for Revenues, advised that a report on rent arrears would be brought before the Committee later in the year. Councillor MacKenzie stated that debt is of great concern to an individual and could be corrosive to mental health. It was therefore important to find effective ways to help people who were experiencing difficulties in paying their rent and/or Council Tax. Mr Christie replied that the Council had set ambitious targets for reducing arrears over the next few years.

Councillor Goodfellow was pleased to note that the Scottish Welfare Fund was disbursing grants rather than arranging loans as was the previous practice with the Social Fund.

Paolo Vestri advised that a Welfare reform video publicising how a Crisis Grant can support people was now available to view on the Council's website. The Council was also working on a handbook on Welfare Reform.

Decision

The Committee agreed to:

- i. note the potential impact of welfare reform on individuals and families.
- ii. note the potential impact of welfare reform on the delivery of associated Council services.
- iii. note the potential impact on the Council's revenues and council house rental Income.

Sederunt: Councillor Gillies left the meeting

6. LOCAL GOVERNMENT BENCHMARKING FRAMEWORK 2012/13

The Depute Chief Executive had submitted a report on the results of the Local Government Benchmarking Framework (SOLACE benchmarking indicators).

Andrew Strickland, Policy Officer, presented the report. He advised that the Framework had been developed to help Councils compare their performance using a standard set of indicators. These indicators had replaced the Accounts Commission's Statutory Performance Indicators. Mr Strickland advised that each indicator showed performance over time but pointed out that the cost data was derived from the local financial return which was not created for benchmarking purposes. Also, a degree of interpretation was required as Councils interpreted categories differently, which affected costs.

Mr Strickland summarised the 2012/13 results and the Local Government Benchmarking Framework pilot exercises on roads maintenance and school leaver destinations.

Councillor MacKenzie referred to the results for the percentage of pupils from deprived areas of East Lothian gaining 5+ awards at level 5 and level 6. He stated that these exams would cease this year and he hoped to see a year on year improvement under the new exam system. Mr Vestri pointed out that the results for this indicator would fluctuate due the small number of children in this category who will take exams. The Chair advised that the Place2Be initiative, which delivered a range of services within schools, was still in its early stages and could take up to 10 years to show results.

Councillor McAllister noted that East Lothian had the highest satisfaction rating for any Council in respect of Parks and Open Spaces. The Chair replied that the Council had prioritised spending on this service for the benefit of residents and tourists and, as a result, spent more on this service than other Councils.

Andrew Strickland stated that it was sometimes necessary to analyse whether a higher cost was a good thing or a bad thing, hence the emphasis on benchmarking within a family group of Local Authorities.

Alex McCrorie remitted to the Chair the task of analysing the Council's results in the Framework to determine how well the Council is performing in comparison to similar Local Authorities. The Chair proposed that a Working Group could be set up to take this forward.

Decision

The Committee agreed to note the results of the Local Government Benchmarking Framework 2012/13 and the update on various benchmarking exercises that are being undertaken by the Council.

7. ANNUAL WORK PROGRAMME 2014 UPDATE

A copy of the updated annual work programme was provided.

Councillor McLennan stated that an Investigation into the Domiciliary Care Service in East Lothian was due to be carried out. He proposed that the findings of this report could come before the Committee in November and that the Cabinet Member for Health and Social Care could be invited to attend.

Signed

Councillor David Berry
Convener of the Policy and Performance Review Committee

REPORT TO: Policy and Performance Review Committee

MEETING DATE: 17 June 2014

BY: Depute Chief Executive - Partnerships and Community Services

SUBJECT: Dog Fouling Enforcement Update

2

1 PURPOSE

This report provides the Committee with an update on dog fouling enforcement activities and complaints during the period April 2013 to March 2014.

2 RECOMMENDATIONS

2.1 The Committee is requested to note the content of this report.

3 BACKGROUND

3.1 Members called for a report on the number of dog fouling complaints received by the Council and the level of enforcement activities and fixed penalty fines issued.

3.2 The Council currently has one designated Amenity Protection Officer (APO) with primary responsibility for enforcement of dog fouling legislation and one budgeted for vacant post of Amenity Protection Assistant (APA). Within the Safer Communities Team all of the Community Wardens are also authorised to issue Fixed Penalty Fines to offenders as are a number of Amenity Services staff. However, these duties are in addition to their substantive roles and only result in occasional fines following ad hoc witnessing of an offence rather than programmed enforcement patrols or direct response to witnessed offences.

3.3 As a result of the Council restructure, on 29 November 2014, the Safer Communities Team transferred under the management of the Customer Services Team and the post of Amenity Protection Officer was transferred into the Safer Communities Team with effect from 1 December 2013. An Assistant post to the Amenity Protection Officer is due to be transferred in the near future. This will allow greater

opportunity for co-ordinated working between those officers and the Community Wardens.

- 3.4 Since February 2004 the Council has issued a total of 197 Fixed Penalty Fines for dog fouling, 7 of which were issued during the period April 13 to March 14. 8 of these fines have been issued by the Police, the remainder by Council officers. The Police and Council officers do undertake joint enforcement patrols when resources allow and in response to specific requests from CAPS groups.
- 3.5 In the period April 13 to March 14 the Council recorded 175 complaints of dog fouling being present on public open spaces and a further 172 reports through Dogwatch of witnessed offences. However, most of the Dogwatch reports failed to carry sufficient information to allow the case to be investigated through to fixed penalty or warning letter issue.
- 3.6 In April 2011 the Council also took on responsibility for enforcement of legislation relating to the Control of Dogs (Scotland) Act. This legislation requires the Council to investigate claims of dangerous or out of control dogs that have or may cause injury or alarm to members of the public. Given the potential implications of failing to deliver an effective service in this regard, the APO has had to prioritise this responsibility over dog fouling enforcement.
- 3.7 The Council currently has 31 active Dog Control Notices / Agreements in place with owners of dogs deemed to require specific controls. All of these have required detailed investigation and continued monitoring for compliance, leading to a detrimental impact on time available to enforce dog fouling legislation.
- 3.8 Accurate statistical analysis of the scale of dog fouling problems is impossible to deliver as the analysis has to recognise that, in line with any actual reduction of the problem is an equal and opposite reduction in public tolerance. Results from the Keep Scotland Beautiful - Local Environment Audit Management System (LEAMS) show the number of sampled transects of pavement in the County with a presence of dog fouling to have gradually fallen from a high of 26% in 2003 to a current average of 7%. Anecdotal evidence from officers following up on complaints and servicing bins suggest a significant swing from presence on the ground to bagged deposits in litter bins and where a presence is noted on the ground this is light and occasional.
- 3.9 Further anecdotal evidence suggest that the problem of dog fouling in urban areas falls significantly during the summer months and complaints rise during the period of dark evenings. This reinforces the belief that most dog owners know their legal and moral responsibilities but are less likely to demonstrate good dog ownership when there is less likelihood of their being witnessed offending.
- 3.10 The Dogwatch initiative launched by the Council in 2010 has allowed a co-ordinated approach towards signage, enforcement and reporting to be delivered however, the online reporting vehicle does need reviewed to

ensure the quality of data submitted by the public will produce better intelligence leading more efficient allocation of staff resource to areas of greatest need.

- 3.11 During May 2014 the Council procured a variety of different types of publicity material relating to the Dogwatch initiative. These include banners, posters, stickers and key rings. During the summer months it is the intention of the Safer Communities Team to set up a marquee and stall at various community events and in areas where a high incidence of dog fouling has been reported.
- 3.12 The Council is also investigating the possibility of providing a free micro-chipping service for dog owners. The micro-chip would allow officers to trace the owner of stray dogs.

4 POLICY IMPLICATIONS

- 4.1 None

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - None
- 6.2 Personnel - None
- 6.3 Other – None

AUTHOR'S NAME	Stuart Pryde/Kenny Black
DESIGNATION	Principal Amenity Officer/ Safer Communities Team Leader
CONTACT INFO	Ext 7430/Ext. 6629
DATE	5 June 2014

REPORT TO: Policy and Performance Review Committee

MEETING DATE: 17 June 2014

BY: Depute Chief Executive - Partnerships and Community Services

SUBJECT: Fly Tipping Update

3

1 PURPOSE

This report provides the Committee with a briefing on Fly Tipping.

2 RECOMMENDATIONS

2.1 The Committee is requested to note the content of this report.

3 BACKGROUND

3.1 Members called for a report on the level of fly tipping having to be managed within the county.

3.2 The Council currently records reported incidences of fly tipping through the CRM and has done so over the last 4 years. However, a significant number of changes in policy towards Special Uplifts, lack of continuity in staff involved in recording reports and a lack of clarity between what is confirmed fly tipped material or straight forward incidences of excess litter and material that has just been wrongly presented or disturbed by youths after being presented for Special Uplift means any figures gathered on volume of fly tipping cannot be relied upon to give an accurate pattern of trends over a long enough period to provide meaningful data.

3.3 The recording of fly tipping has remained settled for the year 13/14 and this approach should remain in place for the future. On this basis the Council will, in future, be better placed to present meaningful figures that accurately record what is recognised as actual fly tipping, the localities within the county where problems are greatest, the likely sources broken down between domestic and commercial waste and the type of waste being dumped. These figures can then be jointly analysed between the teams with respective responsibility for enforcement / investigation, uplift

of dumped material and management of special uplifts / community recycling centres.

