

APPENDIX 1

Children, Adults & Housing: Learning & Achievement

Annual Report 2015 – 2016 Complaints and Compliments

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Executive Summary

Learning & Achievement have faced challenges during 2015/16 with the embedding of the Children & Families Act and the new SEND process, along with the increased school place pressures, resulting in a number of schools having to expand to accommodate the increased numbers. This has shown how these areas have been impacted in relation to the increase in complaints received, which has more than doubled in 2015/16.

1. Ombudsman referrals

There was three Ombudsman enquiries, with two being premature/informal, and one where no investigation was warranted.

	Apr 15 Mar16	Apr14- Mar15	Apr13- Mar14
Maladministration		1	
No investigation	1		
No maladministration after investigation			
Ombudsman discretion			
Investigation with Local settlement			1
Outside Jurisdiction		1	
Investigation Discontinued			
Premature/Informal enquiries	2	2	
Total	3	4	1

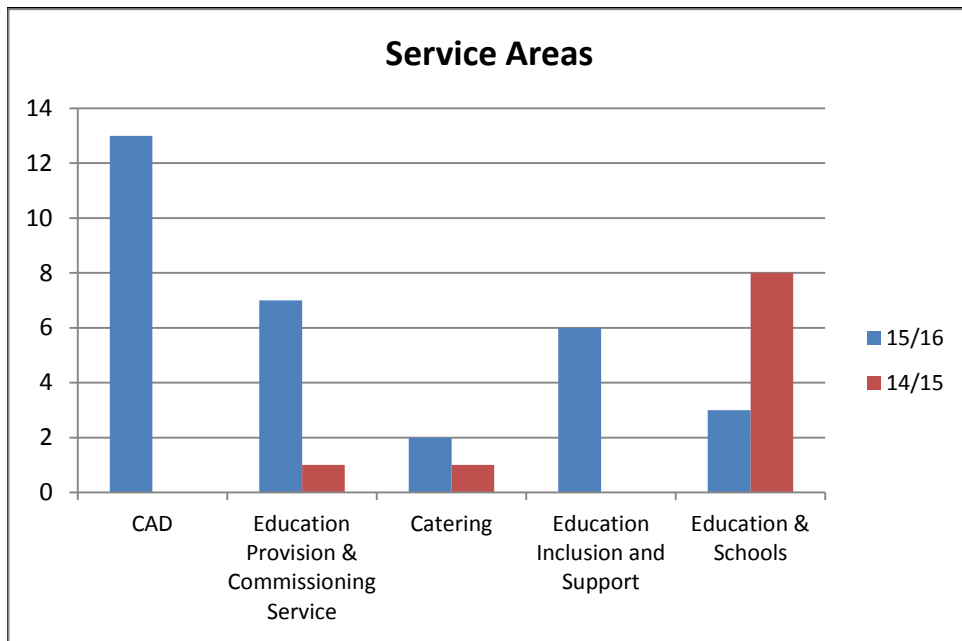
2. Total number of complaints

The number of complaints has increased by 58% in 2015/16 compared to 2014/15, although the number of enquiries have dropped by 27%. Enquiries are those complaints that are in relation to school matters that are referred to the relevant school/college to be taken through their own complaints procedure.

	Corporate Complaint	Enquiry	Total
2015/16	31	35	69
2014/15	13	48	61
2013/14	27	14	41

2.1 Service Areas

Service areas within Learning & Achievement changed during 2015/16 with the introduction of the Children and Families Act 2014 with the bringing together of Children and Adults with Disabilities (CAD) into one team to reflect the seamless service from birth to death and the introduction of the Special Educational Needs (SEND) process. Therefore a high number of complaints related to the implementation of the Children and Families Act. Also the 86% increase for Education Provision & Commissioning Service resulted from a number of complaints in relation to school expansions.

