South Lanarkshire Council

Council Offices, Almada Street
Hamilton, ML3 0AA

Tuesday, 27 March 2018

Dear Member

Education Resources Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: **Tuesday, 14 November 2017**
Time: **10:00**
Venue: **Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA**

The business to be considered at the meeting is listed overleaf.

Members are reminded to bring their fully charged tablets to the meeting

Yours sincerely

Lindsay Freeland
Chief Executive

Members

Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Stephanie Callaghan, Margaret Cooper, Poppy Corbett, Margaret Cowie, Fiona Dryburgh, Alistair Fulton, Lynsey Hamilton, Ian Harrow, Mark Horsham, Ann Le Blond, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Sheena Wardhaugh, David Watson

Substitutes

Jackie Burns, Maureen Devlin, Isobel Dorman, Eileen Logan, Colin McGavigan, Mark McGeever, Jim McGuigan, Richard Nelson, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh, Jared Wark,

External Members

Religious Representatives
Nagy Iskander, John Mulligan, Gillian Coulter

Teacher Representatives
Andy Harvey, Ann Marie Hobson

Parent Council Representatives
Hilary Kirby, Susannah McIntosh

BUSINESS

1   Declaration of Interests

2   Minutes of Previous Meeting

Monitoring Item(s)

3   Education Resources - Revenue Budget Monitoring 2017/2018
Joint report dated 10 October 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

4   Education Resources - Capital Budget Monitoring 2017/2018
Joint report dated 11 October 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

5   Education Resources - Workforce Monitoring - July to September 2017
Joint report dated 11 October 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

6   Education Resources' Resource Plan - Quarter 2 Progress Report - 1 April tp 30 September 2017
Report dated 24 October 2017 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Noting

7   South Lanarkshire's Children's Services Plan
Joint report dated 24 October 2017 by the Executive Director (Education Resources) and Director (Health and Social Care). (Copy attached)

8   Review of the Impact of the Scottish Schools (Parental Involvement) Act 2006
Report dated 20 October 2017 by the Executive Director (Education Resources). (Copy attached)

9   Developing our Young Workforce - Scotland's Youth Employment Strategy
Report dated 26 October 2017 by the Executive Director (Education Resources). (Copy attached)

10   Leadership Development - Professional Learning Trios
Report dated 19 October 2017 by the Executive Director (Education Resources). (Copy attached)

11   Spotlight on Learning
Report dated 19 October 2017 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

12   Urgent Business
Any other items of business which the Chair decides are urgent.

Exclusion of Press and Public

13 Exclusion of Press and Public

It is recommended that the Committee makes the following resolution:-

"That, in terms of Section 50A(4) of the Local Government (Scotland) Act 1973, the press and public be excluded from the meeting for the following item(s) of business on the grounds that it is likely that there will be disclosure of exempt information in terms of Paragraphs 5 and 14 of Part I of Schedule 7A of the Act."

Item(s) for Noting

14 Scottish Historial Child Abuse Inquiry

- Exempt information in terms of Paragraph 5 of Part I of Schedule 7A of the Act
- Exempt information in terms of Paragraph 14 of Part I of Schedule 7A of the Act

For further information, please contact:-

Clerk Name: Lynn Paterson
Clerk Telephone: 01698 454669
Clerk Email: lynn.paterson@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 5 September 2017

Chair:
Councillor Katy Loudon

Councillors Present:
Alex Allison, John Anderson, Stephanie Callaghan, Margaret Cooper, Poppy Corbett, Peter Craig (Depute), Maureen Devlin *(substitute for Councillor Cowie)*, Fiona Dryburgh, Alistair Fulton, Lynsey Hamilton, Mark Horsham, Eileen Logan *(substitute for Councillor Razzaq)*, Monique McAdams, Julia Marrs, Gladys Miller, Lynne Nailon, Carol Nugent, John Ross, David Shearer *(substitute for Councillor McAllan)*, Collette Stevenson *(substitute for Councillor Watson)*, Bert Thomson *(substitute for Councillor Scott)*, Sheena Wardhaugh, Jared Wark *(substitute for Councillor Le Blond)*

Councillors' Apologies:
Margaret Cowie, Ian Harrow, Ann Le Blond, Ian McAllan, Mo Razzaq, Graham Scott, Margaret B Walker, David Watson

External Members Present:
Gillian Coulter, John Mulligan, Bill Ramsay

External Member's Apology:
Susannah McIntosh

Attending:
Education Resources
T McDaid, Executive Director; D Dickson, Head of Education (East Kilbride); A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Clydesdale and Hamilton); S Nicolson, Head of Education (Curriculum, Learning and Teaching)
Finance and Corporate Resources
P MacRae, Administration Officer; M Milne, HR Business Partner; L O'Hagan, Finance Manager (Strategy)

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1 Declaration of Interests
No interests were declared.

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2 Education Resources - Revenue Budget Monitoring 2017/2018
A joint report dated 9 August 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted comparing actual expenditure at 21 July 2017 against budgeted expenditure for 2017/2018 for Education Resources.

Details were provided on proposed budget virements to realign budgets.

The Committee decided:

(1) that the breakeven position on the Education Resources' revenue budget at 21 July 2017 be noted;

(2)   that the forecast to 31 March 2018 of a breakeven position be noted; and

(3)   that the budget virements, as detailed in the appendix to the report, be approved.

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3   Education Resources - Capital Budget Monitoring 2017/2018

A joint report dated 1 August 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted advising of the progress on the Education Resources' capital programme 2017/2018 and summarising the expenditure position at 21 July 2017.

The Committee decided: that the report be noted.

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4   Education Resources - Workforce Monitoring - April to June 2017

A joint report dated 1 August 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period April to June 2017:-

- ♦   attendance statistics
- ♦   occupational health statistics
- ♦   accident/incident statistics
- ♦   disciplinary hearings, grievances and Dignity at Work cases
- ♦   analysis of leavers
- ♦   Joint Staffing Watch as at 10 June 2017

The Committee decided: that the report be noted.

[Reference: Minutes of 14 February 2017 (Paragraph 5)]

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5   Education Resources' Resource Plan - Quarter 4 Progress Report 2016/2017

A report dated 29 August 2017 by the Executive Director (Education Resources) was submitted on the Education Resources' Resource Plan 2016/2017.

Details were provided on progress made at the end of quarter 4, covering the period April 2016 to March 2017, in implementing the priority projects identified in the Resource Plan.

The Committee decided: that the report be noted.

[Reference: Minutes of 22 November 2016 (Paragraph 6)]

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6   School Holiday Dates for Session 2018/2019

A report dated 10 August 2017 by the Executive Director (Education Resources) was submitted on proposed holiday arrangements for schools in South Lanarkshire for session 2018/2019. Neighbouring education authorities, all teachers, trades unions and parent councils had been consulted on the proposals.

The Committee decided: that the following school holidays for session 2018/2019 be approved:-

Session 2018/2019

First Term	*Teachers' In-service*	*Tuesday*	*14 August 2018*
	In-service day	*Wednesday*	*15 August 2018*
	Pupils return	Thursday	16 August 2018
September	Close on	Thursday	20 September 2018
Weekend	Re-open	Tuesday	25 September 2018
October Break	Close on	Friday	12 October 2018
	Re-open	Monday	22 October 2018
	In-service day	*Monday*	*19 November 2018*
Christmas	Close on	Friday	21 December 2018 at **2.30pm**
	Re-open	Monday	7 January 2019
Second Term			
February break	Close on	Friday	8 February 2019
	Closed	Tuesday	12 February 2019
	In-service day	*Wednesday*	*13 February 2019*
Spring	Close on	Friday	29 March 2019 at **2.30pm**
break/Easter	Re-open	Monday	15 April 2019
	Close on	Thursday	18 April 2019
	Re-open	Tuesday	23 April 2019
Third Term			
Local Holiday	Closed	Monday	6 May 2019
	In-service day	*Tuesday*	*7 May 2019*
Local Holiday*	Close on	Thursday	23 May 2019
	Re-open	Tuesday	28 May 2019

*Lanark schools to observe 6 and 7 June 2019 (Lanimers)

Summer break	Closed	Friday	28 June 2019 at **1.00pm**
Proposed in-service days	*2 dates for teachers' in-service training for August 2019 still to be confirmed.		

Working Days for Teachers   **195**

[Reference: Minutes of 22 November 2016 (Paragraph 7)]

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7 Education Resources' Workforce Plan 2017 to 2020 - Right People, Right Place, Right Time

A report dated 18 August 2017 by the Executive Director (Education Resources) was submitted on Education Resources' Workforce Plan 2017 to 2020.

On 8 March 2017, the Executive Committee had agreed the Council Workforce Plan 2017 to 2020, with Resources being required to provide updates on their Workforce Plan to their respective committees.

Education Resources' Workforce Plan 2017 to 2020, attached as Appendix 1 to the report, was developed around the vision, values, ambitions and objectives of the draft Council Plan, 'Connect' 2017 to 2022.

A forward plan had been developed to ensure that workforce planning activity was co-ordinated and progressed by appropriate officers on an ongoing basis. Details of the forward plan were provided in Appendix 2 to the report.

The Committee decided:

(1)   that the Education Resources' Workforce Plan 2017 to 2020 be approved; and

(2)   that progress achieved on developing the Resource Workforce Action Plans be noted.

[Reference: Minutes of the Executive Committee of 8 March 2017 (Paragraph 9)]

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8   Education Implementation of Parts 4, 5 and 18 of the Children and Young People (Scotland) Act 2014

A joint report dated 21 August 2017 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on a proposal to add a temporary post of GIRFEC Officer to the establishment of the Inclusive Education Service to support the implementation of Parts 4, 5, and 18 of the Children and Young People (Scotland) Act 2014.

Key elements identified within the role of the GIRFEC Officer (Inclusive Education Service) were detailed in the report. The addional post would enable the Service to provide the required training, guidance and support to all Education Resources' staff involved in the delivery of the Named Person function as set out in statutory guidance. Recruitment to the post would be on a secondment basis, for a period of 23 months (September 2017 to August 2019) and would be funded by monies provided by the Scottish Government for the development and implementation of the duties and powers within the Children and Young People (Scotland) Act 2014.

The Committee decided: that a post of GIRFEC Officer (Inclusive Education Service) be established on a temporary basis, for a period of 23 months (September 2017 to August 2019), on the SNCT national salary scale at (Q10) points 1 to 3 (£51,687 to £57,672).

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9   Schools' Online Payments System - Proposal

A joint report dated 18 August 2017 by the Executive Directors (Education Resources), (Finance and Corporate Resources) and (Community and Enterprise Resources) was submitted:-

♦   providing details of the evaluation of a pilot project involving the use of an online payment system in South Lanarkshire schools
♦   on proposals to rollout the system to all schools and establishments over a 2 year period

In 2013, the Improvement Service formed a National Working Group to develop an online school payments solution for all local authorities which would:-

♦   be easy to use and have an intuitive payment process for parents
♦   provide real time balance information for parents

♦ ensure real time pupil validation to ensure payments were allocated against the correct pupil

♦ possess full fund management capabilities to ensure that monies were paid against the correct pupil and to the correct fund, with an electronic audit trail of the transaction

In August 2015, the Council selected ParentPay, one of 3 suppliers within the National Framework, and commenced a pilot project for the use of the online payments system, which involved 8 establishments, including 2 secondary schools, 5 primary schools and 1 standalone nursery. Key findings from the pilot were detailed in the report.

In view of the positive feedback from the pilot project, both in terms of level of use and satisfaction with the system, it was proposed that ParentPal be implemented across all schools and establishments over a 2 year period. The proposed rollout aligned itself with a number of the principles detailed in the Council's new Digital Strategy.

Capital costs were estimated at £110,000 and would be funded through the Finance and Corporate Resources' capital programme. Annual recurring costs, estimated at £213,000, would be met, during the implementation phase, from the Council's IT Development Fund. It was anticipated that, following a successful implementation, a further review of processes would be undertaken to identify efficiencies which could be used to fund the project in the future.

The Committee decided:

(1) that the positive evaluation of the pilot online payment system in South Lanarkshire schools be noted;

(2) that the online payment system be implemented across all schools and establishments; and

(3) that the commitment to develop and implement savings proposals, to enable the system to be self-funding from 2020 onwards, be noted.

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10 Scottish Government Attainment Fund - Pupil Equity Funding

A joint report dated 31 July 2017 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted providing an update on the Council's approach to supporting schools in the implementation of Pupil Equity Funding (PEF).

In 2016, the Scottish Government announced that, from April 2017, an additional £120 million would be provided direct to Headteachers through the Attainment Scotland Fund, to reduce the poverty related attainment gap. The key principles of PEF were outlined in the report.

For 2017/2018, the total PEF allocated to South Lanarkshire was £7.9 million and it was anticipated that this funding would continue for a further 3 years.

On 27 February 2017, at an event organised by the Scottish Government, national operational guidance was provided to Headteachers to help schools plan how they would most effectively invest their PEF allocation to improve educational outcomes. Information on the national operating guidance was provided in the report. This guidance was supplemented by local operational guidance issued by Education Resources, a copy of which was attached as Appendix 1 to the report.

Planning and consultation on the use of PEF would take place within the normal School Improvement Planning Cycle and School Improvement Plan and templates had been updated to reflect and record the use of PEF. Section 6 of the Council's Guidance for Schools acknowledged the current national context in terms of the difficulties around teacher availability and recruitment. In addition to the requirement for teaching staff, a range of other professional and occupational groups and a range of activities and strategies that could be used to bridge the gap in attainment were noted in the guidance.

It was recognised that staffing levels for teaching staff and the range of other professional and occupational groups could vary on a session by session basis to meet the requirements of the PEF programme. Appointments would be made in line with each school's PEF allocation, details of which were outlined in Appendix 2 to the report. To incorporate the additional funding into normal recruitment processes, an annual establishment would be created for PEF in line with the School Improvement Plan and agreed by the Head of Personnel Services.

The Committee decided:

(1)   that the support to schools in the implementation of Pupil Equity Funding, through local operational guidance to Headteachers, be noted;

(2)   that the arrangements for additional staffing requirements, to meet the criteria detailed in Section 6 of the Council's Guidance for Schools and as outlined in paragraphs 6.6 and 6.7 of the report, be approved; and

(3)   that the variation of staffing numbers each session, in line with each school's Pupil Equity Fund allocation, be noted.

[Reference: Minutes of 13 September 2016 (Paragraph 7)]

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11 The Governance Review - Next Steps

A report dated 8 August 2017 by the Executive Director (Education Resources) was submitted providing an update on the Scottish Government's response to its consultation on governance within Scottish Education from early years through to secondary school.

On 28 June 2016, the Scottish Government published 'Delivering Excellence and Equity in Scottish Education – a delivery plan' which outlined the steps they would take to achieve improvements, building on the work contained in the National Improvement Framework. One of the main actions within the plan, was the launch of a schools' governance review which examined the system changes 'to empower schools, decentralise management and support through the encouragement of school clusters and creation of new educational regions'.

On 15 June 2017, the Scottish Government's "Empowering Teachers, Parents and Communities to achieve Excellence and Equity in Education: Next Steps" was announced. The "Next Steps" paper disaggregated the strategic leadership role of local government and proposes a redistribution of a number of functions. Those changes which were deemed statutory in nature would be made by virtue of an Education Bill to be introduced early in 2018.

Details of the key areas of change were highlighted in the report, in particular those which related to:-

♦   a change to the role and remit of Headteachers
♦   the creation of Regional Improvement Collaboratives
♦   local authority responsibilities
♦   the role of Education Scotland

Due to the scope, significance and timescales outlined within the proposals, as detailed in Appendix 1 to the report, the Council had been working with partner organisations to understand fully the implications of the changes and to influence the nature of those proposed changes.

As part of the Next Step's response, the Scottish Government had launched a consultation, "Fair Funding to Achieve Excellence and Equity in Education", which would underpin the transformational change proposed by the Government. The Council's response to this consultation would be considered by the Executive Committee prior to submission to the Scottish Government by 13 October 2017.

The Committee decided:

(1)   that the Council's actions, in relation to working with partner organisations to both fully understand the implications of the Scottish Government's response to the consultation on governance and to influence the nature of the proposed changes, be noted; and

(2)   that regular updates on the implementation of the Governance Review – Next Steps be submitted to future meetings of this Committee.

[Reference: Minutes of 14 December 2016 (Paragraph 13)]

12 School Improvement Planning Including Reporting on Standards and Quality

A report dated 8 August 2017 by the Executive Director (Education Resources) was submitted on recent changes to the approach to School Improvement Planning and Standards and Quality Reporting for schools.

Section 6 of the Standards in Scotland's Schools etc Act 2000 detailed the process of statutory school improvement planning. A series of amendments to the Act had introduced additional duties with regard to school improvement which were designed to enhance the duties around raising attainment for all and closing the equity gap. Those focused on the following 3 main areas:-

♦   pupils experiencing equalities of outcome
♦   National Improvement Framework (NIF)
♦   planning and reporting

The introduction of the Education (Scotland) Act 2016 had placed new duties on local authorities which complemented the legal requirement of the 2000 Act.

To reflect the Scottish Governments's drive towards closing the attainment and achievement gap for those disadvantaged by poverty, Education Resources had developed a revised:-

♦   School Improvement Planning (SIP) and report format which met the requirements of the new legislation
♦   format and structure of the Standards and Quality report for schools based on national priorities and the new legislation

Copies of the above documents had been made available in the Members' Areas.

Training and support had been provided for all Headteachers, which included a written guide and discussion at Learning Community meetings. The revised Standards and Quality reports and School Improvement Plans would help inform inspection activity and form the basis for the Validated Self-Evaluation programme.

Information was provided on arrangements to monitor the duties of School Improvement Planning and Standards and Quality reporting.

The Committee decided: that the approach adopted by Education Resources to planning for School Improvement, which included reporting on Standards and Quality, be noted.

13 School Leaver Follow-up Destination Results 2015/2016

A joint report dated 8 August 2017 by the Executive Directors (Education Resources) and (Community and Enterprise) Resources was submitted on the 2015/2016 school leaver follow-up destination survey results produced by Skills Development Scotland (SDS).

The report highlighted that for South Lanarkshire:-

♦ the highest ever positive destination rate of 92.7%, 1.3% above the national average, had been achieved which, for the size of the cohort and the demographics, was a significant outcome
♦ over a 5 year period, the follow-up results had improved and sat above the national average
♦ the percentage of leavers who had entered employment was the highest recorded in the follow-up over the last 5 years

In 2015/2016, a central point of contact had been created to identify, track and support young people who were at risk of not achieving a positive destination. Details of the positive actions taken and the outcomes achieved were detailed in the report.

Next steps would include:-

♦ discussions with schools on the summary report and findings to identify areas for further intervention
♦ the SDS and the Council undertaking a further analysis in relation to those leavers who were in a negative destination and, in particular, the reduction in young people recorded as not sustaining Further and Higher Education and schools that had leaver destination results below the South Lanarkshire average

The Committee decided: that the outcome from the follow-up survey on destinations for the 2015/2016 school leavers' cohort and planned next steps be noted.

14 Validated Self-Evaluation - Securing Improvement in Learning

A report dated 16 August 2017 by the Executive Director (Education Resources) was submitted providing an update on the first 4 years of the Validated Self-Evaluation (VSE) activity for securing improvement within Education Resources.

On 13 September 2011, the Committee had noted the outcomes of the VSE activity with Her Majesty's Inspectorate of Schools (HMIe) in relation to the effectiveness of the Council's education functions. One of the main recommendations was that Education Resources introduce a more rigorous, coherent and proportionate strategy in evaluating schools and establishments.

In session 2012/2013, 5 establishments had been involved in a pilot of a VSE approach which focused on:-

♦ achieving a system which centred on outcomes for learners
♦ improvements in performance
♦ the strength of the establishment's self-evaluation processes
♦ judging the capacity for further development and improvement.

From then until 2016/2017, a total of 79 establishments had engaged with the VSE process.

VSE had helped establishments strengthen their self-evaluation processes and gain information which would influence their School Improvement Planning process. Details on the main findings and impact of the VSE system were provided in the report.

In order to respond to the statutory duties set out in the amendments to the Standards in Scotland's Schools etc Act 2000, it was proposed that the VSE process be revised to contribute more effectively to the obligation schools and local authorities had to raise attainment and close the equity gap and to report on progress made. A revised VSE model would align closely with recent improvements to the Improvement Planning and Standards and Quality reporting processes. An update report on the VSE programme would be submitted to this Committee on an annual basis.

The Committee decided:

(1) that progress on the implementation of the Validated Self-Evaluation system for securing improvement within Education Resources be noted;

(2) that, taking into account the recently published statutory guidance, the proposed amendments to the programme be noted; and

(3) that an update report on the main findings and impact of the VSE Programme be submitted to this Committee on an annual basis.