- 3.4 At present, the Council does not have the capacity to investigate to eventual prosecution or fixed penalty ticket issue, incidences of fly tipping. However, the Safer Communities Team are currently considering this issue to establish if the team could absorb the additional responsibility and if there would be benefit to the community in doing so.

4 POLICY IMPLICATIONS

- 4.1 None

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - None
6.2 Personnel - None
6.3 Other - None

AUTHOR'S NAME	Stuart Pryde/Kenny Black
DESIGNATION	Principal Amenity Officer/ Safer Communities Team Leader
CONTACT INFO	Ext 7430/Ext. 6629
DATE	5 June 2014

REPORT TO: Education Committee

MEETING DATE: 18 June 2014

BY: Depute Chief Executive - Resources and People Services

SUBJECT: Literacy in East Lothian Schools

4

1. PURPOSE

1.1 The purpose of this report is to inform the Committee of the work going on within schools, clusters and across the local authority to raise attainment in Literacy.

2. RECOMMENDATIONS

2.1 The Committee is asked to note the report.

3. BACKGROUND

3.1 Approaches to learning and teaching in schools in East Lothian demonstrate commitment to the four capacities, the four contexts for learning and the seven principles of Curriculum for Excellence. These are:

Curriculum for Excellence		
Four Capacities	Four Contexts for Learning	Seven Principles
<ul style="list-style-type: none"> • Successful learners • Effective contributors • Confident individuals • Responsible citizens 	<ul style="list-style-type: none"> • Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	<ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance

- 3.2 Inspection reports and evaluation visits based on HMIE documents 'How Good is Our School', 'Journey to Excellence' and, more recently, inspection advice notes show that there is high quality Learning and Teaching in the majority of East Lothian schools.
- 3.3 In secondary schools, there is a particular focus on Looked After Children at the school hub meetings to consider appropriate pathways for vulnerable young people. Community Learning and Development colleagues provide targeted support in literacy for students in the senior phase.
- 3.4 There continues to be a firm commitment to partnership working to enhance the attainment and achievements of children and young people. Strong partnerships exist with a number of neighbouring local authorities. Amongst other developments this includes the Literacy Hub, an inter-authority collaborative forum, in partnership with City of Edinburgh, Midlothian, West Lothian, Dumfries and Galloway and Scottish Borders Councils. The South East Literacy Hub is one of a number that have been funded across Scotland as part of the Scottish Government's Literacy Action Plan to raise levels of literacy from Early Years into Adulthood. This has enabled the 'Dunbar Reads Together' project to happen, and this model is now being adopted by the Tranent cluster, as well as by clusters in other local authorities.

A list of good practice was also developed by all Hub partners to provide a shared directory including key contact details. The East Lothian directory entries were showcased at the East Lothian Literacy Festival in October 2013.

More recently it was agreed to use the remaining funding to take forward 'Muckle Reading' across Hub partner authorities. 'Muckle Reading' has been developed specifically for Scottish schools and provides a clear and coherent approach to literacy from Primary 1 to Primary 7, aimed at improving reading attainment and motivation in reading for all. Following staff training in June this development will be introduced in East Lothian over the coming school session. However this Government funding is unlikely to continue in session 2014/15.

- 3.5 Partnership with other services and sectors continues to be an important element in the Council's strategy to improve outcomes for all learners, particularly the most vulnerable. The authority is currently considering ways in which it will meet the requirement to increase the hours from 475 to 600 per year for Early Learning and Childcare for 3 & 4 year olds and 'looked after 2 year olds' from August 2014 – as set out in the Children and Young People (Scotland) Bill. This is an important opportunity to enhance early literacy learning across East Lothian. www.scotland.gov.uk/earlyyears

Four additional Literacy teachers have been deployed for this year to schools identified through analysis of attainment data, the Scottish Index of Multiple Deprivation (SIMD) and Free Meal Entitlement (FME) with a view to raising attainment. Place2B currently provides a nurturing ethos focussed on the most vulnerable children in six of our primary schools (St Gabriel's Primary School, Prestonpans Infant School, Prestonpans Primary School, Sanderson's Wynd Primary School, St Martin's Primary School and

Wallyford Primary School). Plans are in place to expand, such a service, to a larger number of schools.

3.6 *Literacy achievement in early years 0-5*

3.6.1 From ages 0 to 5, much of the work done in the very early years supports children and their families to make the most of the learning opportunities available to them in nursery and beyond. It is also recognised that where very good relationships exist between home and school children attain better across all areas, including literacy. To support early attainment and achievement, we work in partnership to ensure that support is needs led within the local context. This work starts at 0-3 before children reach nursery where there is a strong focus on literacy and numeracy and the role parents/carers have in ensuring that children receive the best start. Central to this is the importance of play to promote social and emotional development in young children as well as communication, language and early literacy skills. The parenting support programmes we offer through Community Learning and Development, Support from the Start, schools and partner agencies recognise the important role parents/carers must play. A range of programmes and initiatives are in place, including Raising Children with Confidence, PEEPS (Parent Early Education Partnership) Tots and Teens, Tunes and Tales, Bookbugs.

Our nursery provisions have a clear focus on children's early achievement in literacy, numeracy and health and well-being. The needs of children requiring additional support and vulnerable families are met in a variety of settings for example, Kidzone, 2 year old provision, Olivebank and First Step.

The Early Development Instrument (EDI) is an internationally recognised tool used to gather information on children's readiness to learn. This has heightened awareness of needs within communities and information is being increasingly used by schools and communities to identify areas where they can support parents in helping young children to be ready to learn, for example, 'Dunbar Reads Together' - developing early reading skills.

3.7 *Strategies to raise literacy achievement in the Early Years*

Early Years Collaborative

East Lothian Council, Midlothian Council, NHS Lothian and voluntary sector services within both East and Midlothian have all agreed to work in partnership for the national Early Years Collaborative. Tests of change are piloted to promote better outcomes for children and parents. Examples include improved engagement with treatment services for pregnant substance users, and bedtime reading which started in Midlothian and is now about to be tested in East Lothian. www.eycollaborative.co.uk

Support from the Start (SFTS) is a network which works in partnership with local communities and agencies to facilitate a range of positive parenting & play experiences and opportunities, as well as sharing good practice in early years learning. Local parents and services can access on a 'simple rules'

basis small development grants through the SFTS local network. This has led to a range of opportunities for parents and children from local bursary schemes to baby massage and promotion of free play and learning experiences in community parks or open space settings.

Tots and Teens is a pre-school Playgroup run within Knox Academy, Haddington and in Preston Lodge High School, Prestonpans. This provides positive pre-school experiences for young children and provides opportunities for up to eighteen S3 pupils each academic year to work alongside staff. Pupils have gained confidence in their own abilities and learned about the importance of attachment, taking on responsibility, working as part of a team, observing children, understanding child development and why children behave the way they do, including what constitutes 'normal' behaviour and learning strategies to manage behaviour - all of which provide firm foundation for our future parents.

3.8 *Literacy attainment in primary schools*

- 3.8.1 We use Performance Indicators in Primary Schools (PIPS) data with all our Head Teachers at P1, P3, P5 and P7 to measure children's progress in reading and maths. PIPS is a standardised assessment system offered by the Centre for Evaluation and Monitoring at Durham University that is designed to monitor pupils' educational progress throughout the Primary phase. PIPS provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential. Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase. A value added report is provided for individual schools to assist them in identifying areas for development.

In terms of performance in reading, East Lothian's total pupil average has been above the National Average for prior value added for the previous 3 years and for context value added for the previous 2 years. We recognise that there is a gender split. Girls consistently perform at a higher level than boys. However, for the previous 3 years, the gap in performance between girls and boys has reduced as the girls maintain their strong performance and the boys continue to improve. We are continuing to take steps to address the gender split through the use of approaches such as Accelerated Reader and the developing nature of improved monitoring and tracking in these key areas.

- 3.8.2 Through regular evaluation visits Quality Improvement Officers are able to support schools in developing their approaches to planning, monitoring, assessing and tracking children's progress through the broad general education. Currently primary schools in East Lothian use a range of data to inform planning to meet children's learning needs, including the SEEMIS tracking of Curriculum for Excellence levels, the On Track with Learning tracking tool, and standardised spelling and reading tests. An important

support for schools in ensuring effective planning and assessment is the moderation processes at school and cluster level.

3.9 Literacy attainment in secondary schools

- 3.9.1 PIPs data, Curriculum for Excellence levels and Primary 7 profiles are used by our secondary schools to inform teachers about attainment and achievements of primary 7 children moving into S1. All schools are planning and assessing using Curriculum for Excellence. All secondary schools are tracking progress in Curriculum for Excellence levels at S1 to S3. There are examples of very good practice at departmental level including one to one learning conversations with identified young people. There is currently work underway to ensure a consistent approach within and across schools.

All schools use a standardised assessment, MidYIS (Middle Years Information System), to measure ability and aptitude for learning. This is used so that teachers can judge how much 'effort' will be required to take pupils to external examinations. All 6 schools performed higher than their predicted results from the S2 MidYIS tests in the 5+ Level 4 and 5+ Level 5 measures with the exception of Ross High School which performed just below their predicted score in 2012/13.