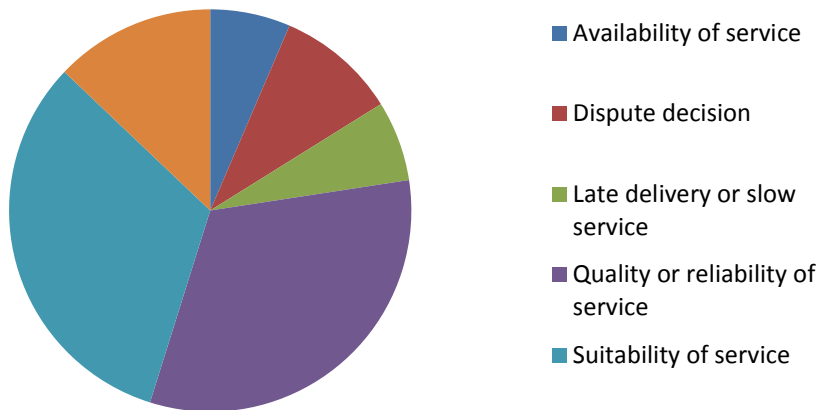


Column1	15/16	14/15
CAD	13	0
Education Provision & Commissioning Service	7	1
Catering	2	1
Education Inclusion and Support	6	0
Education & Schools	3	8

2.2 Reasons

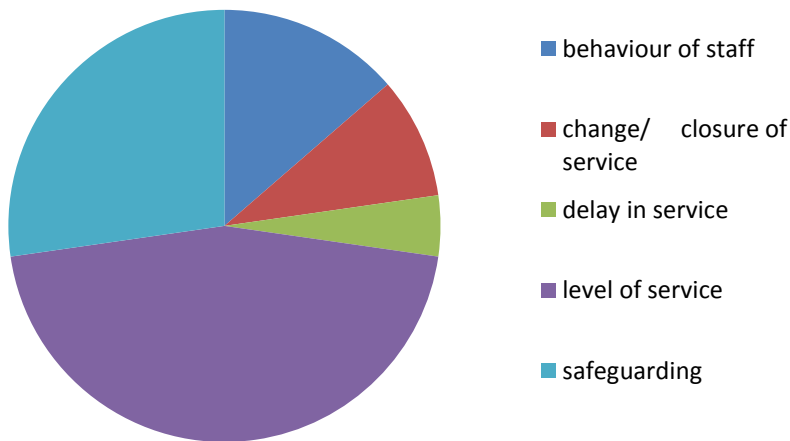
Due to the change in recording of Corporate complaints and the categories, it is not comparable to previous year's data and therefore can only show the breakdown of the complaint reasons for 2015/16. 'Quality and reliability' and 'Suitability of service' were the main reasons for complaint during 2015/16 and related to school expansion programme, provision regarding SEN transport and special educational needs.

Learning & Achievement Corporate Complaints Reasons 2015/16



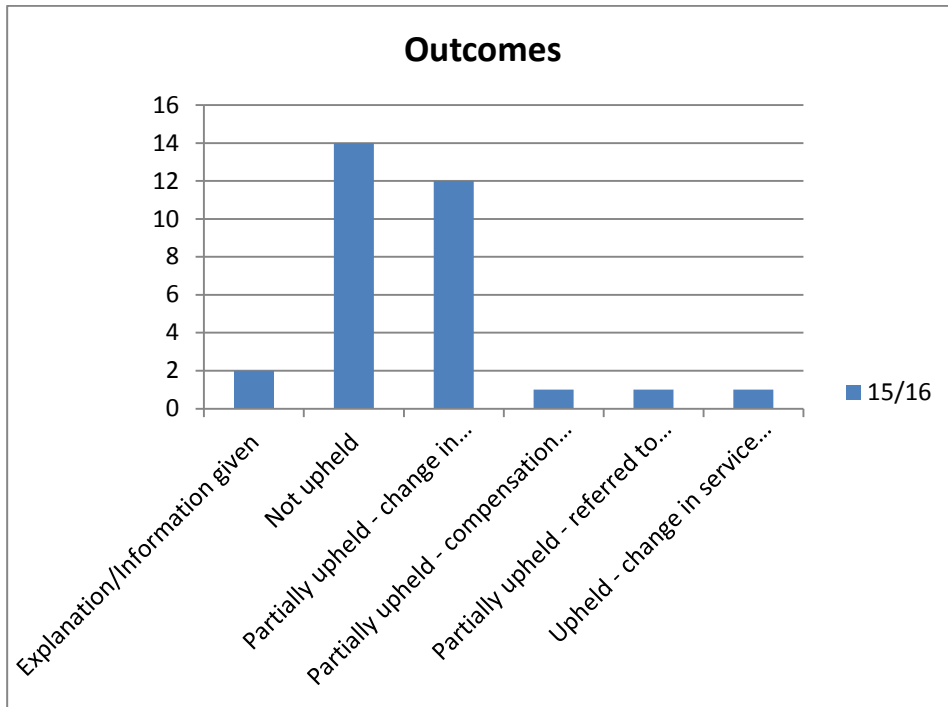
Below shows the breakdown of the reasons of those enquiries that were referred to either schools or colleges. The highest is in relation to 'level of service' and the majority of these were in relation to bullying and how the school/college dealt with it. Linked to this was 'safeguarding, the next highest. Again some of this was in relation to bullying incidents within the school where concerns were raised which, following robust investigations, were identified as perceived risks, rather than actual risk to an individual child or safety of children within the school/college. Those that were around 'behaviour of staff', the majority were in relation to perceived childminders' behaviour within education premises.