[Reference: Minutes of 14 June 2016 (Paragraph 5)]

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15 Scottish Youth Parliament Elections 2017

A report dated 2 August 2017 by the Executive Director (Education Resources) was submitted on the outcome of the 2017 Scottish Youth Parliament elections.

Young people, aged 14 to 25 years were elected every 2 years from across Scotland to stand as candidates to become Members of the Scottish Youth Parliament (MSYP). In South Lanarkshire, Youth Learning Services were the lead support to MSYPs, who were also represented on the South Lanarkshire Youth Council.

Information was provided on the election process which had commenced in October 2016 with the registration of candidates for 5 constituencies. The election ran from 6 to 17 March 2017, with 24 young people standing for 9 available seats in South Lanarkshire. 6,223 votes were cast and at the Count, held on 17 March 2017, Lindsay Freeland, Returning Officer announced the official results of the SYP election, which confirmed the following candidates had been elected:-

♦ Clydesdale Constituency	Reece Harding and Kyle Slater
♦ Hamilton, Larkhall and Stonehouse Constituency	Becky Gillan and Callum Speirs
♦ East Kilbride Constituency	Chloe Carmichael and Faith Sindick
♦ Rutherglen Constituency	Amy Lee Fraioli and Taylor Reid

At the first sitting of the SYP held in June 2017, Amy Lee Fraioli had been elected as Chair and Chloe Carmichael elected as deputy convener of the Health and Wellbeing Committee. The SYP had also decided that their campaign for the year ahead would be Youth Rights.

The Committee decided: that the election of 9 young people to the Scottish Youth Parliament be noted.

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16 Newton Farm Primary School and Nursery - Additional Resourcing Requirements

A joint report dated 25 May 2017 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on action taken, in terms of Standing Order No 36(c), by the Executive Directors (Education Resources) and (Finance and Corporate Resources), in consultation with the Chair and an ex officio member, because of the timescales involved, to recruit additional employees for the Newton Farm Primary School and Nursery, Cambuslang which opened in August 2017.

On 5 October 2016, the Executive Committee had approved resourcing requirements for Newton Farm Primary School and Nursery based on projected roll related procedures and additional support needs and early years' staffing protocols.

To take account of parents/carers' preference for 52 week provision of early learning and childcare, a post of Depute Early Years would require to be appointed. The ASN base would initially have 2 classes, however, over an 18 to 24 month period, it was anticipated that the number of classes would increase to 3+. Consequently, it was considered appropriate to appoint a temporary Principal Teacher ASN. This arrangement would remain in place for a period of 18 to 24 months or until the number of ASN classes reached 3+, whichever was earlier. The temporary appointment would then end and a Depute Head Teacher would be appointed.

The additions to the staffing establishment at Newton Farm Primary School and Nursery, Cambuslang were as follows:-

♦ post of Depute Early Years' on Grade 3, level 4 (£35,756)
♦ temporary post of Principal Teacher (ASN) for a period of 18 to 24 months, or until the number of ASN classes reached 3+ ,whichever was earlier, on the SNCT national salary scale (Q10) Point 1 to 8 (£38,991 to £50,319)

The additional employee costs would be managed through current Education Resources' early years' budgets.

The Committee decided: that the action taken in terms of Standing Order No 36 (c), because of the timescales involved, by the Executive Directors (Education Resources) and (Finance and Corporate Resources), in consultation with the Chair and an ex officio member, to recruit additional employees for the new Newton Farm Primary School and Nursery, Cambuslang, as detailed in the report, be noted.

17 Curriculum and Quality Improvement Service (CQIS) Re-design

A joint report dated 14 May 2017 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on action taken, in terms of Standing Order No 36(c), by the Executive Directors (Education Resources) and (Finance and Corporate Resources), in consultation with the Chair and an ex officio member because of the timescales involved, to implement an interim Curriculum, Quality and Improvement Service (CQIS) structure.

Education Resources provided support for educational establishments through the CQIS. As a result of changing service requirements and the demands of a fast changing educational context, there had been a requirement to review the current CQIS structure, attached as Appendix 1 to the report. Following that review, it was recognised that there was a need to develop a structure that would be responsive to local needs and be proactive in taking forward the National agenda.

Detailed information was provided on the new CQIS structure which would better facilitate the CQIS in undertaking a clear improvement agenda and would be resilient to manage organisational risk. The new structure, which was outlined in Appendix 2 to the report, clearly defined and better supported the twin functions of Curriculum Development and Quality Assurance within the Resource and created a greater degree of equal parity between those functions.

The new CQIS structure consisted of:-

♦ 1 post of Quality/Service Manager on Grade 5, Level 13, Spinal Column Points 111 to 116 (£60,659 to £65,313)
♦ 1 post of Quality Improvement Manager on the SNCT national salary scale (Q10) Point 1 (£60,062)
♦ 8 posts of Quality Improvement Officer on the SNCT national salary scale (Q10) Point 1- 3 (£51,687 to £57,672)
♦ 2 posts of Development Officer (Education Officers) on the SNCT national salary scale (Q10) Point 1- 3 (£40,602 to £43,845)
♦ 1 post of Administration Officer (Performance and Research) on Grade 2, Spinal Column Points 32 to 57 (£18,650 to £27,118)

Full implementation of the new structure would release savings of £0.280 million.

The Committee decided:	that the action taken in terms of Standing Order No 36 (c), because of the timescales involved, by the Executive Directors (Education Resources) and (Finance and Corporate Resources) in consultation with the Chair and an ex officio member, to implement a new Curriculum, Quality and Improvement Service (CQIS) structure, as detailed in the report, be noted.

18 Urgent Business

There were no items of urgent business.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources - Revenue Budget Monitoring 2017/2018**

1. Purpose of Report
1.1. The purpose of the report is to:-

- ♦ provide information on the actual expenditure measured against the revenue budget for the period 1 April to 15 September 2017 for Education Resources
- ♦ provide a forecast for the year to 31 March 2018.

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the breakeven position on Education Resources' revenue budget, as detailed in Appendix A of the report, and the forecast to 31 March 2018 of breakeven be noted.

(2) that the proposed budget virements be approved.

3. Background
3.1. This is the second revenue budget monitoring report presented to the Education Resources Committee for the financial year 2017/2018.

3.2. The report details the financial position for Education Resources in Appendix A, along with variance explanations.

4. Employee Implications
4.1. None

5. Financial Implications
5.1. As at 15 September 2017, there is a breakeven position against the phased budget. The forecast for the revenue budget to 31 March 2018 is a breakeven position.

5.2. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendix A to this report.

6. Other Implications
6.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk has been assessed as low given the detailed budget management applied across the Resources. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

6.2. There are no implications for sustainability in terms of the information contained in this report.

7. Equality Impact Assessment and Consultation Arrangements

7.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

7.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

10 October 2017

Link(s) to Council Values/Objectives
♦ Accountable, Effective and Efficient

Previous References
♦ Education Resources Committee 5 September 2017

List of Background Papers
♦ Financial ledger and budget monitoring results to 15 September 2017

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:- Louise Allison, Finance Manager (Resources)
Ext: 2658 (Tel: 01698 452658)
E-mail: louise.allison@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 15 September 2017 (No.7)

Education Resources Summary

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 15/09/17	Actual 15/09/17	Variance 15/09/17		% Variance 15/9/17	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	210,531	210,531	0	91,641	91,600	41	under	0.0%	**1,b,c,h**
Property Costs	36,075	36,075	0	16,915	16,939	(24)	over	(0.1%)	**e,f,h**
Supplies & Services	22,105	22,105	0	2,413	2,416	(3)	over	(0.1%)	**a,c,d,h**
Transport & Plant	9,318	9,318	0	4,198	4,273	(75)	over	(1.8%)	**2,h**
Administration Costs	1,088	1,088	0	572	572	0	-	0.0%	**c,d,h**
Payments to Other Bodies	14,766	14,766	0	6,357	6,369	(12)	over	(0.2%)	**c,h**
Payments to Contractors	32,181	32,181	0	13,106	13,106	0	-	0.0%	
Transfer Payments	893	893	0	770	768	2	under	0.3%	**g,h**
Financing Charges	346	346	0	161	161	0	-	0.0%	**d**
Total Controllable Exp.	327,303	327,303	0	136,133	136,204	(71)	over	(0.1%)	
Total Controllable Inc.	(13,282)	(13,282)	0	(11,176)	(11,247)	71	over recovered-	(0.6%)	**3,a,c,d,g**
Net Controllable Exp.	314,021	314,021	0	124,957	124,957	0	-	0.0%	

Variance Explanations

1. This underspend reflects the timing of filling vacancies for in the Early Years service.
2. The transport overspend relates to the increased demand and cost of providing ASN transport in schools.
3. The over recovery in income relates to Early Years fees.

Budget Virements

a. Additional Income from external organisations. Net Effect £0.000m: Supplies and Services £0.0.39m and Income (£0.039m).
b. Transfer of funding for the 2017/18 Living Wage & Pay Award. Net Effect £0.0.89m: Employee Costs £0.089m.
c. General Revenue Grant for the Early Years 1140 additional hours. Net Effect £0.000m: Employee Costs £0.461m, Supplies and Services £0.370m, Administration Costs £0.080m, Payments to Other Bodies £0.309 and Income (£1.220m).
d. Transfer of support budget to Finance & Corporate Resources. Net Effect £0.011m: Supplies and Services (£0.003m), Admin (£0.001m), Financing (£0.001m) and Income £0.016m.
e. Transfer of budget to Housing & Technical Resources for 2017/18 utility saving. Net Effect (£0.017m): Property Costs (£0.017m).
f. Transfer of budget to Community & Enterprise for the removal of the Grounds Trading Expenditure budget. Net Effect (£0.584m): Property Costs (£0.584m).
g. Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.008m, Income (£0.008m).
h. Realignment of DMS. Net Effect £0.000m: Employee Costs £0.184m, Property £0.036m, Supplies and Services (£0.045m), Transport and Plant £0.134m, Administration Costs £0.032m, Payments to Other Bodies (£0.343m), Transfer Payments £0.003m, Finance Charges (£0.001m).

SOUTH
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Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources - Capital Budget Monitoring 2017/2018**

1.   Purpose of Report
1.1.   The purpose of the report is to:-

   ♦   provide information on the progress of the capital programme for Education Resources for the period 1 April to 15 September 2017.

2.   Recommendation(s)
2.1.   The Committee is asked to approve the following recommendation(s):-

   (1)   that the Education Resources' capital programme of £40.417 million, and expenditure to date of £14.406 million, be noted.

3.   Background
3.1.   This is the second capital monitoring report presented to the Education Resources Committee for the financial year 2017/2018. Further reports will follow throughout the year.

3.2.   The budget reflects the approved programme for the year (As approved at Council meeting, 16 February 2017), exceptions approved during 2016/2017 and monies carried forward for projects from 2016/2017. It also includes budget adjustments approved by the Executive Committee during 2017/2018.

3.3.   The report details the financial position for Education Resources in Appendix A.

4.   Employee Implications
4.1.   None

5.   Financial Implications
5.1.   The total capital programme for Education Resources for 2017/2018 is £40.417 million. Anticipated spend to date was £15.098 million, with £14.406 million of expenditure being incurred (36% of full budget). This represents a position of £0.692 million behind profile.

6.   Other Implications
6.1.   The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.

6.2. There are no implications for sustainability in terms of the information contained in this report.

7. Equality Impact Assessment and Consultation Arrangements
7.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

7.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

11 October 2017

Link(s) to Council Values/Objectives
♦ Accountable, Effective and Efficient

Previous References
♦ South Lanarkshire Council 16 February 2017
♦ Education Resources Committee 5 September 2017
♦ Executive Committee 8 November 2017

List of Background Papers
♦ Financial ledger to 15 September 2017

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:- Lorraine O'Hagan, Finance Manager (Strategy)
Ext: 2601 (Tel: 01698 452601)
E-mail: lorraine.o'hagan@southlanarkshire.gov.uk

South Lanarkshire Council
Capital Expenditure 2017-18
Education Resources Programme
For Period 1 April 2017 – 15 September 2017

Education Resources	Budget £000	Budget b/f £000	Total Original Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Primary School Modernisation Programme	36,952	(4,822)	32,130	4,882	(2,390)	34,622	14,485	13,300
ICT Developments	1,750	893	2,643	0	(943)	1,700	180	194
Other	1,647	441	2,088	2,007	0	4,095	433	912
TOTAL	**40,349**	**(3,488)**	**36,861**	**6,889**	**(3,333)**	**40,417**	**15,098**	**14,406**

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources – Workforce Monitoring – July to September 2017**

1 Purpose of Report
1.1 The purpose of the report is to:-

♦ provide employment information for July to September 2017 relating to Education Resources

2 Recommendation(s)
2.1 The Committee is asked to approve the following recommendation(s):-

(1) that the following employment information for July to September 2017 relating to Education Resources be noted:-

♦ attendance statistics
♦ occupational health
♦ accident/incident statistics
♦ discipline, grievance and dignity at work cases
♦ analysis of leavers and exit interviews

3 Background
3.1 As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for July to September 2017.

4 Monitoring Statistics
4.1 **Attendance Statistics (Appendix 1)**
Information on absence statistics is analysed for the month of September 2017 for Education Resources.

The Resource absence figure for September 2017 was 3.0%, which represents an increase of 1.3% when compared to the previous month and is 1.0% lower than the Council-wide figure. Compared to September 2016, the Resource absence figure has increased by 0.1%.

Based on the absence figures at September 2017 and annual trends, the projected annual average absence for the Resource for 2017/2018 is 3.3%, compared to a Council-wide average figure of 4.2%.

For the financial year 2017/2018, the projected average days lost per employee equates to 6.0 days, compared with the overall figure for the Council of 8.8 days per employee.

4.2 **Occupational Health (Appendix 2)**
In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 239 referrals were made this period, a decrease of 51 when compared with the same period last year.

4.3 **Accident/Incident Statistics**
There were 96 accidents/incidents recorded within the Resource this period, an increase of 10 when compared to the same period last year.

On further analysis of this data, 84 reports relate to physical incidents (88% of the total number reported). The staff and Resource continue to use the "Promoting Positive Behaviour and Relationships' "Information Pack. The mandatory Learn Online module that was developed is available and all staff will complete this.

HQ Education officers continue to monitor the monthly activity and contact is made with every school from which a physical incident report is received. Where patterns or concerns emerge, more in depth support can be offered including multi agency meetings, behaviour outreach support, psychological services, adapted curriculum and activities, training or guidance for school staff on keeping themselves safe in challenging circumstances. Work is also ongoing within Education Resources to monitor violence at work reports within establishments, target recurring incidents and work together to reduce occurrences.

The Education Operating Procedure is issued annually at the start of each session.

4.4 **Discipline, Grievance and Dignity at Work (Appendix 2)**
There were 5 disciplinary hearings held within the Resource this period which represents an increase of 1 when compared with the same period last year. Two grievance hearings were held within the Resource this period which represents an increase of 2 when compared with the same period last year. No dignity at work hearings were held within the Resource this period which remains unchanged when compared with the same period last year.

4.5 **Analysis of Leavers (Appendix 2)**
There were 94 leavers in the Resource this period, this figure has increased by 67 when compared with the same period last year. Exit interviews were held with 9 of these employees.

5   Employee Implications
5.1   There are no implications for employees arising from the information presented in this report.

6   Financial Implications
6.1   All financial implications are accommodated within existing budgets.

7   Other Implications
7.1   There are no implications for sustainability or risk in terms of the information contained within this report.

8   Equality Impact Assessment and Consultation Arrangements

8.1   This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

8.2   There was no requirement to undertake any consultation in terms of the information contained in this report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

11 October 2017

Link(s) to Council Values/Objectives
♦   Accountable, effective and efficient
♦   Fair and open
♦   Self aware and improving
♦   Excellent employer
♦   People focused
♦   Working with and respecting others

Previous References
♦   Education Resources Committee – 5 September 2017

List of Background Papers
♦   Monitoring information provided by Finance and Corporate Resources

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:- Janet McLuckie, Personnel Officer
Ext: 4239   (Tel: 01698 454239)
E-mail: Janet.McLuckie@southlanarkshire.gcsx.gov.uk

ABSENCE TRENDS - 2015/2016, 2016/2017 & 2017/2018
Education Resources

APT&C	2015 / 2016	2016 / 2017	2017 / 2018	Teachers	2015 / 2016	2016 / 2017	2017 / 2018	Resource Total	2015 / 2016	2016 / 2017	2017 / 2018	Council Wide	2015 / 2016	2016 / 2017	2017 / 2018
April	4.2	3.4	4.0	April	2.6	2.9	2.1	April	3.2	3.1	2.9	April	3.8	4.3	3.9
May	4.3	3.8	4.7	May	2.9	3.1	2.7	May	3.5	3.4	3.5	May	3.9	4.4	4.2
June	3.6	3.8	3.6	June	2.2	2.4	2.2	June	2.8	3.0	2.8	June	3.5	4.1	3.9
July	2.6	2.9	2.1	July	1.2	1.2	0.8	July	1.8	1.9	1.3	July	2.9	3.3	3.0
August	3.1	3.0	2.7	August	1.5	1.4	1.0	August	2.2	2.0	1.7	August	3.3	3.6	3.2
September	4.6	3.7	4.3	September	2.6	2.4	2.2	September	3.4	2.9	3.0	September	3.8	4.1	4.0
October	4.5	4.2		October	2.8	2.9		October	3.5	3.4		October	4.1	4.4	
November	5.4	5.4		November	3.8	3.1		November	4.5	4.0		November	4.7	4.9	
December	5.0	5.4		December	4.2	3.2		December	4.5	4.1		December	4.7	4.9	
January	4.6	4.7		January	4.0	2.8		January	4.3	3.6		January	4.6	4.5	
February	4.7	5.5		February	4.2	3.7		February	4.4	4.4		February	5.0	5.0	
March	4.9	5.6		March	4.3	3.4		March	4.5	4.3		March	5.2	4.7	
Annual Average	4.3	4.3	4.4	Annual Average	3.0	2.7	2.5	Annual Average	3.6	3.3	3.3	Annual Average	4.1	4.4	4.2
Average Apr-Sep	3.7	3.4	3.6	Average Apr-Sep	2.2	2.2	1.8	Average Apr-Sep	2.8	2.7	2.5	Average Apr-Sep	3.5	4.0	3.7

No of Employees at 30 September 2017	2535	No of Employees at 30 September 2017	3748	No of Employees at 30 September 2017	6283	No of Employees at 30 September 2017	15048

For the financial year 2017/18, the projected average days lost per employee equates to 6.0 days.

EDUCATION RESOURCES

	Jul-Sep 2016	Jul-Sep 2017
MEDICAL EXAMINATIONS Number of Employees Attending	53	41
EMPLOYEE COUNSELLING SERVICE Total Number of Referrals	37	26
PHYSIOTHERAPY SERVICE Total Number of Referrals	119	102
REFERRALS TO EMPLOYEE SUPPORT OFFICER	71	59
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	10	11
TOTAL	290	239

CAUSE OF ACCIDENTS/INCIDENTS	Jul-Sep 2016	Jul-Sep 2017
Specified Injuries*	1	1
Minor	8	6
Near Miss	1	0
Violent Incident: Physical****	72	84
Violent Incident: Verbal*****	4	5
Total Accidents/Incidents	86	96

*A Specified Injury is any fracture (other than to the fingers, thumbs or toes), amputation, loss of sight, serious burns, crushing injury, scalping, loss of consciousness caused by asphyxiation/ head injury, a chemical or hot metal burn to the eye or pen

**Over 3 day / over 7day absence is an injury sustained outwith specified injury category that results in a period of absence of absence as defined by the HSE.

***Near Miss - Any unexpected, unplanned occurrence (except Dangerous Occurrences) that does not lead to injury of persons, damage to property, plant or equipment but may have done so in different circumstance.

****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.

****Physical violent incidents and ***** Verbal Violent Incidents are included in the "Over 3-day or Over 7-day" figures, where applicable, to provide the "Total Over 3-day or Over 7-day" figures.