With regard to progress in literacy in relation to national levels of performance (SQA), by the end of S4, East Lothian continues to equal or perform above both the national and comparator authorities. Over the last 5 years at S4, English at level 3, a key indicator for literacy, has remained the same. It is above both national and our comparator authority averages. By the end of S6, with regard to English at level 3 East Lothian performs significantly above the comparator and the national averages.

3.10 *Strategies for raising attainment in Literacy in Primary and Secondary schools 5-18*

East Lothian has a Literacy Action Plan for session 2013/4 which includes partners (appendix 2). Key developments from the Action Plan and additional measures are detailed below:

3.11 Accelerated Reader

The vast majority of schools in East Lothian, both primary and secondary, implement Accelerated Reader. Accelerated Reader is a tool for monitoring and managing independent reading practice. Using information generated by the software, teachers can help students select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, it helps teachers to monitor students' vocabulary growth, literacy skills development and reading skills taught through other reading strategies. Feedback from schools strongly indicates that pupils using Accelerated Reader make good progress in their reading. It has encouraged a greater interest in reading, especially with boys.

3.12 **Moderation**

We have now developed a very good model for moderation across all three key curriculum areas. This is especially true in areas of literacy and numeracy. The aims of this model are to ensure that moderation:

- Is robust and rigorous and gives confidence in teachers' judgements.
- Provides the opportunity for teachers to collaborate and participate in professional dialogue.
- Ensure fairness to all learner and young people and is open and transparent to all staff.
- Is fit for purpose and proportionate with processes articulating across stages and sectors.
- Fosters mutual trust, openness to different ideas and respect for the different skills, experience and understanding that all participants bring.
- Ensures that learning, teaching and assessment are planned in a coherent way and that assessment is valid and reliable.
- Provides opportunities for feedback and planning for improvement.
- Is manageable and the methods used are accessible and easily arranged with ongoing professional dialogue as a key component.
- Promotes learner engagement through learners discussing criteria, sharing and reviewing samples of their work and identifying strategies they found helpful to their learning.
- Promotes capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes.

The sharing of standards across the local authority ensures that teachers are making good judgements about children's progress across the curriculum. Teachers are now more able to plan programmes of work for children that are more matched to their needs. It also ensures that teachers' expectations are increased and that there is an appropriate level of challenge.

Comment by HM inspectors on this model in the Musselburgh cluster:
*'Approaches to **moderation** are sector leading. Led by the headteacher, staff have developed a practice for moderation in the school that is now being put in place across the Musselburgh cluster. This demands that staff not only have a sound working knowledge of the relevant experiences and outcomes at their own teaching level but also that they have a secure knowledge at the level at which they are moderating.'*

3.13 **Improved use of data**

All schools are increasingly making good use of standardised information to support children's learning. For example, the Single Word Spelling Test is used in every primary school alongside Accelerated Reader Star reading assessments and PIPs. Some schools supplement this information with additional standardised assessments from commercial providers such as GL Assessment of progress in English. In addition to using standardised information, all schools have procedures in place to monitor and track

progress at individual pupil level. This allows schools to provide appropriate interventions for those children where progress is deemed to be insufficient. Schools and clusters are using the range of assessment evidence to set shared targets to improve attainment for example increasing the number of children who will have a reading age of 10 by the end of P7.

3.14 **Strategies at school level**

Primary schools are using a range of strategies across the local authority to improve attainment in reading. These include Read, Write, Inc, Softstart, Parents for Reading, Parent Homework Clubs. Most notable has been 'Dunbar Reads Together' which has been a very successful community approach to improving the level of children's literacy. At its centre was the aim to engage children in reading more and to engage the whole school community to foster a love of reading in children. This approach has been recognised as innovative and has led to a similar whole cluster development within the Tranent cluster. The reading attainment in Dunbar has shown a marked improvement in PIPs results across the school.

Working with CLD and East Lothian Works secondary schools provide a number of programmes to target young people with low levels of literacy, for example young people in the 16+ age group who are reluctant readers are successfully taking the 'six book challenge'. Targeted individuals are taking part in the Healthy Reading Scheme, where appropriate, and those at risk of not achieving employment are supported to produce CVs. East Lothian Works provides one to one tutoring in literacy for 16-19 year olds involved in Activity Agreements. Through Youth Employment Scotland the Scottish Government also fund paid work experience for 16-24 year olds for six months. 32 participants currently have placements with East Lothian Waste Services. Part of this programme addresses individuals' literacy and numeracy learning needs through the Council's Adult Literacy and Numeracy service.

In addition, many young people in secondary schools successfully achieve SQA lifeskills and employability awards which encompass the core skills of literacy and communication.

3.15 ***Future developments for raising attainment in Literacy***

Schools are working together at cluster level to ensure that Cluster Development Plans are more robust and focussed on a collective responsibility to raise attainment. This includes shared expectations across sectors, shared targets and shared learning and teaching approaches.

This collaborative approach involves a clear focus on improving arrangements for effective curricular transitions. For example, staff from the secondary English department along with associated primary schools are now starting to share expectations in relation to expected standards of literacy for children moving into S1. These standards relate to knowledge and skills. This will

ensure that children will make the best start possible to their secondary education.

In the Musselburgh cluster, the cluster action plan includes working with a range of partners. It is based on the notion that it takes a community to raise a child. It is used to share pedagogy across literacy, numeracy and maths, and health and wellbeing. The Musselburgh learning community is not just seen as a group of schools, but includes partners from Children's Wellbeing, NHS, CLD and shares one development plan with priorities based on a shared understanding of data. This type of joint working is happening in a number of our clusters. The aim now is for it to happen in all our clusters.

3.16 Conclusion

There is much good work going on within schools, clusters and across the local authority to raise attainment in Literacy. This is based on current research and sound pedagogy. In most areas, this is now impacting positively on the attainment of children. The focus for this is the Literacy Action Plan (Appendix 2) which clearly details key actions being undertaken over the course of this session. The progress and priorities will be reviewed at the end of the current academic session. This review will influence future planning and priorities in relation to Literacy across East Lothian.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 East Lothian PIPS Attainment Data (Appendix 1) and Literacy Action Plan (Appendix 2).

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Appendix 1 East Lothian PIPS Attainment Data

General Observations re P1 Baseline (On-Entry) and Follow-up (End) Scores

On entry, East Lothian pupils score higher than the standardised average of 50 in reading. On average, approximately 75% of pupils are making progress as expected or quicker than expected which is in line with or higher than national norm by the end of P1. Girls generally score higher than boys in both on-entry and end scores in reading.

General Observations re P1 Value Added

In Reading, the value added has fluctuated over the last 5 years with the 3 and 5 year average typically above the National Average. 2012-13 shows a drop below the national average for the first time since 2009-10.

General Observations re P3-P7 PIPS Assessments

In Reading, the value added is typically close to or above the National Average.

P3-P7 PIPS ASSESSMENTS

General Observations P3 – P7 PIPS Context Value Added:

Reading

Overall – There has been an improving trend in reading in East Lothian for the past 5 years. The East Lothian average has been higher than the National Average for the previous 2 years (2012/13 and 2013/14). There has been an improving trend for all boys for the previous 3 years. East Lothian has maintained higher than National Average for girls (although their most recent average has dropped slightly in 2013/14).

P3 – Overall there has been an improving trend in reading at P3 for the previous 3 years and East Lothian has been above the National Average for the previous 2 years. There has been a continually improving trend over the last 3 years for girls, and over the last 2 years for boys. Both boys and girls were above the National Average in the most recent data (2013/14).

P5 – East Lothian has maintained above the National Average performance although there has been a decrease in 2013/4 to below average performance for the first time in 4 years. There is a fluctuating trend for boys with 2013/14 seeing a decrease, and a decreasing trend for girls. Girls still remain higher than the National Average. P5 boys have a consistently lower average compared to the National Average.

P7 – There has been an improving trend for the previous 4 years and East Lothian has maintained above the National Average performance for the previous 3 years. There is a continually improving trend over the last 3 years for girls. The previous trend of improvement has ended with a very slight decrease for P7 boys. P7 Boys consistently have a lower average compared to the National Average.

Gender Split – There is a significantly and consistently higher % of girls whose performance is in line with expectations or better than expected given their developed ability compared with boys in Reading and in comparison to the National Average.

General Observations re P3-P7 PIPS Prior Value Added:

Reading

Overall - A recent increase in performance in 2013/14 maintains the above National Average performance in reading for all pupils for previous 3 years. Only 1 year in previous 6 years, was below National Average.

P3 -There are fluctuating trends at P3 for all pupils and for the performance of both boys and girls. East Lothian has maintained above the National Average for all pupils in 4 of the previous 6 years. Girls consistently perform above the National Average and boys consistently have a lower average compared to the National.

P5 – Although a slight decrease in 2013/14, the East Lothian average has remained above National Average for the previous 3 years. P5 boys have a higher than National Average for the previous 2 years and girls for the previous 4 years.

P7 - Pupils have maintained a higher than National Average for 5 of the previous 6 years of data. 2013/14 was significantly higher than national norm. P7 Girls have been higher than the National Average every year and boys for the previous 3 years.