Schools/Colleges - Reasons 2015/16



2.3 Outcome

Although reporting for outcomes has been done retrospectively, it will enable the Service to see comparable data in future years. Below shows that the majority of the complaints were 'not upheld', with the next highest outcome being 'partially upheld – change in service provision'. These may have included provision being agreed or increased, or changes to practice in relation to provision.



2.4 Response times

There were 31 Corporate complaints received during 2015/16 an increase of 58% compared to 2014/15, with 97% being responded to within timescale. This improved from 2014/15 where 77% were responded to within timescale. It should be noted that corporate timescales had changed in 2015/16 to 15 days as opposed to 10 days. Learning & Achievement continue to have a high response rate.

	Within 15 days		Outside of timescale	
	Apr15- Mar16	Apr14- Mar15	Apr15 – Mar16	Apr14- Mar15
Corporate Complaints	30	10	4	3

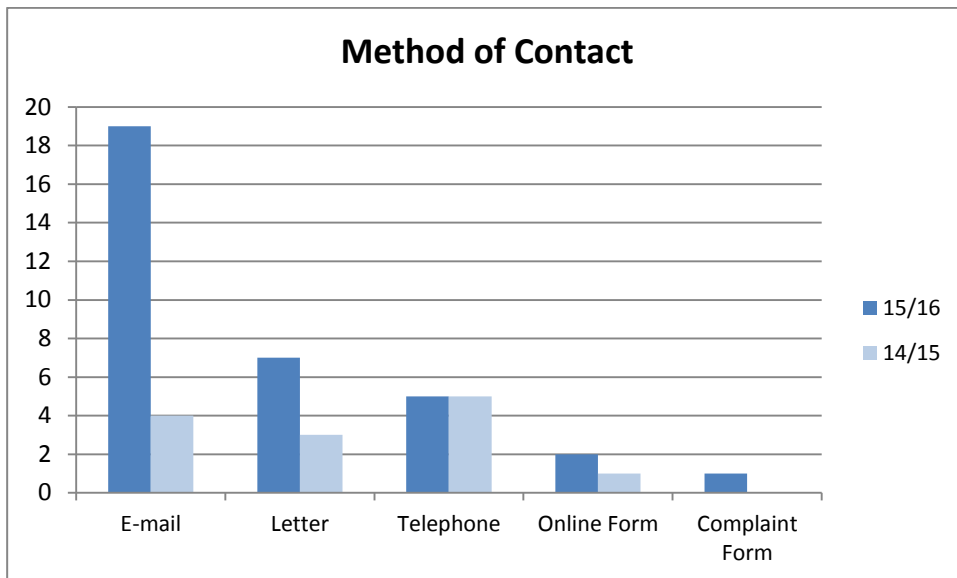
3. Members' Correspondence

Members enquiries have increased by 13% in 2015/16 with 93% responded to within timescale. Learning & Achievement continue to have a high response rate.