****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.

RECORD OF DISCIPLINARY HEARINGS	Jul-Sep 2016	Jul-Sep 2017
Total Number of Hearings	4	5

Time Taken to Convene Hearing Jul-Sep 2017

0-3 Weeks	4-6 Weeks	Over 6 Weeks
3	0	2

RECORD OF GRIEVANCE HEARINGS	Jul-Sep 2016	Jul-Sep 2017
Number of Grievances	0	2
Number Resolved at Stage 3	0	1
Still in Progress	0	1

RECORD OF DIGNITY AT WORK	Jul-Sep 2016	Jul-Sep 2017
Number of Incidents	0	0

ANALYSIS OF REASONS FOR LEAVING	Apr-Jun 2016	Apr-Jun 2017
Career Advancement	7	0
Travelling Difficulties	0	1
Further Education	2	0
Childcare/caring responsibilities	0	1
Dissatisfaction With Terms and Conditions	0	2
Other	10	5
Number of Exit Interviews conducted	**19**	**9**

Total Number of Leavers Eligible for Exit Interview	27	94

Percentage of interviews conducted	70%	10%

South Lanarkshire Council

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Resources' Resource Plan - Quarter 2 Progress Report – 1 April to 30 September 2017**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide the Quarter 2 progress report 2017/2018 against the Education Resources' Plan

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendations:-

(1) that the Quarter 2 progress report 2017/2018, attached at Appendix 2, be noted;

(2) that the achievements made by the Resource during Quarter 2, as detailed in paragraph 6 of this report, be noted; and

(3) that the areas for improvement and the action being taken be noted.

3. Background

3.1. The draft Education Resources' Resource Plan 2017/2018, which sets out objectives and priorities to be managed and delivered by the Resource, and the Quarter 2 Report provides an update on progress

3.2. The Resource Plan follows an agreed corporate structure and style. The Plan is a key element of the Council's performance management arrangements. It provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the objectives set out in the draft Council Plan Connect 2017 to 2022.

3.3. Performance management is a keystone of Best Value, and ensures that the Council can demonstrate sound governance arrangements. The Resource Plan is one part of the Council's framework for planning and budgeting, and demonstrates how this leads to effective front line service delivery.

3.4. As part of this framework the Resource Plan reflects the aspirations of the Council Plan - Connect, the Community Plan and the Local Outcomes Improvement Plan (LOIP), as well as being complemented by service and school improvement plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden Thread' of performance management which ensures a clear understanding of the Council's vision, partnership ambitions, objectives and priorities at all levels.

3.5. The current format for performance reporting has been established for several years and is used for Executive Directors' reports to the Chief Executive, Resource Management Teams and to Resource Committees. The focus has been on reporting progress on Council objectives, statutory performance indicators, other key performance measures and high level Resource priorities.

3.6. In preparing the Plan, account has also been taken of the need to ensure a robust response to Risk Management and Control. Risks associated with delivery of the actions in this Resource Plan have been identified and evaluated and are listed in the Resource Risk Register. Where necessary, controls or further actions to mitigate these risks have been agreed. Such actions are tracked through the Resource Risk Control Plan which is kept under review by the Risk Sponsor for the Resource.

4.   Resource Objectives 2017/2018
4.1. The Resource has established a number of objectives to support the delivery of the draft Connect objectives in 2017/2018. These are detailed in Appendix 1.

5.   Quarter 2 Progress Report 2017/2018
5.1. Progress against all 2017/2018 Resource Plan measures is contained in the Quarter 2 Progress Report 2017/2018 attached as Appendix 2. This report has been produced from the Council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:-

Status	Definition
Green	The timescale or target has been met as per expectations
Amber	There has been minor slippage against timescale or minor shortfall against target
Red	There has been major slippage against timescale or major shortfall against target
To be reported later	The information is not yet available to allow us to say whether the target has been reached or not. These will be reported when available
Contextual	These are included for "information only", to set performance information in context

5.2. Measures which are classified as 'red' are considered in detail at paragraph 7 below. To ensure adequate scrutiny of performance across all Resources, the Council's Performance and Review Scrutiny Forum may consider 'red' or 'amber' measures (where they relate to Resource or Connect priorities) at a future meeting. The overall summary of progress to date is as follows:

Status	Measures	
	Number	**%**
Green	141	78.8%
Amber	1	0.5%
Red	0	0.0%
Reportable at later stage/contextual	37	20.7%

Totals	179	100%

6. Achievements to date

6.1. Resource achievements for the first six months of the year include:-

Connect Objective: Improve achievement, raise educational attainment and support lifelong learning	
Resource Objective:	**Achievement**
Progress approaches in respect of national education priorities	Staff opportunities to engage in high quality Career Long Professional Learning to consistently refresh learning and teaching skills in numeracy and literacy resulting in high quality experiences for learners

To date, 648 young people have accessed 46 programmes through the Community Learning and Development Strategic 3 year plan to further improve literacy and numeracy skills

Support and guidance provided to schools involved in the Scottish Attainment Challenge to produce a comprehensive review of work undertaken 2016/17. Evaluation of review used to assist schools with their targets and interventions for Session 2017/18

Support and guidance provided to schools to support the management of Pupil Equity Funding and close the equity gap |
| Raise standards of educational achievement and attainment | The proportion of school leavers entering positive destinations increased to 94.1% which is above the national average of 93.3%

The SQA results for 2017 show that 43.8% of pupils attained 5 or more National 5 awards - a slight increase from last year. (43.1%).

By the end of S6, 46% of pupils attained 3 or more Highers, an increase of 1.3% from the previous year, with 31.7% attaining 5 or more Highers.

Progress continues to be made by schools in 'closing the poverty related attainment gap' and a further update on the impact of Pupil Equity Funding will be provided at a later date.

The health and wellbeing of children and young people continues to be a high priority in schools and services through GIRFEC which underpins our systems and approaches that impact on children and families.

To date, 410 young people have contributed 13,674 hours through volunteering. Activity has included undertaking weekly volunteering duties within programmes such as: Vertigo 360 Youth Theatre, |

	Money For Life and South Lanarkshire Youth Council.
Implement the ambitions and aims of the Children and Young People Improvement Collaborative, developing improvement methodologies to reduce inequality, inequity and close the gap in educational outcomes	26 staff are engaged with University West of Scotland in BA Studies to progress the Scottish Government's commitment to increase nursery hours for 3 and 4 year olds and eligible 2 year olds by August 2020.
Progress Recommendations to Develop Scotland's Young workforce	Progress continues to be made with partners in taking forward the Developing Young Workforce (DYW) Delivery Framework to improve the life skills, training and employment opportunities for South Lanarkshire's young people.
Take forward the principles, values and purposes of Curriculum for Excellence	A wide range of professional learning activities which support the learning and teaching of Mathematics and Literacy are available to all schools

Continued support and guidance provided to support different aspects of Health and Wellbeing

Ongoing support is provided to continue to support establishments to implement South Lanarkshire Council's Outdoor Learning Strategy |
| Ensure the highest possible quality of education provision for children, young people and communities | To date, 100% of schools have received positive inspection reports.

To date, 97.5% of primary pupils consulted as part of HMIE process, expressed satisfaction with school.

To date, 93% of parents of pre school pupils consulted as part of HMIE or Care Commission process, are satisfied with service provision. |
| Deliver Services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults | Family learning programmes such as Read, Write and Count and Play Along Maths are being provided for parents/families. |
| Increase levels of achievement through community capacity building | 235 volunteers are currently involved in activities that develop their skills and interests, with 61 progressing into employment, training or further learning opportunities.

To date, 410 young people have contributed 13,674 hours through volunteering. |
| Increase levels of achievement through learning for young people and adults | There are currently 1,386 young people actively participating in awards schemes through Youth Learning Services. |

Improve outcomes for individual children and families in South Lanarkshire	Young people are active in achieving awards through Youth Learning Service such as, Duke of Edinburgh Awards, SQA, Steps to Work, John Muir Awards and ASDAN Awards
Improve health and wellbeing outcomes for all children and young people	Additional training is being provided on the use of the new SEEMIS Wellbeing Tool.

Connect Objective: Ensure schools and other places of learning are inspirational

Resource Objective:	Achievement
Ensure schools and other places of learning are inspirational	Sanderson High School won a Gold Scottish Education Award in the category 'Employability Across Learning'.

A range of success has been achieved by young people and their schools in music through their involvement in bands, orchestras and musical performances at both national and local level.

Newton Farm Primary School and Nursery opened to staff and pupils August 2017.

122 new primary schools have opened to-date which means 97% of primary aged children are being taught in new buildings.

The use of digital technology in all schools is being used to support learning and raise attainment through the Council's managed service.

Over 800 young people have actively participated in planning, delivery and evaluation of youth work provision in their facility. Young people have helped to evaluate programmes across the service such as Bridges, Science Technology Engineering and Maths (STEM) group, Universal Connections facility programmes, Mix United LGBTI provision, young carers and area based provision. |

Connect Objective: Tackle disadvantage and deprivation and support aspiration

Resource Objective:	Achievement
Improve the life chances of children and families	To date, 693 young people have been supported to tackle issues such as housing, financial, literacy, homelessness, life skills and mental health

Through the Developing Scotland's Young Workforce |

	schools continue to work in partnership with business and industry and educational providers to equip young people to enter the world of work.
Connect Objective: Collaborate with partners and communities to promote high quality, thriving and sustainable communities	
Resource Objective:	**Achievement**
Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation	By the end of Quarter 2, over 2,200 young people had accessed 585 experiences and activities that equip young people to develop skills in lifelong learning and leadership.
Ensure an effective contribution to the Council's Sustainable Development Strategy	South Lanarkshire continues to maintain its 100% registration with Eco-Schools Scotland engaging young people, pupils and the wider community in environmental education
Improve the safety of our young people and their families	2,233 young people have accessed 585 experiences and activities that equip them with skills to consider risk, make reasoned decisions and take control.
Connect Objective: Encourage participation in physical and cultural activities	
Resource Objective:	**Achievement**
Engage children and young people in physical, cultural and social activities	A range of cultural activities have been undertaken in partnership with SLLC including the 'Big Stampede' where schools designed animal artwork for display in their local communities.

7. Areas for improvement

7.1. No measures have been classified as "red" (major slippage against timescale or shortfall against target).

8. Employee Implications

8.1. The objectives and priorities noted within the Resource Plan will inform Service Action Plans and in turn the Performance Development and Review process for individual employees in 2017/2018.

9. Financial Implications

9.1. The objectives and priorities within the Resource Plan are reflected in the respective Resource Revenue and Capital budgets for 2017/2018 and, longer term, within the framework of the Council's approved Financial Strategy.

10. Other Implications

10.1. Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.

10.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development.

11. Equality Impact Assessment and Consultation Arrangements

11.1. Many of the actions detailed within the Resource Plan reflect ongoing strategies and policies which will be or have been the subject of consultation and equality impact assessment.

11.2 Consultation and engagement has taken place with schools and services on the priorities contained within the Education Resources Plan.

Tony McDaid
Executive Director (Education Resources)

24 October 2017

Link(s) to Council Values/Objectives
- Resource Plan has been structured upon the Visions, Values, Ambitions and Objectives in the draft Council Plan Connect 2017 to 2018.

Previous References
- Resource Plan Q4 Progress Report 2016/2017 – September 2017

List of Background Papers
- Education Resource Plan

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:- Des Dickson, Head of Education
Ext: 4475620 (Tel: 01698 454475)
E-mail: des.dickson@southlanarkshire.gov.uk

Appendix 1

Resource Objectives 2017/2018

Education Resources has established the following Resource objectives and priorities to support the delivery of Connect objectives in 2017/2018.

Where an action/measure requires to be included in an establishment's improvement plan or service improvement action plan, this is indicated as an improvement planning priority by the letters **IP** appearing against the target. Guidance on the implementation of an **IP** is provided to all establishments/services.

Connect Objective	Resources Objectives
Improve achievement, raise educational attainment and support lifelong learning	• Progress approaches in respect of National Education Priorities • Raise standards of educational achievement and attainment (ER IPs 1 and 3) • Implement the ambitions and aims of the Children and Young People Improvement Collaborative, developing improvement methodologies to reduce inequality, inequity and close the gap in educational outcomes • Progress recommendations to develop Scotland's young workforce • Take forward the principles, values and purposes of Curriculum for Excellence (ER IP 2) • Ensure the highest possible quality of education provision for children, young people and communities (ER IP 6) • Deliver Services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults (ER IP 5) • Increase levels of achievement through community capacity building • Increase levels of achievement through learning for young people and adults • Improve outcomes for individual children and families in South Lanarkshire (ER IP 4) • Improve health and wellbeing outcomes for all children and young people
Ensure schools and other places of learning are inspirational	• Implement the Schools Modernisation programme • Ensure schools and other places of learning are inspirational
Protect vulnerable children, young people and adults	• Ensure current national and local priorities for vulnerable children and families are addressed
Tackle disadvantage and deprivation and support aspiration	• Improve the life chances of children and families
Collaborate with partners and communities to promote high quality, thriving and sustainable	• Ensure effective partnership working with parents, carers, learners and other stakeholders in order to

Connect Objective	Resources Objectives
communities	provide leadership and engagement that enables a clear focus on learning and participation • Ensure an effective contribution to the Council's Sustainable Development Strategy • Improve the safety of our young people and their families
Encourage participation in physical and cultural activities	• Engage children and young people in physical, cultural and social activities
Support the local economy by providing the right conditions for inclusive growth	Education Resources contribution to this sits within the Connect Objective 'Improve achievement, raise educational attainment and support lifelong learning' for example: progress recommendations to develop Scotland's young workforce and school leaver destinations.

To support the delivery of the Plan and achieving Best Value Education Resources has developed the following Resource objectives:

- Deliver and communicate the Council Plan and ensure high standards of governance;
- Promote equality and the well being of staff;
- Develop improvement activity and promote scrutiny;
- Improve the skills, flexibility and capacity of the workforce; and
- Provide sound financial stewardship for the council.

SOUTH
LANARKSHIRE
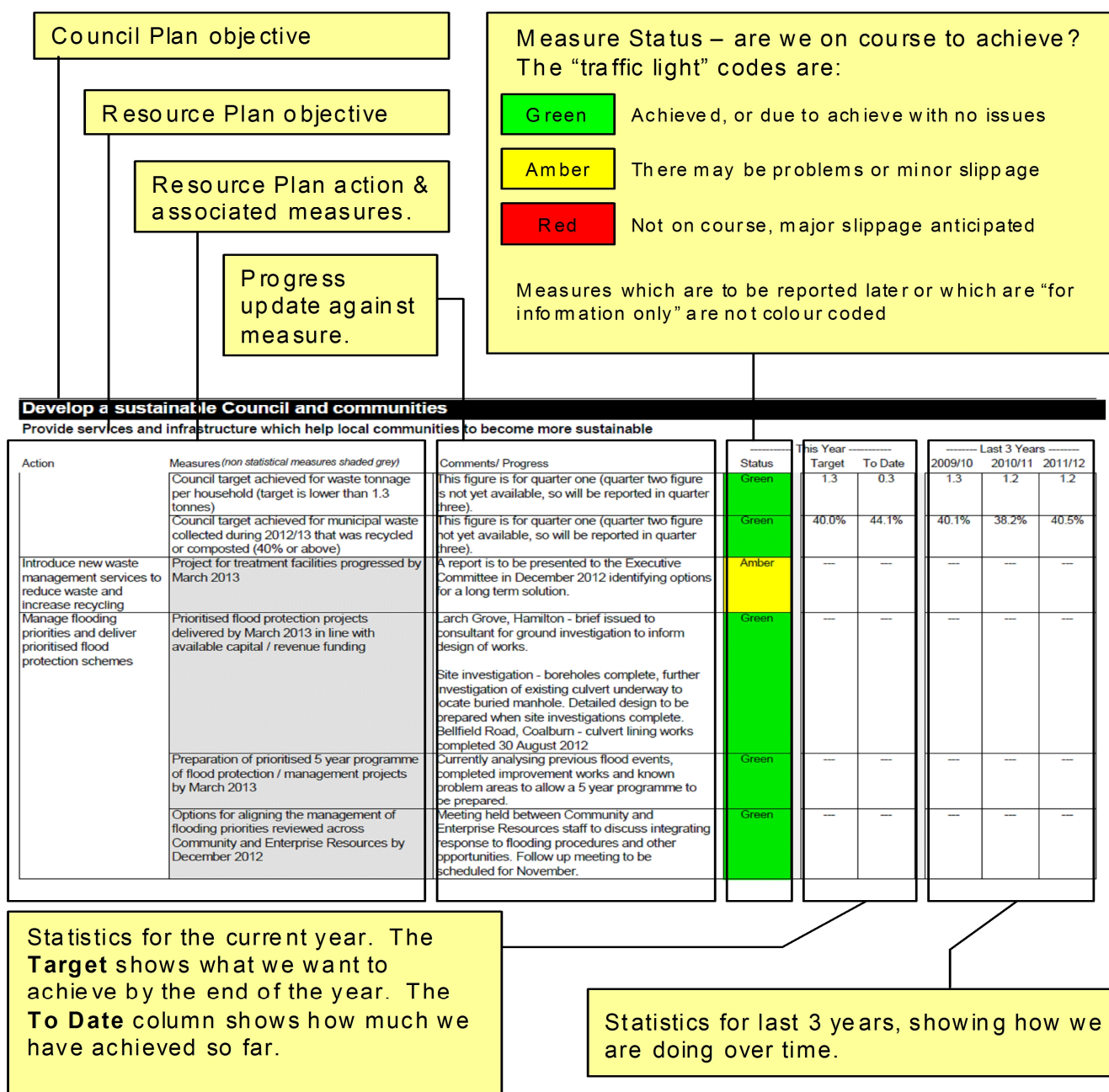COUNCIL

Education Resources

Resource Plan

Performance Report 2017-18
Quarter 2 : April 2017 - September 2017

(This represents the cumulative position to September 2017)

How to use this performance report

This performance report is intended to be both informative and easy to use. The guide below is designed to help you get the most out of the report and to answer the most common questions you might have.

Council Plan objective

Resource Plan objective

Resource Plan action & associated measures.

Progress update against measure.

Measure Status – are we on course to achieve? The "traffic light" codes are:

Green	Achieved, or due to achieve with no issues
Amber	There may be problems or minor slippage
Red	Not on course, major slippage anticipated

Measures which are to be reported later or which are "for information only" are not colour coded

Develop a sustainable Council and communities

Provide services and infrastructure which help local communities to become more sustainable

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2009/10	2010/11	2011/12
	Council target achieved for waste tonnage per household (target is lower than 1.3 tonnes)	This figure is for quarter one (quarter two figure is not yet available, so will be reported in quarter three).	Green	1.3	0.3	1.3	1.2	1.2
	Council target achieved for municipal waste collected during 2012/13 that was recycled or composted (40% or above)	This figure is for quarter one (quarter two figure not yet available, so will be reported in quarter three).	Green	40.0%	44.1%	40.1%	38.2%	40.5%
Introduce new waste management services to reduce waste and increase recycling	Project for treatment facilities progressed by March 2013	A report is to be presented to the Executive Committee in December 2012 identifying options for a long term solution.	Amber	---	---	---	---	---
Manage flooding priorities and deliver prioritised flood protection schemes	Prioritised flood protection projects delivered by March 2013 in line with available capital / revenue funding	Larch Grove, Hamilton - brief issued to consultant for ground investigation to inform design of works. Site investigation - boreholes complete, further investigation of existing culvert underway to locate buried manhole. Detailed design to be prepared when site investigations complete. Bellfield Road, Coalburn - culvert lining works completed 30 August 2012	Green	---	---	---	---	---
	Preparation of prioritised 5 year programme of flood protection / management projects by March 2013	Currently analysing previous flood events, completed improvement works and known problem areas to allow a 5 year programme to be prepared.	Green	---	---	---	---	---
	Options for aligning the management of flooding priorities reviewed across Community and Enterprise Resources by December 2012	Meeting held between Community and Enterprise Resources staff to discuss integrating response to flooding procedures and other opportunities. Follow up meeting to be scheduled for November.	Green	---	---	---	---	---

Statistics for the current year. The **Target** shows what we want to achieve by the end of the year. The **To Date** column shows how much we have achieved so far.

Statistics for last 3 years, showing how we are doing over time.