Gender Split – there is a consistently higher % of girls whose performance is in line with expectations or better than expected given their previous assessment compared with boys in Reading. Girls in all stages typically have a higher average than the national norm, whereas over the previous 2/3 years, P5 and P7 boys have also shown a higher than National Average.

East Lothian
Education Department
Services for People

Literacy Action Plan
Session 2013-2014

East Lothian Literacy Action Plan

Introduction

‘Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence’. (Literacy and English Principles and Practice. Education Scotland)

The East Lothian Literacy Action Plan:

- sits within the same framework as that of our partners in the Literacy Hub – Edinburgh City Council, Midlothian, West Lothian and Scottish Borders’ authorities.
- is organised under the following four headings: early years; primary; secondary; adult literacies.
- is underpinned by successful local partnerships, including those with Health, CLD, Edinburgh College, Libraries and Third Sector providers.
- enables practitioners to fulfil key recommendations of *Teaching Scotland’s Future* by encouraging reflection on teaching approaches in literacy and impact on learners and by facilitating the sharing of good practice and collaboration within and beyond the authority.

The East Lothian Literacy Action Plan is also informed by the national plan - **Literacy Action Plan: An Action Plan to Improve Literacy in Scotland**.

The national plan identifies a number of priorities across learning:

- *Breaking the link between poor literacy levels and deprivation*
- *Improving skills of the few who have difficulties with basic literacy, particularly those who are vulnerable*
- *Ensuring young people progress successfully from basic to advanced literacy skills*
- *Raising advanced literacy skills for all*

Effective lifelong learning strategies

In light of their key role in raising literacy standards, we expect all local authorities to have effective literacy strategies in place... these strategies should reflect a sustained ongoing commitment to raise standards through local service provision and should be informed by good practice elsewhere... all effective strategies should encompass:

- **Targeted approaches** - using proven teaching methods to develop an appropriate approach for each learner (GIRFEC)
- **CPD** – local authorities should lead in developing programmes to support their literacy strategies
- **Evaluation** - local authorities should evaluate the impact of their strategies and to modify them in light of findings ... some have involved educational psychologists to good effect in developing, evaluating and modifying their strategies. Practitioners should be encouraged to reflect on the impact of their teaching approaches on their learners’ literacy and, in light of this, adapt and refine practice.
- **Working together** – a wide variety of organisations and agencies are needed to make appropriate and timely interventions, particularly at local level. Involving a wide range of partners would benefit local literacy strategies.

East Lothian Literacy Action Plan 2013 – 2014: Early Years

Priority	Key Actions	Success Criteria	Timescales	Lead/s
<p>To address inequalities in health and educational outcomes through <u>Support from the Start</u>. Three key themes: Leadership – Early Years Engagement – Community Learning – Parents and Community</p>	<ul style="list-style-type: none"> • Facilitate and support local communities in identifying priorities and development of 'Equally Well' • Continue to use PEEP 	<ul style="list-style-type: none"> • Communities have individual action plans • Market-Place events in each cluster • Modelling to Parents e.g. 'Stay and Play' (Burgh) • 'Tots n Teens' (Knox) • 'Young Mums' Group' (Dunbar) • 'Soft Start Fridays' (Wallyford) • 'Book Bug' Sessions (Libraries) 	<p>2013 – 2014</p> <p>Ongoing</p>	<p>Public Health Practitioner Cluster Support from the Start Champions</p> <p>Early Years staff CLD Library staff</p>
<p>To continue to use a range of effective approaches and interventions to support early literacy and communication in all early years' settings (Nursery to P1)</p>	<ul style="list-style-type: none"> • Continue to provide literacy-rich environments • Participate in the Scottish Book Trust gifting scheme • Participate in the Scottish Children's Book Awards • Continue to use a variety of approaches across early years' settings • Continue the 'Music and Me' programme in Nurseries 	<ul style="list-style-type: none"> • All aspects of literacy learning are embedded with Nursery activities, a natural part of learning through play • Bookbug bags – book gifting (e.g. Pirate bookstart) • Children and families engage with the three books, discuss and vote for Awards • Children are making appropriate progress in pre-literacy and literacy, learning through communication and play and - when appropriate - the use of more formal teaching such as Jolly Phonics, Big Writing, a HOTs approach to reading and reciprocal reading • An improved readiness to learn by the development of early reading skills/emotional wellbeing 	<p>Ongoing</p> <p>Annual</p> <p>Annual</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2013</p>	<p>Nursery and Primary HTs Early Years staff</p> <p>Library staff Primary HTs</p> <p>ESO QIO</p> <p>Dunbar Primary School</p>

Early Years' practitioners engage in continuing professional learning	<ul style="list-style-type: none"> • Sharing and Learning from good practice • Contribute to any organised Cluster/Authority Events • Sharing and learning from good practice 	<ul style="list-style-type: none"> • Edinburgh's 'Up, Up and Away' Resource for Early Years has been issued. • Each school will contribute and participate in the Literacy Festival at Dunbar Primary School. • All schools contribute at least one example to the East Lothian Literacy Directory 	<p>March 2013</p> <p>Friday 25 October afternoon session 2013</p> <p>March 2013</p>	QIO
To continue to assess readiness to learn and target support to Clusters, using the Early Development Instrument	<ul style="list-style-type: none"> • Use the EDI in P1 to assess readiness to learn and to identify areas of need for support and intervention strategies 	<ul style="list-style-type: none"> • The EDI has been used with all P1 classes • An analysis has been issued to schools, Clusters and the Education Department • Appropriate strategies and support put in place 	2013-2014	Primary HTs
To continue to facilitate the transition from Nursery to P1	<ul style="list-style-type: none"> • Transition activities in each school • Transfer and use made of Learning Stories 	<ul style="list-style-type: none"> • Transition visits and activities have taken place e.g. teddy bears' picnic • Learning Stories inform P1 teachers and parents and allow 'ownership' by children. Smoother continuity and progression 	Summer term 2013 and summer term 2014	Nursery and Primary HTs
To use e-PIPS in P1 to provide a benchmark	<ul style="list-style-type: none"> • e-Pips assessment of all P1 children 	<ul style="list-style-type: none"> • Results issued to schools to establish benchmark and inform strategy 	Autumn 2013	MIS team Primary HTs
To ensure effective participation in national and inter-authority initiatives	<ul style="list-style-type: none"> • To continue to participate in the Literacy Hub with Edinburgh, Scottish Borders, Midlothian and West Lothian • To participate in the 'Away team' with Midlothian in the Early Years' Collaborative 	<ul style="list-style-type: none"> • To share good practice and resources in effective approaches to Literacy • East Lothian Representatives to deliver workshops at the Inter-Authority Literacy Event: 'Building bridges to close the gap' • East Lothian delegates to attend the above event 	<p>2013-2014</p> <p>August 31st 2013</p> <p>August 31st 2013</p>	<p>QIO Team</p> <p>(DPS) (CLD)</p> <p>Education: 16 delegates</p> <p>Early Years Team</p>

East Lothian Literacy Action Plan 2013 – 2014: Primary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	<ul style="list-style-type: none"> • Analyse data from the Early Development Instrument in P1, e-PIPs in P1, P3, P5 and P7 and Accelerated Reader in relevant schools • Support and challenge to schools • Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR) 	<ul style="list-style-type: none"> • All schools continue to measure and monitor progress • Clusters will discuss data in cluster workbooks and this will inform the Cluster Improvement Plan • Support and challenge provided to identified schools/stages • All schools and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation 	<p>Cluster Meetings 2013 – 2014</p> <p>Evaluation visits First and Second Terms 2013–2014</p> <p>2013 – 2014</p>	<p>Primary HTs</p> <p>QIO Team</p> <p>School and Cluster co-ordinators QIO team</p>
Continue to implement consistent approaches to reading in line with best practice in active learning, formative assessment and meeting learning needs through CfE	<ul style="list-style-type: none"> • Monitor and evaluate impact of different approaches • Sharing and learning from good practice • Organise CPD/Sharing practice and contribute to cluster/authority events 	<ul style="list-style-type: none"> • All schools continue to monitor and evaluate the success of reading approaches e.g. reciprocal reading, jolly phonics and so on. • All schools contribute at least one example to the East Lothian Literacy Directory • All staff are aware of relevant CPD opportunities • Each school will contribute and participate in the East Lothian Literacy Festival at Dunbar Primary School • All staff are aware of ideas and resources on Education Exchange e.g. Directory; Routes to Reading; Sue Ellis materials ... 	<p>On-going</p> <p>March 2013</p> <p>Ongoing</p> <p>October 25 2013, afternoon</p>	<p>Primary HTs</p> <p>Staff Development Officer/Team</p> <p>Dunbar Primary School</p>