	2015/16	2014/15	2013/14
Members Correspondence (from MP's & Cllrs)	54	47	62

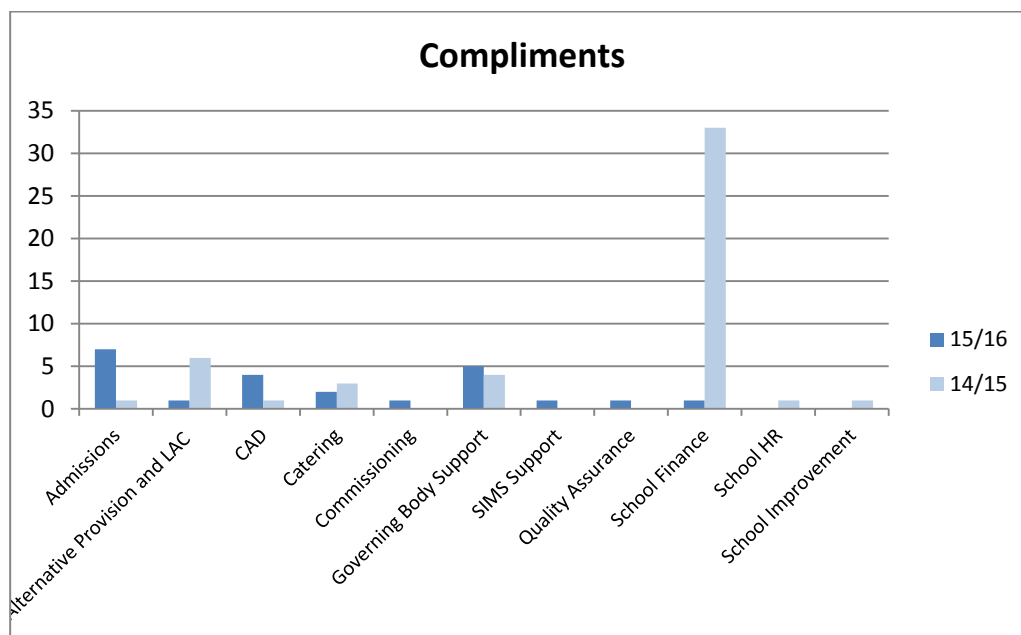
4. How Complaints were received

Complainants continue to prefer making their complaint either by email or letter which has shown an increase of 79% and 57% respectively in 2015/16 compared to 2014/15. Telephone contact remains at the same level, and there has been a slight increase in those using the online form.



5. Compliments

Compliments have decreased by 58% in 2015/16 from 2014/15, however in 2014/15 a survey resulted in the high number during this period. There have been increases across Admissions, CAD and Governing Body Support with Quality Assurance and SIMS Support receiving compliments during 2015/16. The majority of compliments were in relation to the help and support provided.



Some examples of compliments received are given below:

A mother feedbacks on a worker ' she is absolutely brilliant fabulous, I can't fault her. From the very beginning when she came to see the child she was very thorough in checking things out for him. She keeps you informed through phone calls back & forth always phones you back.' Totally different changed our lives so (she) should keep doing what she is doing.' – **Children & Adults with Disabilities (CAD)**

A headteacher writes 'I am writing to express my appreciation and thanks on behalf of the GoverningBody for the help and support you have given to the school since my appointment in 2012. You have always conducted our meetings in a very professional and approachable manner, for which we would like to thank you.' – **Governing Body Support**

A Director of an Academy's Trust writes about a worker 'Just a personal note to thank you and your department for all of your work, support and advice which has been of enormous help to us throughout the year. The improvements made since you have been in post have been considerable, and have enabled us to carry out our whole admissions process with greater knowledge, confidence and efficiency.' – **Admissions**

A headteacher writes 'I just want to say a huge personal thank you to all of you, for all the thought and support you put into helping me with the alteration of the Pastoral Structure. Please pass on my thanks to all the team, who showed amazing patience and kept me sane...'. – **School Information Management System (SIMS)**

6. Conclusion

Complaints data for Learning & Achievement in relation to Corporate complaints is limited, as the categories differ from that within Adults and Children's Social Care. Data in relation to enquiries is based on reports within Children's Social Care, and therefore is reflective of this.

There has been an increase in the number of complaints for Learning & Achievement, based on the changes, not only within the Service but also changes within Schools, in particular the schools expansion programme and the change with the bringing together of Children and Adults with Disabilities under Learning & Achievement.

Learning & Achievement continue to have a good response rate on complaints and may need look at schools and their bullying policies/practices. The service continues to challenge schools in relation to their practice around bullying.