Summary - number of measures green, amber and red under each Council Plan objective/theme

Council Objective / Theme	Green	Amber	Red	To be reported later / Contextual	Total
Improve services for older people					
Protect vulnerable children, young people and adults	3			1	4
Deliver better health and social care outcomes for all					
Improve the quality, access and availability of housing					
Improve the road network, infuence improvements in public transport and encourage active travel					
Collaborate with partners and communities to promote high quality, thriving and sustainable communities	15			1	16
Support the local economy by providing the right conditions for inclusive growth					
Tackle disadvantage and deprivation, and support aspiration	4				4
Improve achievement, raise educational attainment and support lifelong learning	81			31	112
Ensure schools and other places of learning are inspirational	15				15
Encourage participation in physical and cultural activities	3				3
Delivering the plan and achieving best value	20	1		4	25
Embed governance and accountability					
Total	141	1	0	37	179

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Provide high quality support and guidance for establishments to support the implementation of the SLC Literacy Strategy	The implementation of the SLC Literacy Strategy continues to be supported in a wide range of ways. Phase 1 schools' training package is being extensively supported by practitioner and Senior Management Team training, the identification of a Literacy Coach in each establishment along with schools trio networks and ongoing support from SLC Active Literacy trainer. Catch Up Literacy training took place during August 2017 and the rollout continues with new training dates being identified for January 2018.	Green	---	---	---	---	---
	Provide a range of support, the primary aim of which is to consistently refresh learning and teaching skills in literacy resulting in high quality experiences for learners	A wide range of professional learning opportunities, including a planned, coherent, comprehensive training and support programme for our Phase 1 Active Literacy programme of 18 primary schools, have been offered to support establishments in providing high quality learning and teaching experiences in literacy. These are reviewed and refreshed regularly to ensure they are current and relevant.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	This Year Target	To Date	2014/15	2015/16	2016/17
	Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy	Staff have opportunities to engage in meaningful discussion about the achievement of a level in Numeracy using Benchmarks (including intermediate benchmarks).

Teacher judgments continue to become more robust, supported by moderation within school and across learning communities.

Staff engagement in the use of holistic assessment within Mathematics and Numeracy. | Green | --- | --- | --- | --- | --- |
| | Provide a range of support the primary aim of which is to consistently refresh learning and teaching skills in numeracy resulting in high quality experiences for learners | Staff at all levels are using the HGIOS 4 toolkit (with particular focus on the Quality Inciators which relate to Mathematics and Numeracy) to support self-evaluation for self-improvement.

Staff have opportunities to engage in high quality Career Long Professional Learning (CLPL) which is linked to raising attainment within their establishments. | Green | --- | --- | --- | --- | --- |
| | Provide support for establishments to implement new national assessments and guidance on how to interrogate the data they provide and use it to inform improvements in core areas | Successful implementation of National Assessments in Numeracy and robust interrogation of data by staff which helps identify key strengths and development needs for each pupil | Green | --- | --- | --- | --- | --- |
| | Ensure the highest quality of experiences for all learners through implementation of learning and teaching approaches and strategies | The SLC Learning and Teaching group have developed materials to support and promote highly effective practice in this area. These materials have been shared with schools and made available via the intranet. Additional materials for professional learning have also been purchased and are on loan to schools. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	---------- This Year ---------			-------- Last 3 Years -------		
				Target	To Date		2014/15	2015/16	2016/17
	Continue to provide a range of supports to all establishments to progress assessment, monitoring and tracking which confirms learners' achievement of levels	A programme of moderation activity will be offered to schools to support teacher judgement and achievement of a level. Further work will also be done to promote Education Scotland materials on the new Moderation Hub.	Green	---	---		---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Build on existing good practice in moderation and understanding standards activities within establishments to enable all staff to have confidence in assessments within the Broad General Education and Senior Phase courses	Almost all primary schools were represented at an In-service day, 4 May 2017, where the National approach for moderation was delivered. A separate course was delivered to Early Years partners and stand alone establishments, 12 July 2017. Information about national approaches was delivered to secondary faculty heads, 11 May 2017. Further work will be undertaken both within and across other authorities to ensure consistency of approach.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	Target	To Date	2014/15	2015/16	2016/17
	Deliver services and programmes through the Community Learning and Development Strategic 3 Year Plan to further improve literacy and numeracy skills among young people	To date, 648 young people have accessed 46 programmes supporting the development of literacy and numeracy. Activity undertaken by young people has included Managing Own Money unit as part of the Award Scheme Development and Accreditation Network (ASDAN) Personal Social Development award (PSD), weights and measures work through cookery programmes within Bridges programmes, SQA Employability and Working With Others awards with H2O+, Script writing sessions with Vertigo 365 Theatre group, Science Technology Engineering Maths (STEM) skills group, Reach Forward group in partnership with Rutherglen High, Pathway to Alternative Curricular Education (PACE) group engaging school non-attenders, PLUS (Positive Learning with Universal Support) and Equate, a multi-faceted programme for young people in S4 supporting them prepare for life as young adults.	Green	---	---	---	---	---

The columns under the header read: ---------- This Year --------- (Target, To Date) and -------- Last 3 Years ------- (2014/15, 2015/16, 2016/17)

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
Continue to achieve equity by 'closing the attainment gap' and meeting the aspirations of the Scottish Attainment Challenge	Provide support to ensure all schools participating in the Scottish Attainment Challenge submit annual reports to the Scottish Government	All primary and secondary schools within the Scottish Attainment Challenge were supported to produce a comprehensive review of the work undertaken during session 2016/17. This review and evaluation helped schools to inform their targets and interventions for session 2017/18.	Green	---	---	---	---	---
	Provide training and support for staff in Scottish Attainment Challenge schools to assist meeting commitment in Scottish Attainment Challenge plans	All primary and secondary schools in the Scottish Attainment Challenge were supported in submitting their plans to Scottish Government for session 2017/18. These plans have now all been approved and schools are working with support, to deliver on these. Further training will be given to Head Teachers in setting outcomes, to help measure the impact of each school 's own plan. Support and training will be delivered to all teachers through the Tapestry Programme, to help close the attainment gap.	Green	---	---	---	---	---
	Overall Average Total Tariff	Report to be provided at Quarter 4. This is a new Local Government Benchmarking Framework measure for 2017/18.	Report Later	------	------	0	841	875
	Average Total Tariff SIMD Quintile 1	Report to be provided at Quarter 4. This is a new Local Government Benchmarking Framework measure for 2017/18.	Report Later	------	------	0	521	550
	Average Total Tariff SIMD Quintile 2	Report to be provided at Quarter 4. This is a new Local Government Benchmarking Framework measure for 2017/18.	Report Later	------	------	0	709	722
	Average Total Tariff SIMD Quintile 3	Report to be provided at Quarter 4. This is a new Local Government Benchmarking Framework measure for 2017/18.	Report Later	------	------	0	866	925

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year ---------			-------- Last 3 Years -------		
				Target	To Date		2014/15	2015/16	2016/17
	Average Total Tariff SIMD Quintile 4	Report to be provided at Quarter 4. This is a new Local Government Benchmarking Framework measure for 2017/18.	Report Later	------	------		0	958	1,045
	Average Total Tariff SIMD Quintile 5	Report to be provided at Quarter 4. This is a new Local Government Benchmarking Framework measure for 2017/18.	Report Later	------	------		0	1,172	1,163

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Impact of learning offers that address barriers to learning and which support young people not fully engaging with school	In addition to progressing access to the Duke of Edinburgh Awards across all educational establishments, the promotion of Pathway to Alternative Curricular Education (PACE), and Soccerworx programme, new programmes have started such as Positive Learning with Universal Support (PLUS) and Equate, a multi-faceted programme for young people in S4 supporting them prepare for life as young adults, and Science Technology Mathematics Engineering (STEM) workshops building confidence in learning and engagement in activity. Programmes offer young people access to accredited learning such as John Muir Award, Youth Achievement Awards, Dynamic Youth Awards, and Award Scheme Development and Accreditation Network (ASDAN) awards. As a result of engagement, young people are benefiting from support that helps them address anger and emotion, communication challenges and, literacy and numeracy. In addition, young people are learning transferable skills, are volunteering in their community and are supporting others participate in the learning offers they have been through themselves.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	This Year Target	To Date	2014/15	2015/16	2016/17
Continue to achieve equity by 'closing the attainment gap' and meeting the aspirations of the Pupil Equity Fund	Provide support to schools in effective use of Pupil Equity Funding to help close the poverty attainment gap	Advice and guidance has been issued to all establishments to support the management of Pupil Equity Funding (PEF). Establishments have also been asked to outline their plans for the spend in their School Improvement Plans. Link Officers have begun to use this information to support schools. In addition to the initial advice given schools have been given additional guidance about the ongoing monitoring of their spend and will be asked for updates as the session progresses. Schools who have opted in to the newly established SLC Tracking and Monitoring approach will also be able to access support measuring the impact of PEF spend.	Green	---	---	---	---	---
	Percentage of schools using Pupil Equity Funding to demonstrate progress in closing the gap	Report to be provided at Quarter 4. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Report Later	------	------	0.0%	0.0%	0.0%
Continue to achieve equity by 'closing the attainment gap' and meeting the Scottish Government's ambitions for the delivery of the highest quality of Early Learning and Childcare	Develop and implement 'progression in learning' guidance materials for all Early Learning and Childcare establishments to ensure improved outcomes for children	Draft Progression in Learning Guidance Materials produced for all Early Learning and Childcare Settings to ensure improved outcomes for babies, toddlers and young children.	Green	---	---	---	---	---
	Develop and implement new curriculum guidance 'Together we can and we will' to ensure the delivery of the highest quality learning experiences for children aged 0-5 years	New curriculum guidance "Together We Can and We Will" has been drafted and has been passed to Graphics. Support and training materials are currently being developed.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Develop, monitor and evaluate a range of supports for leaders and practitioners to ensure improvement and increased quality through professional dialogue focussed on Early Learning and Childcare experiences and outcomes	How Good is our Early Learning and Childcare Toolkit has been produced and distributed to all Early Learning and Childcare (ELC) settings. Training has been delivered to Head of Establishments and Senior ELC Staff.	Green	---	---	---	---	---
	Support the delivery of key aspects of How Good is our Early Learning and Childcare	How Good is our Early Learning and Childcare Toolkit produced and distributed to all Early Learning and Childcare (ELC) Settings. Training also delivered to Heads of Establishment and Senior ELC Staff.	Green	---	---	---	---	---
	Monitor and evaluate impact of new Early Learning and Childcare structure	Positive evaluation outcomes measured from training, support and guidance input to establishments. All targets met.	Green	---	---	---	---	---
Progress approaches in respect of national education priorities	Exclusion incidents per 1,000 pupils in primary schools	Report to be provided at Quarter 4.	Report Later	7	------	7	6	7
	Exclusion incidents per 1,000 pupils in secondary schools	Report to be provided at Quarter 4.	Report Later	54	------	60	50	51
	Reduction in the overall number of days lost through exclusion in secondary schools	Report to be provided at Quarter 4.	Report Later	2,970	------	3,342	2,738	2,927
	Reduction in the overall number of days lost through exclusion in primary schools	Report to be provided at Quarter 4.	Report Later	455	------	451	390	460
	Reduction in the average number of half days absence per pupil in primary schools	Report to be provided at Quarter 4.	Report Later	17.9	------	16.8	17.9	18.0
	Reduction in the average number of half days absence per pupil in secondary schools	Report to be provided at Quarter 4.	Report Later	27	------	27	29	28
	% of pupils entering further or higher education	Report to be provided at Quarter 4.	Report Later	65.9%	------	64.7%	67.3%	65.8%
	% of pupils entering employment or training	Report to be provided at Quarter 4.	Report Later	25.4%	------	25.6%	24.3%	26.3%

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year ---------			-------- Last 3 Years -------		
				Target	To Date		2014/15	2015/16	2016/17
	Proportion of Pupils Entering Positive Destinations	Report to be provided at Quarter 4.	Report Later	93.1%	------		92.3%	93.1%	94.0%
Continue to take forward best practice arising from the Children and Young People Improvement Collaborative	Report the requirements of the Children and Young People Improvement Collaborative to the Community Planning Partnership	Children and Young people Improvement Collaborative are continuing to build local capacity and capability around improvement methodology. Training has been provided for three discreet improvement projects, focusing on multi agency chronologies, communication, speech and language in 3-8 years old children Looked After at Home and increasing physical activity in Looked after Children and Young People (LACYP).

In order to achieve progress on the national stretch aims around literacy we are focusing our improvements in reading across 18 primary schools linked to our areas of high deprivation. In addition improvement work continues in early childhood development prioritising speech, language and communication and emotional and behavioural development. | Green | --- | --- | | --- | --- | --- |

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year ---------			-------- Last 3 Years -------		
				Target	To Date		2014/15	2015/16	2016/17
Implement the duties of the Designated Managers / Named Persons with regard to Part 9 of the Children and Young People (Scotland) Act 2014	Take forward the Corporate Parenting Strategy and Action Plan 2016-2018 by ensuring that schools and establishments understand and fulfil the core commitments for Education	Educational establishments will receive a reminder of their corporate parenting responsibility and a sample of Additional Support Plans for Looked After Children (LAC) will be completed between now and June 2018. There will be guidance issued to school regarding partnership working with Social Work in relation to reviews for LAC.	Green	---	---		---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Increase the percentage attendance for Looked After children	The Inclusive Education Service has appointed a member of staff on a secondment basis to develop the policies and programmes to support schools to increase the attendance of Looked After Children. For this session, all schools will be informed in the Inclusive Education briefing of the requirement to consider what they should do to encourage Looked After Children to attend school. Good practice will be highlighted. Figures for session 2016/17 will be reported at Quarter 3. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Report Later	------	------	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
	Reduce the percentage of exclusions in Additional Support Needs provision for Looked After children	The Inclusive Education Service has appointed a member of staff on a secondment basis to develop the policies and programmes to support schools to reduce the percentage of exclusion of Looked After Children. For this session, all schools will be informed in the Inclusive Education briefing of the requirement to follow best practice when considering the exclusion of Looked After Children. Exclusion procedures will be reviewed in light of new advice from Scottish Government and these procedures will be ratified and actioned during the school year. Figures for session 2016/17 will be reported at Quarter 3. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Report Later	------	------	0.0%	0.0%	0.0%

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Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Support vulnerable young people and improve life chances through learning, personal development and active citizenship	Develop and deliver a range of targeted one-to-one and group work sessions, guidance and programmes to support young people broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups	54 targeted one-to-one and group work sessions, guidance and programmes have engaged 1,052 young people to broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups. Places continue to be taken up by vulnerable young people on H2O+ developing effective group working, decision-making and risk assessment skills. Young people have participated in programmes such as Mentors Against Violence Programme (MVP), school Nurture groups, community football, school transition, Personal Social Development (PSD) and Youth Achievement Awards, social and emotional, and Living Life to the Full. Informed decisions are being developed and through young people's participation in activities such as representing others on forums including South Lanarkshire Disability Access Panel and the Young People's Sports Panel, and through peer research within the Health Issues in the Community course, young people are supporting the informed decisions of others. Street work has been a major development in recent months following a spike in anti-social behaviour reported at Hamilton Bus Station which has gathered negative media attention. Through various meetings with partners Youth Learning Services has been lead support for the young people, resulting in street work from August to December, seeking to integrate young people into varying groups, mainly within Hamilton Universal Connections. Work is also being done with the young people to increase their self-esteem to lower their risk taking behaviours and raise aspirations to ultimately	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	---------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
		result in the anti-social behaviour decreasing and the young people's self worth rising. 18 young people are engaging voluntarily.				---		
Use evidence-based literacy practices interventions to improve outcomes for learners	Evaluate and continue to support the two Literacy Intervention training programmes for early years and primary 1 practitioners	Pre-school multi-session training is now being rolled out across South Lanarkshire. Psychological Services has a coordination and advisory role as well as input into training. On-going built in evaluation in progress. Very good attendance and feedback. Multi session locality based P1 training 2017-18: 3 sessions now run. Evaluation report from 2016-17 completed including impact evaluation showing positive self-reported impact. Evaluation underway for 2017-18.	Green	---	---	---	---	---

Raise standards of educational achievement and attainment

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	---------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
Promote development of the right range of skills, qualifications and achievements to enable all learners to succeed	Percentage of Secondary pupils in S6 achieving 5 or more awards at Level 6	Report to be provided at Quarter 4.	Report Later	30.7%	------	28.0%	28.9%	33.6%
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	Report to be provided at Quarter 4.	Report Later	32.0%	------	33.0%	31.0%	38.0%
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	Report to be provided at Quarter 4.	Report Later	13.0%	------	11.1%	11.9%	15.0%
	Provide a range of supports to schools and establishments to implement the changes to national qualifications	Report to be provided at Quarter 3.	Report Later	---	---	---	---	---
	Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in literacy	Report to be provided at Quarter 3.	Report Later	------	------	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | |
				Target	To Date	2014/15	2015/16	2016/17
	Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in numeracy	Report to be provided at Quarter 3.	Report Later	------	------	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Provide a range of support to establishments in order to take forward the implementation of the SLC Languages 1+2 Strategy	Approximately 185 additional teachers were trained in French, Spanish and German during session 2016-17. Approximately 120 teachers will benefit from training in Modern Languages which will take place during Session 2017-18. Opportunities will be planned for children and young people in primary and secondary schools to benefit from interaction with native language speakers. The web resource, Power Platform, continues to support staff in training and delivery of Modern Languages. Establishments are supported to enable children and young people to make connections with different people and their cultures, developing and enhancing the part they play as global citizens.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year ---------			-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
	Increase achievement in instrumental music tuition through the Youth Music Initiative	During Quarter 2 comprehensive analysis and development of the Youth Music Initiative (YMI) projects have taken place which included: A full analysis and evaluation of the sell-out 2017 Instrumental Music Service (IMS) Primary / YMI Instrumental Music Showcase; effectively managing the new intake of 2017-18 P5 pupils across eight authority-wide YMI projects; the continuation and development of Lanark Grammar School primary partnership project and an extended distribution of YMI instrumental music tuition across the Local Authority. In addition, an exciting staff training programme in basic percussion skills will enhance aspects relating to inclusive musical activities across a number of schools. A very successful IMS community partnership musical event (specialising in Brass, and featuring international soloist Richard Fox) was staged in Lesmahagow with Coalburn Silver Band.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Deliver an inclusive learning offer through Pupil Equity Funding to young people in S2/S3	A range of offers have been presented to school establishments in support of the addressing the attainment gap. The offers include the Duke of Edinburgh Awards Scheme, Pathway to Alternative Curricular Education (PACE), Positive Learning with Universal Support (PLUS), Equate, Soccerworx and Danceworx, and various accredited learning offers such as HSK Mandarin, Youth Achievement Awards, Dynamic Youth Awards and Award Scheme Development and Accreditation Network (ASDAN) awards. The inclusive learning offers seek to engage young people through different learning styles that complement their abilities and styles of learning, supporting them to choose a path of learning that leads them to further learning opportunities, engagement with the curriculum and raised aspirations. These offers will be monitored across Quarter 3 and a further report will be provided during Quarter 4.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Manage the planning, delivery and performance of projects defined within the Education ICT Managed Service Contract	Ensure that the ICT managed service continues to deliver outcomes which are focused on learning and teaching	Engagement with school ICT Coordinators continues, looking at new technologies, such as Chromebooks, different mobile devices and G-Suite tools, and ensuring that ICT infrastructure continues to be fit for purpose.	Green	---	---	---	---	---
Implement the Education Digital Learning Strategy	Maintain, enhance and continue to develop a modern ICT environment in line with national and local priorities to ensure that the ICT environment can continue to meet learning and teaching needs	Chromebooks will form core mobile provision for all schools, and interest in this technology continues to grow in all areas, offering inexpensive, robust web browsing and easy access to Glow. Work will continue to grow expertise in Glow tools across all areas, including O365 and GSuite, through training and promotion of collaborative networks.	Green	---	---	---	---	---
Promote and celebrate the achievements of young people	Organise the annual achievement award ceremony to celebrate children's success by June 2017	300 young people received an achievement award at the Awards Ceremony held in the Town House on 12 June 2017. The next annual Achievement Award Ceremony is scheduled to take place in June 2018.	Green	---	---	---	---	---

Implement the ambitions and aims of the Children and Young People Improvement Collaborative developing improvement methodologies to reduce inequality, inequity and close the gap in educational outcomes

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Progress the Scottish Government's commitment to increase nursery hours for three and four year olds and eligible two year olds by	Continue to engage with children and families to get their views on the roll-out of additional hours for Early Learning and Childcare	Phase 1 implemented from August 2017.	Green	---	---	---	---	---
	Support the training and deployment of up to 26 additional graduates in Early Years	26 staff engaged with UWS in BA studies.	Green	26	26	0	0	0

Improve achievement, raise educational attainment and support lifelong learning

Implement the ambitions and aims of the Children and Young People Improvement Collaborative developing improvement methodologies to reduce inequality, inequity and close the gap in educational outcomes

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
August 2020	Ensure partner contracts for 600 hours Early Learning And Childcare is revised with a new contract established for one year 600 hours and 1140 hours future delivery	Work has commenced with partner providers to ensure a revised contract is completed for use in August 2018.	Green	---	---	---	---	---
	Develop and implement a strategy and action plan to provide appropriate Early Learning and Childcare accommodation/facilities for young children and to support families in allowing parents to work, train or study	Updated infrastructure requirements submitted as part of larger return to Scottish Government to enable the authority to deliver 1140 hours from August 2020.	Green	---	---	---	---	---
Ensure revised National Care Standards are implemented	Develop and deliver a professional learning programme to support the key aspects of the revised national care Standards for Heads/Owners and facilitators across all Early Learning And Childcare (ELCC) establishments	New revised national Care standards were published by the Scottish Government in June 2017. A programme for Heads/Owners and facilitators will be delivered during Quarter 4.	Report Later					