Continue to work with partners to improve literacy for all children	<ul style="list-style-type: none"> • Continue to work with communities, NHS and CLD 	<ul style="list-style-type: none"> • Families increasingly engaging with children's literacy through partnership working such as Support from the Start, Soft Start (Wallyford); Dunbar Reads Together 	2013 – 2014	Primary HTs Public Health Practitioner CLD Service
	<ul style="list-style-type: none"> • Continue to work with the Library Service and the Scottish Book Trust 	<ul style="list-style-type: none"> • Pupils access the public library to use Accelerated Reader • Pupils participate in events organised by the Libraries: Summer Reading Challenge: Tyne/Esk writing competition (P4 up); Lennox Author Award; Bookbug; Scottish Children's Book Awards. 	2013 – 2014	Library service
	<ul style="list-style-type: none"> • CPD Sessions provided by the Library Service 	<ul style="list-style-type: none"> • All staff are aware of training and project boxes provided by the Public Library Service and able to access AR Training 	2013 – 2014	Library service
Continue to promote consistent approaches to teaching writing in primary in line with best practice	<ul style="list-style-type: none"> • Continue to organise CPD/Sharing Practice 	<ul style="list-style-type: none"> • All Staff are aware of relevant CPD, for example on cursive script; Big writing etc • All staff are aware of ideas with impact on Education Exchange and the East Lothian Literacy Directory 		Staff Development Officer/Team
Continue to implement intervention targeting the lowest attaining 20% and those with identified difficulties	<ul style="list-style-type: none"> • Continue to identify needs and use appropriate interventions including technology 	<ul style="list-style-type: none"> • All staff are aware of advice and guidance (including the resource <i>Literacy and Dyslexia: Identifying and meeting needs</i>) • Staff use appropriate strategies e.g. SRA, Toe by Toe, Fresh Start etc • Staff are aware of and can access appropriate technology 		Inclusion Team Primary HTs ESO

East Lothian Literacy Action Plan 2013 – 2014: Secondary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	<ul style="list-style-type: none"> • Analyse data (PIPS, MidYis, AR, STACs) and relevant interventions planned • Support and challenge to departments • Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR) on Education Exchange • Organise CfE Subject Support meetings, with input from local authority writers and verifiers. • Continue to raise advanced level literacy skills for all (including higher order thinking skills) • Provide support with planning for progression/national qualifications 	<ul style="list-style-type: none"> • Data analysed – progress identified; interventions in place for target individuals/groups • Support and challenge provided to identified departments • All school and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation • Each department represented - at least two subject support meetings. • All English departments will receive appropriate support in planning for progression/NQs. East/Midlothian writing teams will provide plans and materials developed for the NQs. Authority nominees for verification will be trained and will share this training across all departments. English departments will be kept up to date on developments with National qualifications by dissemination of information and attendance at CPD/SQA events where possible. 	<p>From August 2013 – June 2014</p> <p>By June 2014</p> <p>October 2013 – May 2014</p> <p>August 2013 – June 2014</p> <p>August 2013</p> <p>By October 2013</p> <p>August 2013 – June 2014</p>	<p>PTCs Literacy and English PTs SfL</p> <p>Secondary HTs QIO team</p> <p>Literacy co-ordinators</p> <p>Secondary HTs/QIO team</p> <p>SQA co-ordinators</p>
Further embed effective approaches to literacy across learning (LAL) in Secondary	<ul style="list-style-type: none"> • Meetings of Literacy working groups within schools 	<ul style="list-style-type: none"> • Literacy groups meet at least twice 	<p>2013 – 2014</p>	<p>School Literacy Co-ordinators</p>

Schools and engage in continuing professional learning	<ul style="list-style-type: none"> • Contribute to any organised Cluster/Authority Events • Identify and organise high quality CPD for staff • Sharing and learning from good practice 	<ul style="list-style-type: none"> • Each school will contribute and participate in the Literacy Festival at Dunbar Primary • All are aware of relevant <u>authority</u> CPD events (for example Cursive Writing) <u>inter-authority</u> events (for example the Literacy Hub Festival at Napier University); <u>Education Scotland</u> CPD events (for example National Literacy Network Meetings; LAL CPD; Literacy through Outdoor Learning; GLOW resources and how to access these.) • All departments contribute at least one example to the East Lothian Literacy Directory. 	<p>October 25, afternoon 2013</p> <p>On-going</p> <p>August 31st 2013</p> <p>On-going</p> <p>March 2013</p>	<p>Dunbar Primary School</p> <p>Staff development officer</p> <p>Staff development officer QIO Team</p> <p>QIO team</p>
Improve the reading skills of learners in S1/S2 at risk of not achieving functional levels of literacy	<ul style="list-style-type: none"> • Implement intervention programmes for identified learners • Evaluate targeted support • All secondary schools using Accelerated Reader 	<ul style="list-style-type: none"> • Use of SRA or programmes for identified learners (e.g. Toe by Toe) • Appropriate CPD e.g. Accelerated Reader • Star Reader results are improving • Progress for identified learners shown in relevant MidYis scores/NQs 	<p>2013 – 2014</p> <p>2013 – 2014</p> <p>Spring 2014</p> <p>Spring 2015</p>	<p>English Literacy PTs Support for Learning PTs</p> <p>Secondary school librarians</p>
Improve literacy levels at 16+ transition for LAC, LAAC and the lowest attaining 20%	<ul style="list-style-type: none"> • Identify need and put in place necessary support; a transition plan is in place • Work with partners to refer individuals for literacy programmes (including 1:1) 	<ul style="list-style-type: none"> • Need identified and transition plans in place, where appropriate • Referrals made to the East Lothian Works; CLD; Third Sector; Edinburgh College for individuals needing further literacy support 	<p>Autumn 2013</p> <p>2013 – 2014</p>	<p>Pupil Support, Guidance, 16+ Hub</p> <p>Pupil Support, Guidance, 16+ Hub</p>
Improve attainment for learners with an identified need which impacts on literacy and their ability to access the curriculum	<ul style="list-style-type: none"> • Identify need and put in place appropriate support/strategies • Advise schools in the use of technology to support learners and provide relevant CPD 	<ul style="list-style-type: none"> • Identified learners have a plan tailored to their needs • Strategies are shared with all practitioners in the school • Technology used to provide appropriate support • Relevant staff aware of CPD available 	<p>Autumn 2013</p> <p>2013 – 2014</p>	<p>Pupil Support PTs</p> <p>ESO</p>

	<ul style="list-style-type: none"> • Advice and support e.g. in implementing relevant legislation; latest dyslexia research; SQA assessment arrangements • Provide advice and follow-up support, if needed, including evaluation of impact of interventions 	<ul style="list-style-type: none"> • Relevant staff are aware of changes/developments and how to implement these (including access to the resource <i>Literacy and Dyslexia: Identifying and meeting needs</i>) • Support in evaluation of impact on an individual casework level, as arranged with individual schools • Barriers to learning for individuals are overcome, as far as possible, and attainment is improved 	<p>2013 – 2014</p> <p>2014</p> <p>2014</p>	<p>Educational Psychologists and Inclusion Team</p> <p>Educational Psychologist Team</p> <p>Pupil Support PTs</p>
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East Lothian Literacy Action Plan 2013 – 2014: Adult Literacies

Priority	Key Actions	Success Criteria	Timescales	Lead/s
<p>To further develop literacy core skills for those in the 16-24 group at risk of not progressing into a positive destination</p>	<p>Work with partners to expand the number of young people who participate in literacy programmes to help them to achieve a positive destination</p>	<ul style="list-style-type: none"> • More young people on tailored programmes through East Lothian Works which equip them with literacy skills/qualifications for employment. (Literacy 1:1; employability awards; lifeskills; Activity Agreements; GRFW) • More referrals to CLD by secondary schools • Participation in programmes e.g. 16+ football and literacy; employability; motorcycle project; making time count (CLD) • CLD representative on Literacy Hub. Deliver workshop at the Literacy Hub event • 16 – 24 reluctant readers successfully taking the ‘six book challenge’ • Targeted individuals taking part in the Healthy Reading Scheme, where appropriate • Those at risk of not achieving employment helped to produce CVs. • Provision of College places for Christmas leavers • Baseline literacy and progression in literacy qualifications for young people • Continue participation in the LEAPS programme and an increasing number of young people accessing HE. 	<p>By Christmas 2013</p> <p>Autumn 2013</p> <p>August 31st 2013</p> <p>2013 – 2014</p> <p>Ongoing</p> <p>Ongoing</p> <p>By January 2014</p> <p>2013 – 2014</p> <p>Summer 2014</p>	<p>East Lothian Works</p> <p>PTs Guidance</p> <p>CLD</p> <p>CLD</p> <p>Library Service and CLD</p> <p>Library Service and CLD</p> <p>PTs Guidance in consultation with Edinburgh College</p> <p>PTs Guidance in consultations with LEAPS</p>
<p>Development of family learning approaches to support children’s learning and adult literacies</p>	<p>Work with partners to develop family learning activity in nurseries, schools, community</p>	<ul style="list-style-type: none"> • Continue Support from the start across ELC – Cluster market-place events for communities (e.g. play activities/stay and 	<p>2013 – 2014</p>	<p>Public Health Practitioner Childcare Officer Cluster Support from the</p>

	venues and libraries	play) Including participation in:- PEEP (e.g. Burgh) Young mums' groups (Dunbar) Bookbug Sessions (Libraries) Soft Start (Wallyford) Tots n Teens (Haddington/Knox)		Start Champions Adult Literacy & Numeracy team Library service Wallyford Primary / CLD Knox Academy
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REPORT TO: Policy and Performance Committee
MEETING DATE: 17 June 2014
BY: Depute Chief Executive – Resources and People Services
SUBJECT: Progress Report on Managing the Workforce

5

1 PURPOSE

- 1.1 The purpose of the report is to provide members with updated information in relation to the implementation of the Council's Voluntary Early Release Scheme (VERS) which was approved at Cabinet on 12 March 2013 and in addition provide an update on Efficient Workforce Management Planning (known as EWMP) during 2013/14. This report went before the Audit and Governance Committee on 20 May 2014.

2 RECOMMENDATIONS

- 2.1 Members are asked to note the recent progress made with implementation of the VER Scheme and EWMP during 2013/14.

3 BACKGROUND

- 3.1 A report was approved by Cabinet in March 2013 introducing a Voluntary Early Release Scheme into the Council to achieve the necessary financial saving of £2m in 2013/14 and a further £1m full year effect in 2014/15 identified in the Council's 3 year budget (2013-16) approved on 12 February 2013.

Efficient Workforce Management Plans were first introduced in 2010 as part of a wider efficiency programme and now form an integral part of the Council's Financial Strategy in relation to managing costs down. EWMP data is reported to Heads of Service each month and this data is an important control measure because it:-

- Assists with service remodelling (headcount, FTE, permanent, temporary and joiners/leavers)
- Contributes to the monitoring of staffing costs and the achievement of ongoing efficiency savings/targets contained within approved service budgets (cost of casuals, overtime and agency workers)

- 3.2 The Council opened the VER Scheme to employees to make application from 18 March until 5 April 2013 and initially received 289 applications of which 97 were ultimately approved. These applications were progressed on the basis that they did not adversely impact upon services and that they satisfied certain financial criteria. The final decision to grant early release was taken under specific delegation by the Chief Executive in association with the Head of Council Resources, respective Executive Directors and Heads of Service.
- 3.3 The introduction of the scheme, together with the related realignment of Council services and appointment of new service managers has enabled the Council to streamline the workforce and facilitate the necessary organisational changes to deliver priority Council Services in the most cost effective way possible.
- 3.4 The planned and actual savings relating to VERS and EWMP are shown in the table below:-

	Target Saving (Whole Year) £M	Actual/Secured Savings £M	Variance £M
VERS savings (as per approved 2013-16 budget)	3.000	2.853	- 0.147
EWMP planned savings 2013/14	1.825	1.505 <i>Comprises efficiency savings secured from Service Reviews £0.459M, Casual Workers £0.146M, Overtime £0.5M and Agency Workers £0.4M.</i>	- 0.320 <i>The balance of planned EWMP savings were achieved through a combination of other measures, most notably the non-filling of vacancies.</i>

In addition to VERS, planned EWMP savings are built into the budgets as efficiencies to be achieved and comprise of a variety of measures by Heads of Service and Service Managers such as reduced overtime, non-replacement of vacant posts and also on some occasions, savings on non-staffing budgets. Along with all other efficiency measures built into the approved budgets, progress is now monitored and reported by Finance within quarterly financial performance reports to Cabinet.

- 3.5 Of the 97 VERS leavers approved in May, 1 withdrew their application, 94 left in 2013/14, 1 left in April 2014 and the remaining applicant is due to leave at the end of August 2014. An analysis of leavers by Quarter is shown in the table below:-

VERS Leavers Analysis by Quarter

Count of Position			
Leaving Month	Department	Division	Total
Apr - June 13	EL Health & Social Care	Adult Wellbeing	5
	Part'ships & Community Servs	Housing & Environment	5
		Infrastructure	13
		Policy & Partnerships	4
	Resources & People Servs	Children's Wellbeing	1
		Council Resources	1
Education		4	
Apr - June 13 Total			33
July - Sept 13	EL Health & Social Care	Adult Wellbeing	4
	Part'ships & Community Servs	Housing & Environment	6
		Infrastructure	7
		Policy & Partnerships	6
	Resources & People Servs	Children's Wellbeing	8
		Council Resources	6
Education		1	
July - Sept 13 Total			38
Oct - Dec 13	Part'ships & Community Servs	Housing & Environment	6
		Infrastructure	1
		Policy & Partnerships	2
	Resources & People Servs	Children's Wellbeing	3
		Council Resources	3
Education	3		
Oct - Dec 13 Total			18
Jan - March 14	Part'ships & Community Servs	Housing & Environment	1
		Policy & Partnerships	3
	Resources & People Servs	Children's Wellbeing	1
		Council Resources	1
Jan - March 14 Total			6
Leaves Aug 14	Resources & People Servs	Children's Wellbeing	1
Leaves Aug 14 Total			1
Withdrawn	Resources & People Servs	Council Resources	1
Withdrawn Total			1
Grand Total			97

3.6 With a large number of staff departures still relatively recent, it is difficult to fully assess the impact of their departure upon service delivery although as mentioned earlier, approvals were restricted to circumstances where service impact could be minimised. There is some feedback amongst the staff group that indicate workloads continue to be challenging with some noting the impact of VERS. The loss of experience accumulated by the VERS leavers' group over many years has placed a managerial challenge upon the Council and its employees to maintain effective and efficient service delivery. We continue to focus upon the key outcomes identified within the SOA and delivery of the Council Plan. It is clear that the overall impact of VERS upon service delivery has been minimised due to the proactive management of services and budgets (including where

appropriate, service reviews and service redesign) and the diligence and commitment of remaining council employees.

- 3.7 In meeting the combined requirements of VERS, EWMP and the realignment of council services, there has been a large increase in Service Review activity which in itself has been a major challenge (50 reports approved since July 2013 with a further 24 in progress to date. This compares with 49 in the full year July 2012 – June 2013). Service reviews follow an established process in accordance with the Protocol for the Conduct of Service Reviews which ensures that the service review reports are subjected to the necessary HR and Financial scrutiny and that the required staff and trades union consultation is undertaken.
- 3.8 A comprehensive staff engagement survey was undertaken during March 2014 with preliminary results recently shared with senior managers. As part of the HGIOC Self Assessment process, a detailed review of the survey findings will help identify any areas of concern and inform the development of improvement plans for individual service areas. Provisional assessment of the results on a Council wide basis suggest that both the level of participation and the level of positive engagement remain consistent with those returned by the equivalent 2013 survey.
- 3.9 The Customer Feedback Manager has been consulted and confirmed that there has been no notable increase in adverse feedback from customers suggesting that the standard of services provided by the Council may not have been significantly affected.

4 POLICY IMPLICATIONS

- 4.1 There are no direct policy implications associated with the recommendations in this report. The VER scheme has been applied in accordance with the decisions already taken at Council on 12 February 2013 as part of the budget and the decision of Cabinet taken on 12 March. The scheme has also been applied in accordance with the Council's Policy on Enhanced Compensation for Redundancies and Early Retirement approved by Council in December 2010.

4 EQUALITIES IMPACT ASSESSMENT

- 4.1 An Equality Impact Assessment is not required.

5 RESOURCE IMPLICATIONS

- 5.1 Financial – At today's date it is currently estimated that the VER Scheme will lead to a recurring annual reduction in staffing costs of £2.84 million. The cost of releasing these staff has been calculated as £3.1 million suggesting an equivalent payback period relative to cost of just less than 1.1 years. Since its introduction, EWMP has assisted the Council in meeting significant planned efficiency savings and in 2013/14 this has been assessed at just over £1.5m. Additional EWMP savings not included within this figure were made through a series of other measures, most notably the non-filling of vacancies.

5.2 Personnel – There are no direct staffing implications associated with this report although as part of the ongoing process of managing the workforce and budgets, further staffing and service review reports will be brought forward in due course.

5.3 Other – None

6 BACKGROUND PAPERS

6.1 Detailed analysis of VERS approvals

6.2 Protocol for the Conduct of Service Reviews

6.3 Efficient Workforce Management Plan – Year End Summary 2013/14

6.4 Council Budget 2013-16 as approved at the Council meeting held on 12 February 2013.

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REPORT TO: Policy and Performance Review Committee

MEETING DATE: 17 June 2014

BY: Depute Chief Executive - Partnership and Services for Communities

SUBJECT: Key Performance Indicators: Q4 2013/14 and 2013/14 Annual Indicators

6

1 PURPOSE

- 1.1 To provide the Committee with an overview of performance during the year 2013/14

2 RECOMMENDATIONS

- 2.1 The Committee is asked to use the information provided in this report to consider whether any aspect of the Council's performance is in need of further investigation

3 BACKGROUND

- 3.1 The Council publishes a range of Key Performance Indicators (KPIs) that help to demonstrate progress towards the outcomes contained in the Council Plan and Single Outcome Agreement. The KPIs are available to view throughout the year on the East Lothian Council performance web pages.
- 3.2 Normally the members of the Committee would consider the KPI results at the performance briefing prior to each meeting. However, it has not been possible to provide a briefing in this instance as it takes longer to collate the end of year performance indicators.
- 3.3 Appendix A displays the KPIs against the categories in which they are reported on the performance website. The categories reflect the Council Plan and the guidance provided by the Accounts Commission 'Statutory Performance Indicators Direction 2013'.
- 3.4 Councils are required by the Accounts Commission to report their performance against the Local Government Benchmarking Framework (the 'SOLACE indicators') and a range of measures of their own choice.