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Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Implement the Developing Scotland's Young Workforce Strategy, providing, promoting and valuing a range of learning, leading to a wide variety of jobs ensuring all young people have fair access to these opportunities	Continue to develop and Implement a range of supports to establishments to take forward Developing Scotland's Young Workforce	The South Lanarkshire Council (SLC) Developing the Young Workforce (DYW) Delivery Framework has been launched following ratification by the Education Resources Committee. The SLC DYW Strategic Impact team, as well as our operational impact teams (Vocational Pathways, Careers Education Standard, Employer Partnerships and Work Placements) continue to work with our partners to deliver the key aspirations of DYW for South Lanarkshire learners.	Green	---	---	---	---	---
	Continue to build and sustain strategic partnerships with local authorities, establishments, colleges and universities and business partners to widen the offer to young people in the Senior Phase	A SLC bid has been submitted to Skills Development Scotland to enhance Foundation Apprenticeship opportunities for 2018-19. This has involved working with a range of partners to support this provision.	Green	---	---	---	---	---
Develop employability skills and sustained, positive school leaver destinations for all young people	Carry out a strategic review of work experience models and implementation of the Standard for Work Experience	Meetings of the School Work Experience Impact Team have taken place and were focused on exploring the implications of the Developing the Young Workforce. These meetings will continue to take place during session 2017/18.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
	Provide high quality professional learning activities in partnership with our key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams	A range of high quality professional learning activities are being delivered across all sectors. Further opportunities will be offered throughout the session.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Provide a range of innovative, positive and sustained youth work opportunities that impact positively on the inequalities faced by young people	To date, 898 young people are being supported to address inequalities that they face through participation in 47 innovative youth work opportunities. Vulnerable young people continue to participate on H2O+ developing life skills, core skills, and employability skills and are/have been aided in their move towards positive destinations, directly through their participation on the programme. The Community Learning Hub in Whitehill is now actively engaging learners in a range of offers such as Chinese language and culture, personal development, and health and wellbeing through activities including Fit for Free. The newly established Equate programme within Hamilton Universal Connections provides a vibrant and challenging programme that aims to prepare young people for life after school, employment and/or further learning opportunities. Through setting achievable goals, young peoples' development on the programme will include independent living skills. Young people are benefiting from engaging in existing programmes such as Local Environmental Action Force, Job Clubs, volunteering and work placements providing them with the setting to develop towards positive destinations post school. A new development has been that of Youth Bank at Hamilton Universal Connections. This	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
		programme seeks to further contact with young people who have moved on to positive destinations, further education or employment but also moving out of the family home in to their first tenancy. The aim of this project is to further develop independent living skills, reduce risk behaviour, link young people with appropriate services and to continue contact between young people and seek to reduce the impact of homelessness, unstable living arrangements and inexperience on young people sustaining post school destinations.				---		

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Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Work with key partners to ensure that young people enter a positive and sustained destination	Maintain the percentage of young people entering and sustaining a positive destination	While we await the results of the recent destination analysis that was undertaken throughout September 2017 we can report positive Quarter 2 results for the Aspire project with 89% of the cohort achieving 89% positive destinations (6% higher than quarter 1). 52% resided in the lowest 30% data zones with 83% achieving a positive destination (2% higher than Quarter 1).

In addition we have continued to meet with partners and school staff throughout to ensure that young people are supported timeously and appropriately while they are in their last 6 months of school and into their next destination until they reach 19 years of age. | Green | 94.0% | ------ | 0.0% | 93.0% | 94.0% |
| | Maintain the percentage of children who are looked after entering and sustaining a positive destination | We continue to track and resource our care experienced young people. This includes those who are currently accommodated, those who are looked after at home (currently or in the past year) and those who are care leavers. They are offered support to enter a positive destination and are also tracked to ensure that they sustain this.

Statistical data to provided at Quarter 3. | Green | 80.0% | ------ | 0.0% | 91.0% | 100.0% |

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Improve achievement, raise educational attainment and support lifelong learning

Take forward the principles, values and purposes of Curriculum for Excellence

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually	Increase knowledge and confidence amongst practitioners in the use of benchmarks to assess pupil learning	Plans are in place to support schools with additional curriculum planning documentation in relation to the benchmarks.	Green	---	---	---	---	---
	Provide professional learning activities which support the learning and teaching of Literacy and English for all children and young people	A wide range of professional learning opportunities have been offered to support establishments in providing high quality learning and teaching experiences in literacy, including quality practitioner and Senior Management Team training and support around active literacy methodology in primary schools. These are reviewed and refreshed regularly to ensure they are current and relevant.	Green	---	---	---	---	---
	Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people	Provision of targeted support for identified schools which will result in increased attainment at identified stages.

Staff have opportunities to engage in high quality Career Long Professional Learning (CLPL) which is linked to raising attainment within their establishments. | Green | --- | --- | --- | --- | --- |
| | Provide professional learning activities which support the learning and teaching of Health and Wellbeing for all children and young people | A range of Career Long Professional Learning (CLPL) continues to be offered for colleagues to support different aspects of Health and Wellbeing (HWB). This includes Mental Health First Aid training, the Mentors in Violence Prevention scheme that continues to be rolled out to secondary schools. CLPL has been provided by "Landed" to support secondary establishments in the delivery of HWB lessons relating to Substance Misuse. | Green | --- | --- | --- | --- | --- |

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Improve achievement, raise educational attainment and support lifelong learning

Take forward the principles, values and purposes of Curriculum for Excellence

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Provide a range of support to establishments which enhance professional learning in Languages 1+2	Primary/Secondary links continue to strengthen practitioner confidence and quality transition planning for young people. Primary language learning training continues to be a core component of Professional Learning. A range of network groups around elements of 1+2 provide forums for professional learning.	Green	---	---	---	---	---
	Continue to support establishments to implement South Lanarkshire Council's Outdoor Learning Strategy	Ongoing support is provided as requested to establishments to assist with the implementation of the Outdoor Learning Strategy.	Green	---	---	---	---	---

Ensure the highest quality of education provision for children, young people and communities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Ensure the highest possible quality of educational provision for children, young people and communities	Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school	To the end of Quarter 2, 97.5% of primary pupils consulted as part of HMIE process, expressed satisfaction with school.	Green	93.0%	97.5%	93.6%	94.7%	91.0%
	Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school	No inspection activity to report on during Quarter 1 or Quarter 2.	Green	75.0%	0.0%	89.5%	0.0%	78.8%
	Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision	To date, 93% of parents of pre school pupils consulted as part of HMIE or Care Commission process, are satisfied with service provision.	Green	93.0%	93.0%	99.1%	96.0%	100.0%
	% of Adults satisfied with local schools	Report to be provided at Quarter 4.	Report Later	------	------	79.0%	82.0%	78.0%
	Following the publication of the National Child Protection Improvement Programme's findings and action plan, review and update or present policy to ensure best practice	Work has commenced and a further updates will be provided in Quarter 3.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Ensure the highest quality of education provision for children, young people and communities

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Progress the key themes of self-evaluation and leadership in all establishments and services	Increase the proportion of schools receiving positive inspection reports	To date 100% of school have received positive inspection reports.	Green	93.0%	100.0%	92.8%	92.3%	100.0%
	Provide support to establishments to adopt a revised model of improvement planning and reporting which lead to focused delivery of key priorities	The School Improvement Planning template has been revised and updated to take full account of national and local priorities. Following a pilot year and phased implementation approach all establishments have adopted the template for session 2017-18. This template supports establishments to plan and report on a focused number of relevant priorities. The plans are closely linked to the new Standards and Quality reporting format. Link Officers continue to support schools with the planning and reporting processes.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Ensure the highest quality of education provision for children, young people and communities

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year		Last 3 Years		
				Target	To Date	2014/15	2015/16	2016/17
	Provide support for establishments to engage in rigorous and robust self evaluation using How Good is our School (4th Edition) HGIOS4, which results in improved outcomes for learners	A programme of comprehensive support for establishments to engage in rigorous and robust self evaluation using How Good is our School 4th Edition (HGIOS4) was being implemented last session and will continue in session 2017-18. To date this support has included production and distribution of a HGIOS4 Toolkit, presentations at Head Teacher meetings and a number of support meetings for those pending inspection. This has resulted in positive outcomes for schools, for example, of the twelve establishments being inspected for the first time this session and last session, all twelve received "positive" outcomes with a grade of satisfactory or above for all Quality Indicators.	Green	---	---	---	---	---
	Provide support for establishments and Services to engage rigorous and robust self-evaluation using How Good is the Learning and Development in our Community? which results in improved outcomes for learners	Youth Learning Service has rolled out a revised Quality Indicator (QI) tool kit to complete establishment wide audits of the HMle QI 5.1 'Delivering the Learner Offer with Learners'.

This is being used to provide profiles as well as providing staff with information, structure and worked example that can be used to aid in the completion of their own, individual self-evaluation forms.

In addition to this, a new database management information system is in development to complement the HMle Quality Framework "How Good is the Learning and Development in Our Community?" which will replace current Quality Management paper based forms within Youth Learning Services. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

Ensure the highest quality of education provision for children, young people and communities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Implement the requirements of General Teaching Council for Scotland's, Professional Review and Development and Professional Update	Continue to implement the new General Teaching Council for Scotland's paperwork and processes for Professional Review and Development and Professional Update	Processes and paperwork for Personal Review and Development and Professional Update continue to be implemented.	Green	---	---	---	---	---
	Continue to implement quality assurance systems for new Professional Review and Development and Professional Update	Quality assurance systems have been developed and will be implemented throughout session 2017/18.	Green	---	---	---	---	---
Provide high quality professional learning activities for practitioners based on the needs identified in the CQIS annual audit	Audit professional learning needs of practitioners and ensure the needs of establishments have been addressed by June 2018	A comprehensive programme of professional learning opportunities for practitioners is in place for Session 2017/2018.	Green	---	---	---	---	---
	Increase the overall percentage of staff participating in additional qualification opportunities	Report to be provided at Quarter 4.	Report Later	------	------	0.0%	2.5%	3.6%
Maintain Education Resources commitment to employees through the development and effective implementation of personnel policies and employee learning and development	Ensure Education Resources remains compliant with the IIP principles, to enable positive assessment outcomes	Education Resources remains compliant with Investors in People principles.	Green	---	---	---	---	---
	Maintain or improve performance in relation to national performance measures: The number and % of Head and Deputy Head teachers who are women compared with the % of all teachers that are women in: Secondary schools, Primary schools, ASN schools	Report to be provided at Quarter 4.	Report Later	------	------	79.0%	79.6%	78.6%

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Improve achievement, raise educational attainment and support lifelong learning

Ensure the highest quality of education provision for children, young people and communities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Ensure the Corporate Standards for People Connect are met by Education Resources within agreed timescales	Completed within agreed corporate timescales.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Ensure the highest quality of education provision for children, young people and communities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Deliver adult learning programmes to promote positive health and wellbeing	Number of adult learning programme participants who report adopting healthier lifestyle practises	The Community Learning Home School Partnership (CLHSP) service continues to deliver adult learning programmes which promote positive health and wellbeing with a wide variety vulnerable families. A more complete statistical return will be provided at Q3. Some practice examples follow: In the East Kilbride area an event engaged 31 adults in Internet Safety. All of the parents stated that they were more knowledgeable about the risks to their children. Additionally 20 adults and 10 children were involved in a Healthy Eating programme where all families reported they had learned new skills in healthy eating and would change to healthier choices of food. 72 adult engaged in adult learning programmes that support positive living through engaging in activities such as drama, Gaelic Jewellery making and Step to Excellence. The Steps to Excellence course has taken place in Hamilton, East Kilbride and Rutherglen and encourages adults to make goals for themselves and build a positive outlook on life. In the Larkhall area a group of 10 parents attending a Health and Wellbeing group focusing on cooking, supporting them in developing basic cooking skills and knowledge of how to cook on a budget. In the Clydesdale area there are a number of Nurture Groups that use crafts and health activities as a focus for increasing their self-confidence and wellbeing. Participants have reported that they feel more confident in	Green	------	------	0	0	0

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Improve achievement, raise educational attainment and support lifelong learning

Ensure the highest quality of education provision for children, young people and communities

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year --------- Target	To Date	-------- Last 3 Years ------- 2014/15	2015/16	2016/17
		their role as parents.				0		
Deliver programmes to support literacy and numeracy	Number of parents who report feeling more confident to support their child's literacy	Family Learning programmes such as Read Write Count, Learn with Lego, Discovery kits and Play along Maths contribute towards parents saying they feel more able to help their child/children with their homework. Statistical data will be provided at Quarter 3.	Green	------	------	0	0	0
Provide English for speakers of other languages (ESOL)	Number of English for speakers of other languages (ESOL) learners accessing provision	Current provision will be enhanced by the delivery of an Access 2 programme by South Lanarkshire College next term.	Green	363	------	0	0	0
classes in local communities from Literacies to Intermediate level	Maintain number of English for speakers of other languages (ESOL) learners reporting increased confidence in applying skills to daily life	Class numbers have remained steady during Quarter 3, although there has been some progression by our Syrian families into college placements in Glasgow. Statistical data to be provided at Quarter 3.	Green	------	------	0	0	363

Improve achievement, raise educational attainment and support lifelong learning

Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | This Year | | Last 3 Years | | |
				Target	To Date	2014/15	2015/16	2016/17
Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults	Provide programmes to improve skills for employability and work	Relationships have been established and maintained with the Literacy Strategy Implementation Group, exploring opportunities to improve family literacy programmes and roll out literacy programmes to wider community. Links are established with Health and Social Care Partnership Community Justice Coordinator to scope opportunities for links with prisons. Links with Job Centre plus provide referrals for literacy learners who require support to access Universal Job Match online, supporting with practical employability skills, including job search, CVs, application forms.	Green	---	---	---	---	---
Provide a range of class and project based Adult Literacy and Numeracy activities in local communities	Maintain number of adult learners reporting increased confidence in applying literacy and numeracy skills in daily life	Family Learning programmes such as Read Write Count, learn with Lego Discovery kits and Play along maths were parents saying they feel more able to help their child/children with their homework	Green	------	------	0	0	0

Improve achievement, raise educational attainment and support lifelong learning

Increase levels of achievement through community capacity building

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2014/15	2015/16	2016/17
Promote and support the role of volunteering within local communities	Number of volunteers supporting activities	235 volunteers are currently supporting Service delivery. Volunteers are engaged in a range of activities that suit their skills and interests. In this period a minimum of 61 volunteers have progressed into employment, training or further learning opportunities.	Green	------	235	0	0	0
	Maintain number of volunteer hours delivered in local communities	Volunteers are supported to deliver learning opportunities/activities that meet their own needs as well as those of the wider community. In this period 5721 hours have been contributed back through a range of activities, including: paired reading in schools; supporting ESOL learners; supporting adult literacy learners; skills sharing activities to support community groups to increase capacity for delivery and/or fundraising; assisting community members with job seeking.	Green	------	5,721	0	0	0

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Improve achievement, raise educational attainment and support lifelong learning

Increase levels of achievement through community capacity building

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	Target	To Date	2014/15	2015/16	2016/17
				----------- This Year ---------		------- Last 3 Years -------		
Engage young people in influencing service design and delivery, reflecting youth issues in their community	Increase the annual percentage of young people that express their voice and demonstrate social commitment	2,069 young people have actively expressed their voice to date and demonstrated social commitment. 485 young people completed the biennial Youth Survey providing information including their satisfaction with services, an indication of their health, wellbeing and lifestyles, the learning activities that they want to access and how often they access services within the community. Young people have also joined the South Lanarkshire Disability Access Panel and additional young people have joined the Young People's Sports Panel. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Green	1.0%	------	0.0%	0.0%	0.0%

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Improve achievement, raise educational attainment and support lifelong learning

Increase levels of achievement through community capacity building

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Increase levels of achievement through community capacity building	Provide volunteering opportunities for young people in their communities that enhance social commitment	To date, 410 young people have contributed 13,674 hours through volunteering. Activity has included undertaking weekly volunteering duties within programmes such as Vertigo 360 Youth Theatre, Money For Life, South Lanarkshire Youth Council, facility programmes, taster sessions and whilst on the H2O+ programme through the community challenge, breakfast clubs supporting the community during the summer holidays, social enterprise through delivering summer holiday youth club sessions within communities, and in completing their Duke of Edinburgh Awards section through a variety of settings.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Increase levels of achievement through learning for young people and adults

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
Provide opportunities for young people to achieve awards through the Youth Learning Service	Maintain the number of awards accessible to young people	47 Awards continue to me made available to young people during Quarter 2. These awards included Duke of Edinburgh Awards Scheme, SQA Steps to Work, Working with others, and employability units, Youth Chinese Test (YCT) Awards, HSK level 1 Awards, John Muir Award, JASS Award, Award Scheme Development and Accreditation Network (ASDAN) Youth Achievement Award Gold / Silver / Bronze, ASDAN PSD Award, and Level 1 Customer Services Award.

Additional awards are being sought to add to those available to young people through Youth Learning Services.

This is a new measure for 2017/18 and will set the benchmark for measuring future performance. | Green | 47 | 47 | 0 | 0 | 0 |
| | Number of young people participating in awards | There are currently 1,386 young people actively participating in awards schemes through Youth Learning Services.

This is a new measure for 2017/18 and will set the benchmark for measuring future performance. | Green | ------ | 1,386 | 0 | 0 | 0 |

Improve achievement, raise educational attainment and support lifelong learning

Increase levels of achievement through learning for young people and adults

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year --------- Target	To Date	-------- Last 3 Years ------- 2014/15	2015/16	2016/17
	Number of awards achieved	136 awards were achieved during Quarter 2; 385 in total to date. These include Heartstart, Duke of Edinburgh (Bronze, Silver and Gold), Food Hygiene, Level 1 Customer Services, Youth Chinese Certificate, HSK Level 1, Saltire Awards and SQA Employability and, Working With Others. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Green	------	385	0	0	0
Provide accreditation opportunities for learners	Maintain number of participants who achieve an accredited award	Through improved targeting, the Community Learning Home School Partnership service has encouraged many adults in achieving accreditation for their learning. Practice examples include, Steps to Excellence, Indian Head Massage, First Aid, Family First Aid REHISS, Speak Easy, Award Scheme Development and Accreditation Network (ASDAN), Values & Beliefs, Opening Minds and a wide range of volunteering opportunities. Statistical data to be provided at Quarter 3.	Green	------	------	0	0	0

Improve achievement, raise educational attainment and support lifelong learning

Improve outcomes for individual children and families in South Lanarkshire

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Ensure the implementation of GIRFEC Improvement plan to promote awareness of, and compliance with the legislative requirements of the Children and Young People (Scotland) Act 2014	Implement key elements of Child's Plan across Education Resources and wider partners	The GIRFEC National Team are still working towards revised practice guidance and this should be issued by the end of 2017. Staff continue to assess and plan for children in line with the South Lanarkshire GIRFEC Practice Guide with interim guidance on the information sharing sections.	Green	---	---	---	---	---
	Implement key elements of the Wellbeing legislation across Education Resources and wider partners	All staff have been advised on the use of the GIRFEC Wellbeing Tool and this is now being incorporated into assessments when required. Additional training will be provided on the use of the new SEMMIS Wellbeing tool in the coming year.	Green	---	---	---	---	---
	Develop revised guidance and regulations concerning the Children and Young People(Scotland) Act 2014, implement the structures required for the Named Person Service within Education Resources	While final guidance on the statutory function of the Named Person and Named Person service is still pending from the Scottish Government. Inclusive Education Service has recruited an experienced officer with an extensive knowledge of GIRFEC policy and procedures to roll out the training of senior staff who will be Named Persons under the Act. This training will be available on a rolling programme over the next two years.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Improve outcomes for individual children and families in South Lanarkshire

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Develop, in collaboration with partner agencies, effective interventions to promote better outcomes for children who are autistic and their families	Develop guidance for schools on how best to engage autistic children with a demand avoidant profile	Scheduled for October 2017. Further update to be provided at Quarter 3.	Report Later	---	---	---	---	---
	Continue to promote and raise awareness of the value of the Autism Lens / Consultation work using a new Learn Online resource	Awareness of the Autism Consultation has been raised via the monthly Learning Community (LC) Business Bulletins and use of the Education Newsletter. A further Authority wide training event is planned for the November In-Service day. Staff members are signing up for this event and link psychologists are being encouraged to provide local training. Feedback has been provided by link psychologists on their experience of using the tool and providing training as a further aspect in promotion and awareness raising. Videos of the resource have been uploaded via Learn Online and use of this has been promoted via the business bulletins, newsletter and LC meetings. A video of a consultation has been uploaded to Glow.	Green	---	---	---	---	---

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Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing outcomes for all children and young people

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Improve health and wellbeing outcomes for children and families and getting it right for every child	Continue to provide a range of supports to all establishments to embed Health and Wellbeing in the curriculum	The Education Scotland Health and Wellbeing (HWB) toolkit continues to be highlighted for use with all schools. A number of schools have been successful in securing funding from Education Scotland to support taking forward the Health and Food technology aspect of HWB. The Physical Education, Physical Activity & Sport (PEPAS) strategy has been launched with an implementation group established to identify professional development needs, share good practice and support implementation.	Green	---	---	---	---	---
Ensure revision of Admissions policy for Early Learning and Childcare to meet the requirements outlined in The Children and Young People (Scotland) Act 2014	Undertake consultation with all stakeholders in the revision of the current admissions policy for all Early Learning and Childcare establishments and develop a revised policy	Revision of the current admissions policy for all Early Learning and Childcare establishments to commence November 2017. Outcome will be available at Quarter 4.	Report Later	---	---	---	---	---
Continue to develop new approaches to ensure high quality Physical Education in establishments	Monitor the percentage of establishments undertaking 2 hours of Physical Education through the Healthy Living Survey	Report to be provided at Quarter 4.	Report Later	100.0%	------	0.0%	100.0%	100.0%
	Continue to deliver a range of professional programmes for practitioners, with partners, focused on the quality of provision of Physical Education	Professional programmes for practitioners have been organised in a wide range of areas including athletics, gymnastics, volleyball, netball, disability inclusion and level 1 and level 2 "Connections". These Continuing Professional Development courses continue to be well attended by colleagues from both primary and secondary establishments.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing outcomes for all children and young people

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2014/15	2015/16	2016/17
Development of an Initial sustainable Autistic Spectrum Disorder Consultation protocol model for Early Learning and Child care	Develop, pilot and evaluate an Autistic Spectrum Consultation protocol model for Early Learning and Childcare practitioners	The training for this development has been drafted and is out for consultation with Early Years psychologists. Discussions are ongoing with the Inclusive Education Service about how the follow up support can be delivered post-training.	Green	---	---	---	---	---
Deliver family learning programmes to promote positive health and wellbeing	Number of family learning programme participants who report adopting healthier lifestyle practices	To support families develop healthier lifestyle practices, a range of physical and emotional family learning programmes were offered including Healthy Eating , Family Fun Time, Outdoor Learning, Forest Schools. The Home School Partnership Service has also worked in partnership with Active schools to provide a range of physical games and activities. Statistical data to be reported at Quarter 3.	Green	------	------	0	0	0
Continue to engage with parents/carers to involve them in family learning activities and experiences with their children to support the improvement of reading, writing, skills for lifelong learning and the promotion of positive health and wellbeing	Number of parents who report feeling more confident to support their child's learning in identified curricular areas	Parents report increased confidence in supporting their children's learning as a result of a range of opportunities provided, for example, paired reading has been rolled out to a number of primary and secondary schools. Tea with The Teacher and a Gruffalo themed event had 80 families engaged. One Programme, Families and School Together (FAST) targeted families who had little or no contact with school. Following the intervention 100% of the families that took part came along to Meet the Teacher event hosted in school. Statistical data will be reported at Quarter 3.	Green	------	------	0	0	0

Ensure schools and other places of learning are inspirational

Implement the schools modernisation programme

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year ---------		------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
Progress the council's Schools Modernisation Programme	Continue to progress the building of new schools/establishments during 2017-18 to achieve the target of 129 primary schools	Newton Farm Primary School and Nursery opened to staff and pupils August 2017.	Green	124	122	104	114	120
Modernise all nursery facilities	Number of nursery classes modernised in session 2017/18	Newton Farm Nursery class opened August 2017.	Green	2	1	4	5	2

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----------- This Year ---------			-------- Last 3 Years -------		
				Target	To Date		2014/15	2015/16	2016/17
Support learning and raise attainment through the use of digital technologies and the ICT infrastructure	Continue to support schools to implement national and local digital learning strategies in order to embed the use of digital technologies and lead to increased attainment	A digital support officer has been appointed on a secondment basis and provides a link between the National Technologies Network led by Education Scotland and South Lanarkshire Council colleagues both centrally and within establishments. ICT coordinators meetings for primary establishments have taken place to ensure that key messages are passed on. Visits with individual establishments have taken place to support embedding digital learning strategies and an information event has been arranged for Primary Head Teachers to inform them of new developments and available resources to allow for strategic planning.	Green	---	---		---	---	---

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Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year --------- | | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Ensure that the NGLS2 contract with RM maximises performance and availability of ICT across all establishments	Monitoring and management of the Information Communications Technology (ICT) contract with Research Machines (RM) continues via monthly operational, project and account management meetings, as well as daily and weekly updates. Benchmarking review of key hardware was completed over the summer, confirming that RM pricing for core provision compares extremely well on price and specification against alternative providers. Performance against contract Service Level Agreement (SLA) continues to be good with 5,556 calls logged with the RM service desk between April and September with over 97% meeting SLA, and with active monitoring of any site whose response times drop below the target.	Green	---	---	---	---	---
	Ensure that the ICT infrastructure is fit for purpose and supports the evolving needs of learners and practitioners	Secondary workstation refresh 2.1 is fully underway and 4 schools complete by end September; Hamilton Grammar, Holy Cross High School, Stonelaw High School and Lesmahagow High School. No major issues reported. 72 sites have now moved onto new WAN lines/contracts with efficiency savings starting to filter through. Wireless refresh continues.	Green	---	---	---	---	---

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Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching	Newton Farm Primary opened at the start of term with users provisioned via Glow (users have a single login to log onto the network and Glow), removing as many barriers to access as possible. The impact of this will be reviewed and fed into plans for the future. Induction for new ICT Co-ordinators is in plan. A range of ICT training courses are being delivered this term and next.	Green	---	---	---	---	---
Deliver high quality continuous professional learning to support all staff in achieving excellent learning and teaching and service delivery	Continue to deliver a high quality programme of professional learning opportunities across a range of themes e.g. Learning and Teaching and the Curriculum	The Curriculum and Quality Improvement Service (CQIS) continues to deliver a high quality programme of professional learning opportunities across a range of different themes, for example, Learning and Teaching, Leadership, Curriculum etc. The newly structured service will continue to provide these opportunities in 2017-18. The service will also be responsive to the needs of establishments, taking cognisance on the most recent CQIS audit.	Green	---	---	---	---	---

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Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2014/15	2015/16	2016/17
	Ensure a review is undertaken for all existing early learning and childcare staff with areas for focused development agreed and implemented in a training plan	The training within this year's plan reflects the needs of the service. Further training and support materials are being developed to assist the implementation of our new curricular document. We are holding a further consultation with Standalone Head's of Centre to assist planning for 1140 hours.	Green	---	---	---	---	---
	Deliver a range of high quality learning opportunities to paid/voluntary staff and partner organisations, through the Youth Learning Development CPD Training Plan, in line with Community Learning and Development Standard Council's Professional Learning Strategy	Staff continue to be encouraged to access Community Learning and Development Standards Council Continuing Professional Development (CPD) website, iDevelop. Rollout of revised Child Protection refresher has taken place across Youth Learning Services staff and volunteers during August and September. Staff have accessed a number of training opportunities including 'Workshop to Raise Awareness of Prevent' (WRAP) training on the Prevent Strategy, New Psychoactive Substances and Drugs, Resilience, and various through Learn-On-Line. In addition to this, 7 members of staff are currently enrolled on the University of the West of Scotland BA Community Education whilst 9 members of staff are currently progressing through their SVQ Level III Youth Work qualification.	Green	---	---	---	---	---

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Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	Target	To Date	2014/15	2015/16	2016/17
Equip staff to deliver high quality learning and teaching, inspire learners, improve attainment and celebrate success	Continue to provide a range of supports to all establishments to promote the delivery of high quality learning experiences for all learners	Professional development materials have been made available to all establishments to support quality learning experiences and further training and support will be provided.	Green	---	---	---	---	---
	Organise a range of Youth Learning celebration events and/or awards ceremonies that recognise the achievements of young people	Each Universal Connections completed their summer programme with a celebration recognising the volunteering and hard work young people had put in to programming and supporting each of their programmes.

16 celebrations have taken place to date during 2017 - 2018.

Work continues to progress plans for events across South Lanarkshire during the Year of Young People 2018. | Green | --- | --- | --- | --- | --- |

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	This Year			Last 3 Years		
				Target	To Date	2014/15	2015/16	2016/17	
Progress leadership development at all levels, within schools and all learning establishments	Continue to develop leadership at all levels from Newly Qualified Teachers (NQTs) to serving Head Teachers, through our Leadership Framework	South Lanarkshire Council (SLC) provide a wide range of opportunities for all staff to participate in leadership opportunities at an apporporiate level. All Newly Qualified Teachers (NQTs) deployed and appropriate training in place. Each NQT to undertake a professional enquiry between February and May. Staff from Scottish College for Education Leadership (SCEL) and General Teaching Council for Scotland (GTCS) speaking to staff at Professional Learning Coordinators conference. Acting Depute Head Teachers and Head Teachers opportunities made available to primary staff. South Lanarkshire Council (SLC) facilitate the participation of school leaders in SCEL programmes. SLC provide support for staff undertaking postgraduate leadership qualifications.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
	Provide support to establishments to participate in a phase 2 of 'Professional Learning Trios'	Phase 1 of Professional Learning Trios was a great success with over 40 schools participating in session 2016-17. An information event was held in August 2017 to encourage schools to join Phase 2 of the programme. This resulted in a good response with over 50 new schools signing up to Trios. This means we have over 90 schools in total participating from across the Primary, Secondary and ASN sectors.	Green	---	---	---	---	---
	Provide professional learning programme for Early Learning and Childcare Managers to enhance the quality of provision being delivered to all young children	A training programme has been delivered to the Partner Nursery managers. This programme has also been delivered to Early Years Team Leaders. ELCLLO's continue to support managers with training requests. ELCLLO's are continuing to support Standalone Head's as required. We are looking at a Masters level Leadership module for managers, as part of this on going development. We are liaising with University West of Scotland as the provider.	Green	---	---	---	---	---
Provide innovative and inspirational facilities where young people choose to participate	Ensure young people are fully engaged in the future planning, delivery and evaluation of youth work provision within their facility	During Q2, 435 young people have actively participated in planning, delivery and evaluation of youth work provision in their facility. Young people have helped evaluated programmes across the service such as Bridges, STEM group, Universal Connections facility programmes, Mix United LGBTI provision, young carers and area based provision. These processes ensure that programmes meet the needs of young people and that they themselves, are fully involved, including in delivery where applicable, building their confidence, skills and commitments to others.	Green	---	---	---	---	---

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Protect vulnerable children, young people and adults

Ensure current national priorities for vulnerable children and families are addressed

Action	Measures(*non statistical measures shaded grey*)	Comments/ Progress	Status	This Year Target	To Date	2014/15	2015/16	2016/17
Ensure current national and local priorities for vulnerable children, young people and families are addressed	Review and develop the Education Resources guidelines on Promoting Positive relationships/ Respect for ALL and Exclusion Policy to reflect principles set out in Scottish Government's forthcoming position paper	The review is underway taking into account the most recent Scottish Government guidance, Included, Engaged and Involved Part 2. The review of operating procedures for exclusions will be concluded soon and new guidelines will be distributes to educational establishments.	Green	---	---	---	---	---
	Review and develop the Education Resource guidelines on Accessibility Strategy and in particular the duty to consider reasonable adjustments within the Equalities Act 2010	Accessibility Strategy will be contained in the Framework for Inclusion and Equality which is due to be published in the new year.	Report Later	---	---	---	---	---
Review primary estate to meet developing needs of ASN pupils	Undertake a programme of adaptations of current primary accommodation to meet pupil needs, as determined by ongoing review	Ongoing process of assessment as required.	Green	---	---	---	---	---
Review secondary estate to meet developing needs of ASN pupils	Undertake a programme of adaptations of current secondary accommodation to meet pupil needs, as determined by ongoing review	Ongoing process of assessment as required.	Green	---	---	---	---	---

Tackle disadvantage and deprivation, and support aspiration

Improve the life chances of children & families

Action	Measures(*non statistical measures shaded grey*)	Comments/ Progress	Status	This Year Target	This Year To Date	2014/15	2015/16	2016/17
Ensure the implementation of Pupil Equity Funding to target the most deprived children and promote equity	Issue advice and guidance to establishments to support their management of Pupil Equity Funding	Advice and guidance has been issued to all establishments to support the management of Pupil Equity Fund (PEF). Establishments have also been asked to outline their plans for the spend in their School Improvement Plans. Link Officers have begun to use this information to support schools. In addition to the initial advice given schools have been given additional guidance about the ongoing monitoring of their spend and will be asked for updates as the session progresses. Schools who have opted into the newly established South Lanarkshire Council Tracking and Monitoring approach will also be able to access support measuring the impact of PEF spend.	Green	---	---	---	---	---
	Monitor the impact of Pupil Equity Funding through our revised Standards and Quality reporting framework	The revised Standards and Quality reporting framework has been designed to incorporate a section for establishments to review the impact of Pupil Equity Fund (PEF). Establishments are aware of this requirement and how it links to the plans set out in their School Improvement Plans. In addition to this schools have been given advice about the ongoing monitoring of PEF and will be asked for updates throughout the session.	Green	---	---	---	---	---

Tackle disadvantage and deprivation, and support aspiration

Improve the life chances of children & families

				----------- This Year ---------			------- Last 3 Years -------		
Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2014/15	2015/16	2016/17
Continue to progress a coherent and consistent approach to promote the mental health of children and young people	Continue to progress a coherent and consistent approach to support vulnerable children and young people on mental health related matters	Consultation with multi-agency colleagues leading to an agreement that an Education Mental Health Liaison Group will be established. This group will include key practitioners with the aim of meeting 3 times per year as well as exchanging information electronically.	Green	---	---	---	---	---

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Tackle disadvantage and deprivation, and support aspiration

Improve the life chances of children & families

				----------- This Year ---------			------- Last 3 Years -------		
Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2014/15	2015/16	2016/17
Continue to further develop strategies to support and include young people, tackling local and national disadvantage and deprivation	Provide supportive opportunities to young people regarding issues such as housing, financial literacy, homelessness, life skills, mental health and accessing services	To date, 693 young people have been supported to tackle issues affecting their life chances and life choices. Youth Learning Service (YLS) continue to offer/provide information to young people on issues of importance to them such as housing, financial literacy, life skills and how to access these services on a systematic and regular basis. On request YLS staff will often accompany young people to an appointment with a service provider. Also on request YLS staff will often mediate for young people with a service provider. Universal Connections (UC) and Active Breaks employees continue to provide ongoing support, information and direction to young people on a wide range of social anxieties and emotional issues. Activities provided enable staff to engage positively with young people offering support and guidance to those in need. Some of the key interventions and supports have included individual young people experiencing homelessness receiving crisis support, young people completed Managing own Money unit as part of Personal, Social and Development award, young people involved in one-to-one support around mental health.	Green	---	---	---	---	---

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Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Review the Education Resources Parental Involvement Strategy	Review Parent Involvement Strategy	The current strategy will be reviewed taking account of the National Improvement Framework and changes that are arising from a national review of the Parental Involvement Act. On-going during 2017/18.	Green	---	---	---	---	---
	Organise an annual parents conference in partnership with parents	Conference scheduled for November 2017.	Green	---	---	---	---	---
	Engage with the Parents' Focus Group to share information on the curriculum and learning	Quarterly Meetings with Focus Group to consider Impact of Family Learning.	Green	---	---	---	---	---
Strengthen partnership working to promote a consistent focus on learning when shaping and delivering services	Maintain and update annually a register of Education Resource partnerships	Highly effective working relationships continue with Higher Education, Further Education and other external partners to strengthen joint working and to support learning and increase opportunities for young people to move towards training and employment. A register of partnerships is kept and regularly updated.	Green	---	---	---	---	---

Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----------- This Year ---------		-------- Last 3 Years -------		
				Target	To Date	2014/15	2015/16	2016/17
Engage and consult effectively with stakeholders in line with strategy obligations on school accommodation and/or catchment area reviews	Ensure stakeholders are engaged and can give their views on school modernisation proposals and/or catchment area reviews	Walston Primary School Parent and Resident roadshow took place 30 August 2017 and was well received. It allowed interested stakeholders to see plans for new location in Elsrickle Village for the replacement primary school. The process on Statutory Consultation Proposal has started to change the catchment areas of both Duncanrig Secondary School and Calderglen High School to more effectively balance pupil numbers between the two secondary schools with two options: OPTION ONE - associate the new, non-denominational primary school planned for the Jackton / East Kilbride Community Growth Area to Calderglen High School; or OPTION TWO - change the association of Greenhills Primary School which would mean pupils transfer to Calderglen High School as the local secondary school.	Green	---	---	---	---	---

Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Further enhance partnership working with young people and other stakeholders to promote a consistent focus on local and national democratic learning, as defined within the Youth Strategy	Increase awareness of the democratic decision making processes that give young people opportunity to express their voice, develop confidence and resilience, and optimism for the future	To date, 898 young people are being supported to address inequalities that they face through participation in 47 innovative youth work opportunities. Vulnerable young people continue to participate on H2O+ developing life skills, core skills, and employability skills and are/have been aided in their move towards positive destinations, directly through their participation on the programme. The Community Learning Hub in Whitehill is now actively engaging learners in a range of offers such as Chinese language and culture, personal development, and health and wellbeing through activities including Fit for Free. The newly established Equate programme within Hamilton Universal Connections provides a vibrant and challenging programme that aims to prepare young people for life after school, employment and/or further learning opportunities. Through setting achievable goals, young peoples' development on the programme will include independent living skills. Young people are benefiting from engaging in existing programmes such as Local Environmental Action Force, Job Clubs, volunteering and work placements providing them with the setting to develop towards positive destinations post school. A new development has been that of Youth Bank at Hamilton Universal Connections. This	Green	---	---	---	---	---

IMPROVe - SLC Performance Management System

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Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2014/15	2015/16	2016/17
		programme seeks to have further contact with young people who have moved on to positive destinations, further education or employment but also moving out of the family home in to their first tenancy. The aim of this project is to further develop independent living skills, reduce risk behaviour, link young people with appropriate services and to continue contact between young people and seek to reduce the impact of homelessness, unstable living arrangements and inexperience on young people sustaining post school destinations.				---		

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Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2014/15	2015/16	2016/17
	Maintain the number of individuals who engage effectively and confidently through the Youth Participation Network	692 young people have engaged through the Youth Participation Network to date. Engagement has included completion of the South Lanarkshire Youth Survey providing information including their satisfaction with services, an indication of their health, wellbeing and lifestyles, the learning activities that they want to access and how often they access services within the community. New members of pupil councils have also linked with the Youth Participation Network in addition to the Youth Ambassadors for the Year of Young People 2018. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Green	------	692	0	0	0
	Maintain the number of groups that engage effectively and confidently through the Youth Participation Network	30 groups have engaged through the Youth Participation Network to date. Amongst these are the South Lanarkshire Disability Access Panel and the Young People's Sports Panel. Members continue to promote, consult and inform youth groups, schools and other young people in South Lanarkshire. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Green	------	30	0	0	0

Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure an effective contribution to the Council's Sustainable Development Strategy

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes	Further embed climate change awareness and sustainability in Curriculum for Excellence	Increasingly, schools will incorporate sustainability content into their curriculum, using programmes and initiatives to support their work. This will be supported by the Curriculum and Quality Improvement Service throughout session 2017-18.	Green	---	---	---	---	---
	Continue to increase climate change awareness and sustainability in education establishments	Schools will incorporate climate change awareness content into their curriculum, using programmes and initiatives to support their work. This will be supported by the Curriculum and Quality Improvement Service throughout session 2017-18.	Green	---	---	---	---	---
	Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools	Schools continue to support involvement in programmes and initiatives that help reduce climate change. This will continue to be supported by the Curriculum and Quality Improvement Service throughout session 2017-18.	Green	---	---	---	---	---

Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure an effective contribution to the Council's Sustainable Development Strategy