The Statutory Performance Indicators Direction 2013 suggests that the councils performance indicators should reflect the following:

- i. indicators should, where possible, display trend data and comparisons between organisations recognising the need to balance efficiency and effectiveness information with cost and economy information
- ii. achievement against their single outcome agreements with the Scottish Government
- iii. the performance reporting requirements of any other legislation
- iv. indicators/ measures in relevant suites or frameworks of performance information determined by government, regulatory agencies, professional associations or others
- v. national standards and targets for service delivery
- vi. local service priorities and objectives
- vii. service user views

3.5 The indicators included in Appendix A have been selected to meet the criteria established by the Accounts Commission. Appendix A displays the following:

- the result for each indicator
- the result for the previous comparable period (normally the preceding year or quarter)
- the target for the indicator
- the trend showing whether it is improving or worsening
- any explanatory comments that have been provided.

3.6 More detailed information for each indicator, including comparisons with other organisations, can be found on the East Lothian Council performance web pages.

3.7 The Local Government Benchmarking Framework indicators are excluded from Appendix A as the results were reported to the last meeting of the Policy and Performance Review Committee in April.

3.8 The results of some indicators drawn from certain frameworks (including the Planning Performance Framework and the Scottish Social Housing Charter) were not available at the time of writing. The results for these indicators will be updated on the performance website when they become available. The results will also be included in the public performance report, which will be published in September.

3.9 Some of the indicators reported in Appendix A will be audited over the summer, which means that the final results might be subject to change. The audited KPI results will be published as part of the public performance report.

4 POLICY IMPLICATIONS

4.1 The scrutiny of performance by elected members is vital in helping the Council to demonstrate that it is achieving Best Value. The Best Value guidance requires councils to have ‘... a mechanism for internal scrutiny by members of performance and service outcomes’.

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – none

6.2 Personnel – none

6.3 Other – none

7 BACKGROUND PAPERS

7.1 Appendix A: Summary of 2013/14 Q4 and annual performance indicators

7.2 ‘Statutory Performance Indicators direction 2013’, Accounts Commission
http://www.audit-scotland.gov.uk/performance/docs/pi_direction_2013.pdf

7.3 Local Government Benchmarking Framework 2012/13; Policy & Performance Review Committee, April 2014

7.4 East Lothian Council performance web pages:
http://www.eastlothian.gov.uk/info/200453/performance_reporting

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Appendix A: Summary of KPIs, Q4 and annual 2013/14

Key:

↑	Improving (high is good)	↑	Worsening (low is good)
↓	Improving (low is good)	↓	Worsening (high is good)
↔	No change or little change		

Growing our Economy – annual measures

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
Number of businesses per 10,000 adults (business density)	Rate / 10,000	332	376	-	-	↑		Annual figure calculated as follows 2012 vat registered businesses divided by population 16 to 64 as 10,000 - hence 63,500 so divided by 6.35.
Number of tourist days - staying visitors	No.	1431800	1526600	1000000	Green	↑	1,431,800 – 1,745,900	
Number of tourist days - total for staying visitors and day visitors	No.	2399000	2510000	2000000	Green	↑	2,399,000 – 2,718,000	
Pedestrian flow count:	No.							
• Dunbar	No.	4450	Not available					
• Haddington	No.	3330	Not available					
• Musselburgh	No.	9130	Not available					
• North Berwick	No.	3840	Not available					
• Prestonpans	No.	1010	Not available					
• Tranent	No.	3640	Not available					

Growing our economy – quarterly measures

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
24 month business survival rate (% of new businesses supported by East Lothian Council grants and loans surviving after 24 months)	%	76 (Q3 13/14)	74.10	85.00	Amber	↓	74.1 - 76	Q4 Sample of 111 - 19% no response which needs to be chased. 3.6 ceased trading
No. of jobs created in businesses supported by East Lothian Council grants and loans (4 quarter rolling average)	No.	26.13 (Q3 13/14)	22.38	11.00	Green	↑	21.88 – 26.63	
Total number of new business starts supported by East Lothian Council grants and loans	No.	61.00 (Q3 13/14)	59.00	25.00	Green	↓	42 - 61	Q4 Target achieved and annual figure of 200 met

The environment and waste management - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
% P6 pupils agreeing that they can give an example of how they care for the environment	%	97.40	96.70	-	-	↓	96.1 – 97.4	Based on the responses of P6 pupils surveyed during November/December 2013. Shows a slight decrease of 0.7% on the previous year.
% S2 pupils agreeing that they can give an example of how they care for the environment	%	93.20	94.40	-	-	↑	90.4 – 94.4	Based on the responses of S2 pupils surveyed during November/December 2013. Shows an increase of 1.2% on the previous year and an improving trend year on year since 2008/09.

The environment and waste management - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
The number of people using civic amenity sites	No.	52374 (Q4 12/13)	55684	55000	Green	↑	52657 - 66462	
% of 'other' waste recycled	%	70% (Q3 13/14)	78%	74%	Green	↑	70 - 78%	
% of green waste and beach waste recycled	%	100% (Q3 13/14)	100%	98%	Green	↔	100 - 00%	
Cleanliness index score	Score	78 (Q3 13/14)	76	73	Green	↓	71 - 79	
Number of fly-tipping incidents	No.							The process for recording fly-tipping incidents is being revised. The PPRC is due to receive a report on the subject of fly-tipping, which will address the way in which incidents are recorded.

Crime, safety, anti-social behaviour and criminal justice social work - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
% of young people reporting that they feel safe to go out in their neighbourhood in the evening	%	79.4%	77.7%	85%	Red	↓	77.7 - 81.4	
1-year reconviction rate (% of those given a non custodial sentence or discharged from custody in a given year who are reconvicted of at least one other offence within one year)	%	28.8 (result for the 2010/11 cohort)	23.1 (result for the 2011/12 cohort)	-	-	↓	23.1 – 28.8	The 2011/12 result refers to the cohort of offenders that received a conviction in 2010/11 (i.e. those that were reconvicted of an offence in the year between 2010/11 and 2011/12).

Crime, safety, anti-social behaviour and criminal justice social work - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
Proportion of Criminal Justice Social Work Reports submitted to court by due date	%	97.1 (Q3 13/14)	96.7	-	-	↓	96.7 – 98.9	
Proportion of Community Payback Orders starting placement within 7 days	%	78 (Q3 13/14)	80.55	67	Green	↑	75 – 80.55	

Countryside and leisure - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
% P6 pupils agreeing that taking part in physical activities out with school is important to them	%	86.8	91.2	87	Green	↑	86.8 – 91.2	Based on the responses of P6 pupils surveyed during November/December 2013. Shows an increase of 4.4% on the previous year and an improving trend since 2009/10.
% P6 pupils agreeing that they are encouraged to live a healthy life	%	98.2	98.2	95	Green	↔	96.1 – 98.2	Shows a relatively static trend over the last 3 years
% S2 pupils agreeing that taking part in physical activities out with school is important to them	%	74.6	77.8	80	Amber	↑	70 – 77.8	Shows an increase of 3.2% on the previous year and an improving trend since 2008/09.
% S2 pupils agreeing that they are encouraged to live a healthy life	%	96.4	93.7	95	Amber	↓	93.7 – 96.4	Shows a decrease of 2.7% on the previous year.

Countryside and leisure - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
Number of attendances at indoor sports and leisure facilities	No.	153,671 (Q4 12/13)	163,401	130,000	Green	↑	125,431 – 163,401	
Number of attendances at pools	No.	83,526 (Q4 12/13)	89,276	110,000	Red	↑	76,418 – 93,728	
Number of primary participants in Healthy Living Service clubs	No.	1855 (Q4 12/13)	1775	4000	Red	↓	1350 - 1942	
Number of secondary participants in Healthy Living Service clubs	No.	2144 (Q4 12/13)	1748	1580	Red	↓	1101 - 1748	

Children's Wellbeing - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
% of children looked after at home with positive post school destinations	%	33.3 (2011/12 result)	44.4 (2012/13 result)	-	-	↑	33.3 – 60.0	The percentage of school leavers who were looked after at home by the authority entering a positive destination shows an increase on the previous year. The data is based on a cohort of 10 leavers or less and care must be taken when drawing conclusions about the figures as they will fluctuate more widely from year to year as a result.
% of children looked after away from home with positive post school destinations	%	71.4 (2011/12 result)	66.7 (2012/13 result)	-	-	↓	50.0 – 82.4	The percentage of school leavers who were looked after away from home by the authority entering a positive destination shows a decrease on the previous year. The data is based on a cohort of 10 leavers or less and care must be taken when drawing conclusions about the figures as they will fluctuate more widely from year to year as a result.
% of children looked after by the local authority with positive post school destinations	%	60.0 (2011/12 result)	57.1 (2012/13 result)	-	-	↓	57.1 – 65.4	The percentage of school leavers who were looked after by the authority entering a positive destination shows a drop of 2.9% on the previous year. The East Lothian looked after percentages are calculated from a very small number of leavers in comparison to the national figures and care must be taken when drawing conclusions locally as the figures will fluctuate more widely from year to year as a result.