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2014/15	Last 3 Years 2015/16	2016/17
	Maintain 100% Eco Schools Scotland registration and increase percentage of establishments with bronze, silver and green flag awards	SLC continues to maintain its 100% registration with Eco-Schools Scotland. Currently 168 schools are registered: 133 have bronze awards; 119 have silver awards and 73 have Green Flag awards. Those schools with Green Flags are maintaining their standards to meet Green Flag level at each check up. In addition an increasing number of Early Years Partner providers have registered with Eco Schools: 40 are registered; 23 have bronze awards; 17 have silver awards and 8 have Green Flags. Young people in SLC are very aware of their eco responsibilities and share what they have learned with their parents.	Green	100.0%	100.0%	100.0%	100.0%	100.0%
Deliver targets within the school estate programme	Increase the number of primary school and nursery buildings built to modern, sustainable standards with improved technologies	Newton Farm Primary School, Nursery and Community Facility provides many sustainable technologies including: - Combined Heat and Power (CHP) - Photovoltaic panels - LED lighting - Enhanced insulation - Natural ventilation where possible Bronze Active sustainability level - affected by the inclusion of the Community facility that has showers this affecting water consumption. School only rating Green Profile - 61%, very good.	Green	4	2	0	10	6
Deliver a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target	Implement fuel efficiency measures to achieve a 4% reduction in vehicle emissions by March 2018 (relative to baseline year of 2014/15)	By the end of Quarter 2 a 17.9% reduction in vehicle emissions has been achieved. Education has a very low fleet usage in comparison with other Resources.	Green	4.0%	17.9%	0.0%	0.0%	3.7%

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Collaborate with partners and communities to promote high quality, thriving and sustainable communities

Ensure an effective contribution to the Council's Sustainable Development Strategy

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Implement the Climate Change Duties Compliance Improvement Action Plan	Implement actions within the Climate Change Duties Compliance Improvement Action Plan within the agreed timescales	Identified actions progressing as appropriate for implementation within agreed timescales. Further update will be provided at Quarter 3.	Report Later	---	---	---	---	---

Improve the safety of our young people and their families

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Provide a range of experiences and activities that equip young people with skills to consider risk, make reasoned decisions and take control	Sustain the range of Youth Learning Service experiences and activities which include learning involving risk management	To date, 2,233 young people have accessed 585 experiences and activities. A range of activities across Youth Learning Services support young people in different settings and in different ways. Such programmes seek to support young people develop the skills, experience and confidence to make the right decision in a critical situation. Activity challenged their practical experience of risk assessment, both planned and dynamic, or challenged their skills to make reasoned decisions and take control of their lives through programmes such as summer activities, harm reduction workshops, and through street work in the centre of Hamilton, aiming to engage young people into a variety of opportunities that develop their self-esteem and reduce their risk behaviour.	Green	---	---	---	---	---

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Encourage participation in physical and cultural activities

Engage children and young people in physical, cultural and social activities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	This Year Target	To Date	2014/15	2015/16	2016/17
Provide opportunities for young people to engage in cultural activities both within and out with the school environment	Continue to develop partnership working with South Lanarkshire Leisure and Culture (SLLC) Cultural Co-ordinators and external partnerships to afford young people further opportunities to participate in cultural activities both within and out with the school environment	A range of cultural activities were undertaken in partnership with SLLC including the 'Big Stampede' which involved schools designing their own version of animal artwork for display in their local community.	Green	---	---	---	---	---

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Encourage participation in physical and cultural activities

Engage children and young people in physical, cultural and social activities

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----------- This Year --------- | | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Provide a range of cultural and creative experiences for children and families	Deliver a range of cultural and creative programmes to children and young people in our Learning Communities to increase skills and confidence through the Cultural Coordinator Team	Education Scotland have awarded funding for the Creative Learning Network to explore creative approaches to adult and family learning. Hidden Giants will facilitate learning sessions during Community Learning Home School Partnership (CLHSP) Service development day in October. This will challenge staff's perceptions of creativity within their field of work and allow them time to reflect and challenge their own creative practice. Initial meetings have taken place with the Country Rangers Service to look at ways of effectively engaging mothers who are anxious or who have been diagnosed with post natal depression. Burnbank Family Centre is providing support to explore further developments. Discussion have taken place between the Criminal Justice System and the team to deliver a 'Steps to Excellence' course as part of the Community Payback Orders. Staff are currently on Steps training and once completed will confirm dates for the programme to begin. 11 learners are now regularly attending workshops at the ASN Arts and Crafts group. This is volunteer led, with worker support to plan and deliver new opportunities. 3 learners attended a trip to Kelvingrove Art Gallery. As a result they have created their own pieces of artwork inspired by the trip. The group are now working towards making objects that can be sold as part of the community Christmas fayre.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

Engage children and young people in physical, cultural and social activities

| Action | Measures*(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year --------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Broaden the perspectives of young people through new experiences and thinking, through participation in physical and cultural activities	Increase access to learning opportunities for individuals and communities such as Chinese language, theatrical learning and performance, sport, dance and music, through innovative approaches such as the Confucius Hub	Young people have experienced and engaged in a variety of theatrical, sporting and cultural learning experiences over the past three months. This has included young people attending a National Theatre Production, Summer visit activities through the National Trust for Scotland, and locally, members of Vertigo and Vertigo 360 benefiting from theatrical learning such as performance skills, improvisational skills, stage management, costume making and design, budgeting, improvisation, voice, movement and experience in the development of drama workshops for peer education. The Home and Away Project is to build relationships with the trainees and this is a chance for them to gain extra qualifications, advice as well as external opportunities into employment. As part of the Year of Young People 2018 celebration planning, both Carluke and Douglas Universal Connections (UC) are working with a core group of young people from the facility towards a celebration event for Scotland's Year of Young People 2017. Planning is still in the early stages but it is envisaged that a talent show and a football fun day will be organised respectively. Within the Learning Hub within Whitehill UC, HSK1 Chinese language classes have started with local residents attending. The Scottish Dragons continue their learning and have started a new project to promote their lives in South Lanarkshire which will be created into a	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

Engage children and young people in physical, cultural and social activities

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year -------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
		Comic booklet and shared with our partner school in Tianjin. After school care are also now engaged in Chinese cultural activities and language lessons and a partnership with the Lanarkshire Chinese Association (LCA) and has resulted in Cantonese classes every Tuesday and the LCA having their monthly meeting in the Community Hub.	Green			---		

Delivering the plan and achieving best value

Deliver and communicate the Council Plan and ensure high standards of governance

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year -------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Deliver the objectives of the Council Plan Connect	Deliver annual Resource Plan and review suite of measures for coverage and relevance	The Education Resource Plan 2017-18 is complete. Approval will be sought from the Education Resources Committee once the new Council Plan Connect 2017-22 has been presented for approval at the Executive Committee. Thereafter it will be published on the council's website.	Green	---	---	---	---	---
Ensure that high standards of governance are being exercised	Complete Resource Governance Self Assessment and declaration by due date and develop actions to address non-compliant areas	Resource Governance Self Assessment was completed during April 2017.	Green	---	---	---	---	---
	80% of risk control actions completed by due date	The risk control actions are continuously reviewed via the Resource Risk Group and are on course to achieve. This has been outlined in the Corporate Management Team report on top risks.	Green	------	60%	100%	100%	100%

Delivering the plan and achieving best value

Deliver and communicate the Council Plan and ensure high standards of governance

Action	Measures(*non statistical measures shaded grey*)	Comments/ Progress	Status	This Year Target	This Year To Date	Last 3 Years 2014/15	Last 3 Years 2015/16	Last 3 Years 2016/17
	90% of audit actions completed by due date	No audit actions were due by the end of Quarter 2.	Green	90.0%	------	100.0%	50.0%	100.0%
Promote high standards of information governance	Information governance self assessment audit checklist to be completed annually and all relevant actions to be implemented	The Information governance self assessment audit checklist used at establishment level at the start of session. On track to meet the requirements in the council's General Data Protection Regulations Action Plan.	Green	---	---	---	---	---
Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA. Note: results should be considered in the context of the number of requests received	90% of Freedom of Information (FOISA) requests to be processed within the 20 working day period	By the end of Quarter 2 (April - September 2017) 111 requests were received of which 97.3% were processed within the 20 day working period. The response rate should be considered in the context of the number and complexity of the requests received.	Green	90.0%	97.3%	0.0%	93.5%	83.9%
	90% of Environmental Information (Scotland) Regulations EI(S)R requests to be processed within the 20 working day period unless extended to 40 working days in exceptional circumstances	There were no Environmental Information (Scotland) Regulations EI(S)R requests in the reporting period.	Green	90.0%	------	0.0%	100.0%	0.0%
	90% of Data Protection Act (DPA) requests to be processed within 40 calendar days	By the end of Quarter 2 (April - September 2017) 27 requests were received of which 85% were processed within the 40 day working period. The response rate should be considered in the context of the number and complexity of the requests received.	Amber	90.0%	85.0%	0.0%	4.0%	100.0%
Take forward the statutory requirements that arise in the General Data Protection Regulation	Prepare an implementation plan and guidance for all establishments on the General Data Protection Regulation	Implementation Plan and Guidance on the General Data Protection Regulation has been prepared and audit is currently underway.	Green	---	---	---	---	---

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Delivering the plan and achieving best value

Promote equality and the wellbeing of staff

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Develop and implement council wide equality performance measures and publish results in accordance with Public Sector Equalities Duties	Number of policies recommended, not recommended or piloted as a result of Equality Impact Assessments undertaken for all relevant policies, strategies and procedures	EQIA Impact assessments done as and when required.	Green	------	7	21	17	20
	Provide annual report to the Equal Opportunities Forum on uptake of service, based on the agreed equality outcomes	The Equalities Forum report will be drafted during October 2017 and presented to the Equalities Forum in February 2018.	Green	---	---	---	---	---

Develop improvement activity and promote scrutiny

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year --------- | | -------- Last 3 Years ------- | | |
				Target	To Date	2014/15	2015/16	2016/17
Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery	Engage in self evaluation activity and take forward any improvement actions	The Curriculum and Quality Improvement Service (CQIS) conducts an annual audit which is then used for self evaluation activity and to inform improvement actions. Using the audit, the team produces an improvement plan with key priorities identified for each work stream. These are made available for establishments to access and are subject to regular review.

In addition to the plans produced, Lead Officers have also contributed to the South Lanarkshire Council Improvement Plan submitted to the Scottish Government in September 2017. | Green | --- | --- | --- | --- | --- |
| | Use the results of benchmarking activity (including the Local Government Benchmarking Framework) to inform and improve service delivery | Results from benchmarking activity are used by staff teams to inform and improve service delivery. | Green | --- | --- | --- | --- | --- |

Delivering the plan and achieving best value

Improve the skills, flexibility and capacity of the workforce

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2014/15	2015/16	2016/17
Ensure commitment to employees through the development of personnel policies and employment learning and development opportunities	Absence rate less than 4.5%	The overall staff absence rate based on the average figure for April to September 2017 is 2.5% which is below the Council target level (4.5%).	Green	4.5%	2.5%	3.4%	3.6%	3.3%
	Labour turnover rate less than 5%	The labour turnover rate for April to September 2017 is 2.2% which is below the Council target level (4.9%).	Green	4.9%	2.2%	2.2%	3.8%	2.1%
	100% coverage of Performance Appraisals (PA's) of employees in scope	Report to be provided at Quarter 4.	Report Later	------	------	100.0%	95.0%	85.7%
Implement the council workforce strategy toolkit and continue the cyclical reporting framework	Complete review of workforce plan and develop actions to respond to workforce changes and meet future needs	Report to be provided at Quarter 4.	Green	---	---	---	---	---

Provide sound financial stewardship for the council

Action	Measures*(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2014/15	2015/16	2016/17
Implement effective Best Value management arrangements to ensure continuous improvement and effective and efficient service delivery	Cost per primary school pupil	Report to be provided at Quarter 4.	Report Later	------	------	£4,539	£4,607	£4,775
	Cost per secondary school pupil	Report to be provided at Quarter 4.	Report Later	------	------	£6,034	£6,152	£6,230
	Cost per pre-school education place	Report to be provided at Quarter 4.	Report Later	------	------	£2,499	£2,611	£2,968
Monitor the efficient use of the secondary school estate to meet developing needs	Maximise funding streams through City Deal / Developer Contributions to meet increasing pupil population in the secondary school estate as a result of Community Growth Areas	Development of additional accommodation brief for Holy Cross High School expansion which will be presented to Corporate Management Team during Quarter 4.	Green	---	---	---	---	---

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Delivering the plan and achieving best value

Provide sound financial stewardship for the council

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | This Year | | Last 3 Years | | |
				Target	To Date	2014/15	2015/16	2016/17
Monitor the efficient use of the primary school estate to meet developing needs and provide accommodation solutions where required to meet growth and capacity pressures	Ensure school estate capacity is managed effectively, to ensure best value by ongoing review	Analysis of pupil census figures underway to identify trends. This will be used in conjunction with P1 intake numbers in January 2018 to help identify capacity issues / possible solutions.	Green	---	---	---	---	---
	Develop effective solutions, funded via City Deal / Developer Contributions, for early years and primary school estate to meet the increasing pupil population as a result of Community Growth Areas	Work ongoing to identify timetable of requirements for additional infrastructure requirements to cope with the Larkhall Community Growth Area.	Green	---	---	---	---	---
Ensure the effective financial management of the primary school estate project	Ensure that the Primary Schools Modernisation Programme can be completed within the agreed budget	Ongoing management of available funds within Primary Schools Modernisation Programme, Growth & Capacities and other external funding sources in conjunction with Finance & Corporate Resources. Currently assessing budgetary requirements for emerging projects.	Green	---	---	---	---	---
Maximise developer contributions to mitigate the impacts of housing developments on education accommodation	Work collaboratively with Planning Services to negotiate the maximum external funding contributions via developers using Education Resources' agreed methodology	Ongoing exercise to respond to planning consultation and liaison with Planning Services to ensure appropriate contributions are requested from developers to meet the emerging need for additional educational facilities as a result of additional house building.	Green	---	---	---	---	---

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Education Resources)**
	Director (Health and Social Care)

Subject:	**South Lanarkshire's Children's Services Plan**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update in relation to progress made to develop a new Children's Services Plan for South Lanarkshire, to ensure compliance with the duty set out within the Children and Young People (Scotland) Act 2014

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the content of the report be noted.

3. Background

3.1. Partners have been working to comply with the new legislation outlined in Part three of the Children and Young People (Scotland) Act 2014, which places a duty on the Council and Health Board to put in place a Children's Services Plan for South Lanarkshire by April 2017, that follows the legal framework set out in the Act.

3.2. Guidance provided for authorities on the Act asks us to set out clear strategic aims of the Plan that incorporates five sub aims within the legislation:

♦ safeguards, supports and promotes wellbeing of children
♦ ensures action is taken at the earliest appropriate time
♦ that action is integrated from the viewpoint of service users
♦ Services constitute the best use of available resources
♦ related services are provided with the intention of safeguarding, supporting and promoting wellbeing

3.3. The Act also places a duty on partners to work to integrate service provision with an aim of facilitating better outcomes and preventing negative outcomes from arising and to improve efficiency by avoiding duplication.

3.4. The Children's Services Plan, requires us to tell the story of where we have come from (improvements already achieved), where we are now and where we want to get to by describing how the wellbeing of children and young people will be improved.

3.5.   Within South Lanarkshire, there is existing good practice of having a published Children's Services Plan with strong governance and reporting arrangements, including a published Annual Report.

4.   Progress

4.1.   The process of scoping out the new plan has been helped by the strong partnership ethos already in place including the governance structure, the 2016/2017 Performance Improvement Plan (PIP) with its high level themes and the work of the strategic sub groups (Corporate Parenting, Substance Misuse and Getting it Right for Every Child (GIRFEC) Transformation) which are reflected in the aforementioned PIP.

4.2.   The process of writing the Children's Services Plan has also been helped by the following:

♦   the culture of producing an annual report and the areas for improvement identified in the 2015/2016 Annual Report
♦   an Improvement Action Plan, produced after the joint inspection of Children's Services in 2014
♦   the work of strategic working groups such as the Mental Health Task and Finish Group
♦   the Corporate Parenting Strategy and supporting Action Plan
♦   the work towards creating a refreshed suite of measures/indicators for moving forward to be supported by the activity of the Realigning Children's Services (RCS) Programme
♦   data already held by partners such as Partnership Action for Continuing Employment (PACE), PLACE/Local Outcome Improvement Plan (LOIP) and the Strategic Needs Assessment created for the Health and Social Care Partnership; and
♦   the systems and structures already in place that identify need e.g. Early Years Multi Agency Support Meetings, Domestic Abuse Screening, Early and Effective Intervention/Youth Offending, Homelessness, Information Sharing etc

4.3.   Partners, on behalf of the Getting it Right for South Lanarkshire's Children Partnership Board, have been working on Realigning Children's Services, a national programme led by the Scottish Government, to support local improvement in joint strategic commissioning practice. It focuses on improved evidence collection, analysis and a strengthening of partnership working across all agencies involved in Children's Services. It also supports the Scottish Government's principles of Public Service Reform and the approach to GIRFEC.

4.4.   The process of scoping out the Children's Services Plan has been informed by the wealth of data available in South Lanarkshire and also by ensuring input from a wide range of stakeholders. This includes:-

♦   a 'mini' Joint Strategic Needs Assessment (JSNA) carried out in 2015;
♦   the work of the Continuous Improvement Group in gathering single agency data. (A three year trend analysis on the agreed data set has provided a good raft of indicators for consideration)
♦   data that can be accessed via South Lanarkshire Council's Central Research Unit (CRU) with support from CRU colleagues

♦   additional data that can be made available by partners and through consultation with stakeholders

♦   Some initial findings from the RCS Programme

4.5.   In addition, the RCS programme is beginning to provide valuable analysis that will inform years two and three of the plan. Reports on the extensive consultation carried out last year as part of the programme have only just been received and the main findings will be considered by the partners over the coming months.

4.6.   In developing the plan we also considered other key drivers e.g. experience from the Joint Inspection and resultant improvement actions, the Child Protection Business Plan, Corporate Parenting Strategy and supporting Action Plan, Community Learning and Development Plan, Early Learning and Childcare Planning, A Fairer Healthier Scotland, Mental Health Strategy for Scotland 2016 and the Health and Social Care Strategic Plan.

4.7.   A wide range of stakeholders were engaged through a series of consultations which took place in March of this year and focused on the creation of an updated vision, proposed high level themes and identified outcomes and measures. Over 230 people, representing all of Children's Services planning partners, participated in either a Senior Managers Seminar or one of two locally delivered events. This activity directly informed decisions made around the content of the Plan.

4.8.   The plan has a refreshed vision that reflects where we are as a partnership, and what we aspire to achieve for children, young people and families across South Lanarkshire:

'Children, young people and families will be safeguarded and supported to reach their full potential and thrive within their communities.'

This vision is underpinned by a commitment to:-

♦   tackle inequality, discrimination and poverty
♦   promote early support and prevention
♦   focus on those areas where working together will make the biggest impact on children, young people and families
♦   ensure a multi-agency approach to continuous improvement
♦   implement a Workforce Development Strategy that builds the competence and confidence of our staff
♦   ensure meaningful participation and engagement of children, young people and families
♦   workforce development

4.9.   The priorities set out within the Children's Services Plan centre on three key themes, each with a high-level outcome. These are:-

♦   **Prevention and Early Support:** Children have the best start in life and are supported to realise their potential
♦   **Health and Wellbeing:** The health and wellbeing of children and young people is improved
♦   **Supporting Vulnerable Groups and Keeping Children Safe:** The life chances of our children with additional support needs and our most vulnerable children and young people are improved

4.10. A number of prioritised areas for action sit under each of the three themes. These areas for action have been identified as a result of interrogating the available data and where we have identified the need for improvement. The areas for action are set out in the following grid:-

Children have the best start in life and are supported to realise their potential.	The health and wellbeing of children, young people and families is improved.	The life chances of our most vulnerable children and young people are improved.
Children's exposure to second hand smoke in pregnancy and early childhood is reduced	Emotional and behavioural concerns in early years is reduced	Employability of care experienced young people is improved
The number of children living in low income households is reduced	More children and young people are a healthy weight	Attainment for care experienced children and young people is improved Reduce the impact of parental substance misuse on children and young people
Speech, language and communication in early years is improved	Health and wellbeing of care experienced children and young people is improved	Attendance at school for care experienced children and young people is improved
School attendance of children and young people in the most deprived communities is improved	Emotional wellbeing of children and young people is improved	The rate of repeat referrals to the Scottish Children's Reporter Administration (SCRA) is reduced
Attainment of children and young people in the most deprived communities is improved	Substance misuse by young people is reduced	Support to children and families affected by homelessness is improved
Employability of young people within the most deprived communities is improved	Teenage pregnancies in under 16's is reduced	Support to children and families affected by domestic abuse is improved
		Support to children and young people affected by parental substance misuse is improved
		Support to young carers is improved
		Support to children and young people with additional support needs is improved

4.11. The content of the CSP, along with the analysis of available data and the consultation activity carried out with stakeholders, has been shared with partners developing the Local Outcome Improvement Plan.