Children's Wellbeing - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
Average number of placement moves	No.	2.2 (Dec 2013)	2.1 (March 2014)	2.2	Green	↓	21. – 2.3	

Effective, efficient and excellent services - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
Percentage of income due from Council Tax received by the end of the year	%	96.4%	96.3%	96.4%	Green	↔	95.3% - 96.4%	
Proportion of internal floor area of operational buildings in satisfactory condition	%	96.13	95.97	96.6	Amber	↓	95.27 – 96.48	
Proportion of operational buildings that are suitable for their current use	%	83.25	83.84	83.7	Green	↑	78.17 – 83.84	

Effective, efficient and excellent services - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
% of calls within contact centre (excluding switchboard) answered	%	83.0 (Q3 13/14)	88.7	90	Amber	↑	82.7 – 88.7	
% of invoices paid on time	%	92.4 (Q3 13/14)	89.6%	90	Amber	↓	93.8% - 89.6%	The annual average in 2013/14 was 91.66% compared to 86.52% in 2012/13
% spend with contracted suppliers	%	79 (Q3 13/14)	71	80	Amber	↓	71 - 80	
Non-domestic rates collection rate	%	96.6 (Q4 12/13)	97.8%	96.6%	Green	↑	n/a	
Cost of HR function per FTE employee	£	68.57 (Q3 13/14)	60.31	125.00	Green	↓	60.31 – 79.18	
RIDDORS per 1,000 employees	No.	4 (Q3 13/14)	0	5	Green	↓	0 - 19	

Transport, roads and lighting - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
% of road network resurfaced by surface renewal	%	1.43	1.83	2.6	Red	↑	1.43 – 4.00	
% of road network resurfaced by top dressing	%	3.60	2.10	5.0	Red	↓	2.1 – 6.0	
Length of Paths Improved	KM	1.2	14.0	3.5	Green	↑	1.2 – 14.0	

Transport, roads and lighting - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
Street lighting - average time to repair failure	Days	2.57 (Q3 13/14)	2.69	7	Green	↑	1.39 – 2.69	

Protective services - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
% Food Standards Inspections on time	%	100 (Q3 13/14)	100	100	Green	↔	100%	
• high risk								
• medium risk	%	91 (Q3 13/14)	92	100	Amber	↑	77% - 92%	
• low risk	%	95 (Q3 13/14)	96	90	Green	↑	96% - 100%	
% Health & Safety Inspections on time	%	100 (Q3 13/14)	100	100	Green	↔	100%	
• high risk								
• medium risk	%	100 (Q3 13/14)	100	90	Green	↔	100%	
• low risk	%	98 (Q3 13/14)	95	80	Green	↔	95% - 96%	

% Trading Standards inspection targets achieved	%	100 (Q3 13/14)	100	100	Green ↔	100%	
• high risk							
• medium risk	%	95 (Q3 13/14)	94	90	Green ↔	92% - 94%	
• low risk	%	100 (Q3 13/14)	100	80	Green ↔	100%	
% of abandoned vehicles uplifted within 14 days	%	100 (Q3 13/14)	100	100	Green ↔	100%	
Trading Standards Business Advice Requests - % response within 14 days	%	100 (Q3 13/14)	98	100	Amber ↓	100% - 96%	
Trading Standards Consumer complaints - % response within 14 days	%	91 (Q3 13/14)	94	100	Amber ↑	91% - 94%	
Trading Standards Consumer enquiries - % of same day responses	%	100 (Q3 13/14)	100	100	Green ↔	100%	

Cultural and community services - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
Percentage of Community Learning and Development events evaluated as having a positive effect on the development and life chances of adult participants	Score	88 (Q3 13/14)	88	72	Green	↔	77% – 88%	
Percentage of Community Learning and Development events evaluated as having a positive effect on the development and life chances of youth participants	Score	82 (Q3 13/14)	78	70	Green	↓	82% - 77%	

Housing and homelessness - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
% Assessments in under 28 days	%	75 (Q3 13/14)	76	80	Amber	↑	75% - 76%	
Current tenants' arrears as a percentage of net rent due	%	12.47 (Q3 13/14)	11.52	Target being reviewed	Amber	↓	12.47% - 10.49%	The annual average in 2012/13 was 11%. Having risen to 12.47% the quarterly average fell back to 11.52% in the last quarter

Education - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
% P6 pupils agreeing that they are treated fairly in school	%	90.4	91	93	Amber	↑	89.6 – 93.2	Based on the responses of P6 pupils surveyed during November/December 2013. Shows a slight increase of 0.6% on the previous year and an improving trend since 2011/12.
% P6 pupils agreeing that they contribute to how decisions are made in schools	%	88.3	89.7	93	Amber	↑	88.3 – 92.4	Based on the responses of P6 pupils surveyed during November/December 2013
% P6 pupils agreeing that they feel safe and secure in school	%	92.5	94	95	Amber	↑	91.5 – 96.1	Based on the responses of P6 pupils surveyed during November/December 2013
% P6 pupils agreeing that they have opportunities to contribute to the life of the school	%	93.8	94.8	95	Amber	↑	90.9 – 96.3	Based on the responses of P6 pupils surveyed during November/December 2013
% S2 pupils agreeing that they are treated fairly in school	%	81.7	83.6	85	Amber	↑	78.7 – 83.6	Based on the responses of S2 pupils surveyed during November/December 2013. Shows an increase of 1.9% on the previous year and an improving trend since 2008/09.
% S2 pupils agreeing that they contribute to how decisions are made in schools	%	68.2	65.7	70	Amber	↓	64.1 - 68.2	Based on the responses of S2 pupils surveyed during November/December 2013
% S2 pupils agreeing that they feel safe and secure in school	%	84.7	84.2	88	Amber	↔	75.4 – 88.9	Based on the responses of S2 pupils surveyed during November/December 2013
% S2 pupils agreeing that they have opportunities to contribute to the life of the school	%	84.6	84.4	85	Amber	↔	72.2 – 84.6	Based on the responses of S2 pupils surveyed during November/December 2013
Number of pupil exclusions as a rate per 1,000	Rate / 1000	35.4	-	-		↓	35.4 – 54.9	The latest data relates to 2012/13 (published in December 2013). Shows an

population (all pupils)								improving trend in East Lothian over the last 3 years and is now just 2.7 points above the national rate of 32.7
Number of pupils excluded as a rate per 1,000 population (all pupils)	Rate / 1000	18.6	-	-		↓	18.6 – 28.8	The latest data relates to 2012/13 (published in December 2013). Shows an improving trend over the last 6 years in East Lothian.

Healthier living, independent living and community care - quarterly

Measure	Unit of measure	Previous period	Q4 2013/14 result	Target	RAG	Trend	Range (over past 4 quarters)	Comment
% of people 65+ with intensive needs receiving care at home	%	41.89 (Q3 13/14)	41.91	35	Green	↔	41.89 – 42.17	
% of new clients (65+) for whom target for service delivery was met (6 weeks between end of assessment and start of service)	%	97.7 (Q3 13/14)	96.5	100	Amber	↓	96.5 – 97.7	
Proportion of care at home clients (age 65+) receiving Personal Care	%	94.9 (Q3 13/14)	94.9	-	-	↔	94.2 – 94.9	
Proportion of care at home clients (65+) receiving evening/overnight service	%	49.6 (Q3 13/14)	50.0	-	-	↑	49.6 – 50.6	
Proportion of care at home clients (65+) receiving a service at weekends	%	87.9 (Q3 13/14)	88.5	-	-	↑	87.0 – 88.5	
Number of delayed discharge patients waiting over 4 weeks	No.	4 (Q3 13/14)	6	0	Red	↑	3 - 8	The target of 0 delayed discharge patients waiting over 4 came into effect from April 2013 - was a six week target prior to that date. The target waiting time will reduce to 2 weeks from April 2015

Services built around people and communities - annual

Measure	Unit of measure	2012/13 result	2013/14 result	Target	RAG	Trend	Range (over past 5 years)	Comment
% of adult residents stating their neighbourhood is a "very good" or "fairly good" place to live	%	95	-	95	Green	↓	95 - 99	Data for 2012 is from the 2012 Scottish Household Survey. The results of the Survey were released at the end of 2013. The previous result for this measure is from the 2011 Resident's Survey.
Percentage of adults agreeing with the statement 'I can influence decisions affecting my local area'	%	24	-	23	Green	↑	16 – 32.6	Data for 2012 is from the 2012 Scottish Household Survey. The results of the Survey were released at the end of 2013. The previous result for this measure is from the 2011 Resident's Survey.

Policy and Performance Review Committee: Annual Work Programme 2014 Update (April 2014)

Date	Performance Monitoring/ Inspection Reports	Reports requested by members/ Other Reports
29 th Apr 2014	Follow up to Housing Benefit performance report SOLACE / Improvement Service Performance Indicators	Review of Effectiveness of Council Investment in Police and Community Wardens Impact of Welfare Reform Report on Winter Roads Maintenance (Cllr McAllister) Work Programme Update
17 th June 2014	Q4 Performance Indicators	Report on Fly-tipping Report on dog fouling (Cllr McAllister) Report on the impact of the Voluntary Early Retirement Scheme / Efficient Workforce Management Report on Literacy Levels in East Lothian schools (Cllr McKenzie) Work Programme Update
Sept 2014	Q1 Performance Indicators Draft Council Annual Performance Report Adult and Child Protection performance monitoring report Social Work Complaints and Feedback Annual Report Customer Feedback – six monthly report	Report on provision of outdoor learning to schools (Cllr Williamson) Report on Use of Council Bus Fleet Work Programme Update
Nov 2014	Q2 Performance Indicators 2012/ 1013 Statutory Performance Indicators Comparison Report	Report on Rent Arrears Work Programme Update