5. Next Steps

5.1. We will seek to use the information provided by the RCS programme which can be aligned with this planning activity and, after thorough scrutiny by the Partnership, we expect this to inform years two and three of the Plan.

5.2. There is also a need to consider local commissioning processes based on robust information about needs, costs and quality and engagement of service users. The RCS Programme is well placed to provide the key drivers for this demand.

5.3. The Children's Services Senior Managers' Event held on 6 October 2017, provided information on the process and content of the plan and began exploring potential areas for change informed by the RCS programme.

5.4. There is an expectation that the Partnership will begin to work to shift spend from higher tariff (and therefore more expensive) provision to earlier (less expensive) activity e.g. reductions in externally accommodated children/young people/reduction in number of places in children's houses. In addition a range of other initiatives such as the Family Nurse Partnership, Breaking the Cycle, Pupil Equity Funding, etc. have allowed us to evidence where models of prevention and early intervention can, and do, have a financial benefit as well as a positive wellbeing impact.

5.5. It is intended that a summary version of the plan that is accessible to children, young people and the wider community will be produced.

5.6. The draft CSP will be presented to the Executive Committee for approval. Copies have been made available in the Members' Areas.

6. Employee Implications
6.1. There are no employee implications associated with this report

7. Financial Implications
7.1. There are no financial implications associated with this report

8. Other Implications
8.1. There are no risk or sustainability issues associated with this report

9. Equality Impact Assessment and Consultation Arrangements
9.1. There are no Equality Impact Assessment or consultation arrangement implications associated with this report

Tony McDaid
Executive Director (Education Resources)

Val de Souza
Director (Health and Social Care)

24 October 2017

Link(s) to Council Objectives/Values
- Improve achievement, raise educational attainment and lifelong learning
- Protect vulnerable children, young people and adults

Previous References
None

List of Background Papers

- Council Plan

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Anne Donaldson, Head of Education (Inclusion)
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Report

SOUTH LANARKSHIRE COUNCIL

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Education Resources)**

Subject:	**Review of the impact of the Scottish Schools (Parental Involvement) Act 2006**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ advise of the review undertaken by the National Parent Forum for Scotland (NPFS) to inform the Scottish Government and Education Scotland on the impact of the Scottish Schools (Parental Involvement) Act 2006.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the update report on the review of the impact of the Scottish Schools (Parental Involvement) Act 2006 by the National Parent Forum of Scotland be noted; and

(2) that a report on the review of the Council's Parental Involvement Strategy "Making a Difference – Working Together to Support Children's Learning" be submitted to a future meeting of this Committee

3. Background

3.1. In November 2015, the Scottish Government announced that the National Parent Forum for Scotland would conduct a review into the impact of the Act and the surrounding policy framework.

3.2. The scope and purpose of the review centred on:
   ♦ *helping to support the aim of achieving excellence and equity*
   ♦ *looking at the impact of legislation and the wider policy framework on parental involvement*
   ♦ *reflecting on how policy and practice have evolved in the ten years since the Act became law*

3.3. The Scottish Schools (Parental Involvement) Act 2006 required each local authority to facilitate the establishment of Parent Councils and to prepare a 'Strategy for Parental Involvement'.

3.4. The first step in taking forward the Act was to support parents in establishing, if they wished, a Parent Council for their school. At present in South Lanarkshire, there are 146 Parent Councils (100%) established in addition to other groups for parents such as Parent Teacher Associations.

3.5.   The strategy also acknowledged the legal requirement, through the 2006 Act, for parents to be involved in the appointment process for Headteacher and senior posts in schools. It is worth noting that this was the practice in South Lanarkshire before it was enshrined in the Act.

3.6.   The next step was to develop a strategy for parental involvement. A key aspect being the need for schools, teachers, and parents/carers to work together to support children's learning.

3.7.   Evidence based research continues to show the importance of parental involvement. Parents, carers and families are the most important influence on children's attitudes, behaviour and achievement. The establishment of effective school partnership arrangements with parents/carers helps to support improvements in learning in a positive way.

4.   The next steps
Revision of the Impact of the Scottish Schools (Parental Involvement Act)

4.1.   The review by the NPFS set out to address the following questions:-
   ♦ what progress have schools and local authorities made in implementing the 2006 Act ?
   ♦ how have the landscape, practice and approaches to parental involvement evolved since 2006 ?
   ♦ how effective are Parent Councils ?
   ♦ to what extent are parents informed by, and involved with, their school and engaged in their child's learning ?

4.2.   A summary of some of the key findings under each of the questions is provided below:-

4.3.   What progress have schools and local authorities made in implementing the 2006 Act?
   ♦ Over three-quarters (76%) of the parents who responded said they had been given the opportunity to be included in their child's education and 84% had been given help to get involved in the school community.
   ♦ The majority of respondents considered that the increased focus on, and promotion of, learning at home had been a positive outcome of the Parental Involvement Act.
   ♦ As well as the benefits, some responses highlighted limitations on learning at home.

4.4.   How have the landscape, practice and approaches to parental involvement evolved since 2006?

   Respondents identified several approaches relating to parental involvement that had worked well. The outcome of these approaches included:-
   ♦ Increased partnership working between parents and teachers
   ♦ A greater awareness of the importance of parental involvement within schools
   ♦ Awareness among parents of the work of the school and improved school evaluations.

Respondents also proposed a number of ideas for consideration in future policies and frameworks. Their suggestions included:-

♦ Promoting the link between parental involvement and improved learning outcomes including through the National Improvement Framework and Improvement Plan.
♦ Supporting and training teachers and Parent Councils to involve parents.
♦ Clarifying the roles and functions of the Parent Council.

4.5. How effective are Parent Councils?

Although parents appreciated the wide range of media used to communicate with them, there was a preference for direct methods.

Strengths of the Parent Council role
♦ Parents had a voice to express views
♦ Increased parental involvement
♦ Working relationships
♦ Recruitment of HT/DHT posts

Limitations of the Parent Council role
♦ Do not fully represent the parent forum
♦ Low level of uptake
♦ Varying levels of impact
♦ More to be done to encourage the involvement of ethnic minority parents

Financial and other support to parent councils was highlighted as a key finding.

4.6. To what extent are parents informed by and involved with their school and engaged in their child's learning?

Professionals who responded to this question identified the benefits and progress made in engaging members of the wider parent forum. This had created an 'open door' approach that parents had the right both to be heard and to get involved in their child's learning.

A range of proposals for consideration was highlighted:-
♦ Parents with English as an additional language
♦ Gender
♦ Primary vs secondary
♦ School trips / extracurricular activities
♦ Communications with parents
♦ Parental involvement and school improvement
♦ Valued support
♦ Digital technology

5. Key Messages

It is clear that the 2006 Act has helped to support a step-change in the way in which parents are recognised and supported to be involved in their child's education. Further work is required to support learning at home and a summary of the recommendations to be considered by local authorities is attached at Appendix 1.

5.1.   In summary some key aspects were highlighted:-

♦   There is strong evidence that parental involvement helps to raise attainment and improve outcomes for children and young people and for schools.

♦   Various positive outcomes of parental involvement can be a catalyst for change across social, educational and economic policy areas.

♦   Parents, children and families are a common denominator in policies and agendas.

♦   Integrating parental involvement into policies and strategies to raise attainment, ensure cross-departmental outcomes and narrow the gap between the lowest and highest achievers is key in driving this agenda forward.

6.   The next steps – Review of the SLC Parental Involvement Strategy

6.1.   A review of the report on the impact of the Scottish Schools (Parental Involvement) Act 2006 will be considered by a working group established to review the Council's Parental Involvement Strategy. The Parents as Partners Focus Group along with Parent Councils and Pupil Councils and other stakeholders will be involved in the review.

6.2.   Following this review, a report on its findings will be submitted to a future meeting of this Committee for consideration.

7.   Employee Implications

7.1.   None

8.   Financial Implications

8.1.   To be met from within existing resources.

9.   Other Implications

9.1   There are no implications for sustainability in terms of the information contained within this report.

9.2.   There are no risk implications arising from the proposals in this report.

10.   Equality Impact Assessment and Consultation Arrangements

10.1.   An equality impact assessment will be carried out during the revision of the Parental Involvement Strategy. The aim will be to ensure that the revised strategy does not have any adverse impact on part of the community covered by equalities legislation, or on community relations. The results will be published on the Council website when the strategy is finalised.

10.2.   The revision of the strategy and statement of commitment will be subject to wide consultation and engagement with parents, schools, trade unions, elected members and other stakeholders.

Tony McDaid
Executive Director (Education Resources)

20 October 2017

Link(s) to Council Values/Objectives

- Raise Educational Attainment for All
- Increase involvement in Lifelong Learning
- Improve Lives of Vulnerable Children, Young People and Adults

Previous References

- Education Resources Committee – 2 February 2016

List of Background Papers

- The Scottish Schools (Parental Involvement Act 2006)
- National Improvement Framework for Scottish Education
- How good is our School? (family learning)

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Des Dickson, Head of Education
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Recommendations to **local authorities**
Recommendations to **Scottish Government and national agencies**

64 Review of the impact of the Scottish Schools (Parental Involvement) Act 2006 Review of the impact of the Scottish Schools (Parental Involvement) Act 2006 65

22. Local authorities should identify a parental involvement officer who can take forward parental involvement and engagement in an effective and co-ordinated way.

This officer should promote parental engagement through multi-agency meetings and work in partnership with the local National Parent Forum of Scotland representative and other parents. Joint-working is also required with relevant national parenting organisations and the third sector. Steps should be taken to ensure the role is fully supported and financed. It is acknowledged that, for some local authorities, this will not be a full-time post. The role requires to be wider than schools and should include working across different sectors and different teams as well as collaboration across local authority services.

23 Local authorities should ensure that adequate funding for parental involvement and engagement is built into all policies, programmes and strategies to improve outcomes and increase attainment for children, young people and parents in line with the drivers of the National Improvement Framework and Improvement Plan.

24 Reasonable funding must be allocated to Parent Councils by all local authorities.

This should be sufficient to cover items such as: regular communications with parents (printing and postage, text communications or email facilities); a clerk to support the operation of the Parent Council; and training and information sessions for the Parent Council. Training programmes for Parent Councils should be specifically tailored to help build the capacity of parents. This could include training on digital media to enable Parent Councils to communicate more effectively and safely with the wider parent forum. These programmes should always be made available in a digital format to ensure wider access.

25 Local authorities should take further steps to raise awareness among parents on the procedures for recruiting senior school staff, and should continue to support parents to become involved in the recruitment process.

Where local authorities use assessment centres or similar procedures as part of the recruitment process for Directors of Education/Children's Services and/or Chief Education Officers, parents should be involved in this process. Where a senior post is filled on a temporary basis, the headteacher or local authority should have a responsibility to discuss this process with the Parent Council in order to help inform parents.

26 Local authorities should include provision on enrolment forms to allow email addresses to be shared with the Parent Council.

Enrolment procedures should include provision for the details of both resident
parents and non-resident parents.

27 The Education (Scotland) Act (2016) requires local authorities each year to prepare and publish details of activities undertaken regarding their parental involvement strategy. They should comply in full with this requirement while also ensuring that parental engagement is

Recommendations to **local authorities**
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64 Review of the impact of the Scottish Schools (Parental Involvement) Act 2006 Review of the impact of the Scottish Schools (Parental Involvement) Act 2006 65

included in the broader National Improvement Framework and Improvement Plan reports. These reports should be jargon-free and written in plain English.

The parental engagement strategy, whether it is a stand-alone strategy or
integrated into a broader improvement strategy, should be easily located on the local authority's website or through normal communication channels, including a link from school websites. The parental involvement strategy, or the relevant aspects of the broader improvement plan, should contain measurable outcomes on parental involvement and engagement, and progress should be monitored.

28 Local authorities should encourage and facilitate the creation and running of a Parent Council and parent forum umbrella group in their local area.

Local authorities should consult with this group on all significant matters that have an impact on education. This group should endeavour to attract parents who reflect the range of diverse and cultural backgrounds and family shapes present in the parent forum including non-resident parents and marginalised groups.

29 All education committees (or equivalent) should have two parent members with full voting rights (where the education committee has such a format), elected from this umbrella group or by direct election by parents. Parent members on the education committee should regularly attend the umbrella group meetings (where applicable) and report back to them and Parent Councils.

For the Western Isles, Orkney and Shetland, one member will be sufficient. Guidance should be provided for elected members on best practice for including and involving parents in committee meetings.

30 Local authorities should support the Parent Councils within a learning community, including pre-5 settings, to meet regularly, so that best practice can be shared.

Secondary schools should consider working in clusters to share best practice, aid transitions and work collaboratively.

31 Local authorities should ensure that parents in all communities have access to family learning opportunities that meet their needs.

32 Local authorities should support schools to develop strategies to involve parents in the life and work of the school and engage in their children's learning.

These strategies should be part of the school's improvement plan.

33 During the course of this research, the Review Reference Group became aware of initial plans by SEEMiS (the local authority management information system provider for schools) to develop additional functionality relating to communications with parents. The Review

Recommendations to **local authorities**
Recommendations to **Scottish Government and national agencies**

64 Review of the impact of the Scottish Schools (Parental Involvement) Act 2006 Review of the impact of the Scottish Schools (Parental Involvement) Act 2006 65

recommends that the National Parent Forum of Scotland and other national parenting organisations are fully involved in consultation on any changes to SEEMiS functionality so that parents have an opportunity to help shape any improvements.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Education Resources)**

| Subject: | **Developing Our Young Workforce - Scotland's Youth Employment Strategy** |

1. Purpose of Report
1.1. The purpose of the report is to:-

♦ provide a progress update on the implementation of the recommendations of the Commission for Developing Scotland's Young Workforce.

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the Education Resources' progress update on the implementation of Developing Scotland's Young Workforce (DYW) be noted.

3. Background
3.1. The Scottish Government has set out a seven year national programme to develop the young workforce, launching an implementation plan in December 2014, which details how Curriculum for Excellence, a regionalised college system, a significantly expanded Modern Apprenticeship programme and purposeful employer engagement, will be brought together to drive the creation of a world class education system.

3.2. As a National Improvement Framework priority, employability is high on the agenda of every educational establishment and Local Authority.

4. Updated Position
4.1. **DYW School Delivery Framework**
Significant work continues to be undertaken across a range of Resources and Services to progress aspects of DYW and in the area of employability.

♦ Strategic support for schools is provided by a Lead Officer for DYW within the Curriculum and Quality Improvement Service. The Lead Officer manages a team of Head Teachers to deliver the strategic implementation of the DYW Framework, building upon and continuing work undertaken in previous sessions.
♦ Impact Teams will continue to operate within the existing Education Scotland DYW timeline.

4.2. **Vocational Pathways**
The importance of a partnership approach to develop opportunities for schools, colleges and employers to work together to plan, support and deliver opportunities that transform learning for young people is recognised. Activities that enhance our vocational provision include:-

♦ Schools and early learning and childcare settings for 3-5 year-olds are being supported to take account of Developing the Young Workforce in developing the curriculum
♦ Schools are being supported to use labour market intelligence and Regional Skills Assessments to support their Senior Phase curriculum design and in reviewing their timetabling to ensure that a wider range of pathways and opportunities are embedded in the Senior Phase offer for all young people
♦ Improved use of data about our learners helps to ensure that opportunities are available and accessible to all young people and that those learners from areas of high multiple deprivation and vulnerable groups are equitably supported into positive destinations

5. Vocational Pathways, Foundation Apprenticeships
5.1. Foundation Apprenticeships provide new work based learning opportunities for learners. The Council currently supports the following Foundation Apprenticeship places:

- 20 Early Years (Care)
- 2 ICT Hardware
- 5 ICT Software
- 3 Creative & Digital
- 6 Mechanical Engineering
- 6 Health Care
- 3 Financial Services
- 1 Business Skills

5.2. Our 2018/2019 Foundation Apprenticeship offer will be significantly enhanced by a recent bid to Skills Development Scotland and further details will be provided to a future meeting of the Education Committee. In summary, the bid comprises 2 elements:

♦ South Lanarkshire as lead for the Engineering and Early Years' frameworks

a) Early years' framework will be subcontracted to further education college providers
b) Engineering framework will be subcontracted to both further education colleges and training providers.

♦ The development of a Foundation Apprenticeship management and delivery team to include provision from South Lanarkshire College, New College Lanarkshire, North Lanarkshire Council and The Glasgow Foundation Apprenticeship Consortium will also provide support.

It is anticipated that this will provide up to 250 Foundation Apprenticeship opportunities for young people from 2018.

6. Careers Education Standard (CES)

6.1. The review of the Careers Education Standard (CES) ensures enhanced careers guidance is available to all our young people (3-18) with a focus on developing an understanding of the world of work from *'Early Level'* through to point of exit. Implementation includes activity within schools in respect of the management of careers plans by young people, work placements and employer partnerships.

6.2. **Work Placements**
Work placements provide opportunities for our young people to build upon learning experiences in the classroom and enable young people to contextualise skills for work under the supervision and guidance of an industry mentor. It is recognised that work placements should move from a *'traditiona*l' work experience programme towards a more coherent and relevant work placement that inspires and motivates young people in a real life context. Schools have begun to model different approaches, with the Work Placement Impact Team continuing to support establishments in reviewing and developing these models.

6.3. **Employer Partnerships**
Our school/employer partnership focus is on a manageable number of priorities which are embedded in school improvement plans and demonstrate improved outcomes for our learners. Schools are engaging with local partners in a variety of ways e.g. business breakfasts, careers events, work placements and school visits as well as contributing to curriculum development activity.

7. DYW Learner Conversations: Talking Tomorrows

7.1. The voice of young people and understanding their experience is vital to the successful implementation of DYW. A resource, entitled 'Talking Tomorrows', has been developed by four South Lanarkshire schools and offers a cross-section of S3 learners the opportunity to engage in meaningful discussion about their skills development (as recommended in the 3-18 Career Education Standard) before they transition to their Senior Phase.

7.2. The Talking Tomorrows resourced is designed for use in Employability classes, Pupil Council and Personal and Social Development contexts as well as amongst teaching professionals. It was showcased at the Scottish Learning Festival 2017.

8. Professional Learning Activities

8.1. Professional learning activities that enable teachers to work with a range of partners, including employers, college lectures and curriculum planners, enhance both partnership links and the capacity of schools to take forward this aspect of the National Improvement Framework (NIF).

9. Parent/Carer Voice

9.1. Schools have been working to develop a shared understanding of DYW with their parents and carers in a variety of ways including websites, social media, careers events etc.

10. Employee Implications

10.1. None

11. Financial Implications

11.1. There are no financial implications arising from this report.

12. Other Implications

12.1. There are no risk or sustainability issues associated with this report.

13. Equality Impact Assessment and Consultation Arrangements

13.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

13.2. Consultation has been undertaken with all of our delivery partners who continue to develop and shape our DYW provision in South Lanarkshire.

Tony McDaid
Executive Director (Education Resources)

26 October 2017

Link(s) to Council Objectives
Raise educational attainment and achievement

Previous References
Education Resources Committee – 22 November 2016

List of Background Papers
Developing the Young Workforce - Scotland's Youth Employment Strategy
http://www.gov.scot/Resource/0045/00451746.pdf

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Education Resources)**

| Subject: | **Leadership Development - Professional Learning Trios** |

1. Purpose of Report
1.1. The purpose of the report is to:-

♦ advise members of the progress of the Council's Professional Learning Trios

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendation(s):-

(1) that an integral part of Education Resources' leadership programme, which provides heads and strategic leaders with valuable opportunities to share, reflect, support and learn from each other through Professional Learning Trios, is noted.

3. Background
3.1. The rationale for Professional Learning Trios is clearly set out in South Lanarkshire Council's 'Leadership Framework: Aspiring Heads and Heads of Establishment'

*"Education Resources recognises that collaborative working between establishments provides valuable opportunities for heads to share, reflect, support and learn from each other. **Professional learning trios** are establishment improvement partnerships which will provide professional learning opportunities and extend management competencies and leadership skills. The partnerships will utilise the skills of Heads and strategic leaders to support transformational change."*

3.2. At an information session in June 2016, over forty establishments signed up to be involved in the first cohort of Professional Learning Trios during session 2016/2017. This has increased for 2017/2018 as highlighted in paragraph 3.5.

3.3. Following consultation, it was agreed that each Trio would comprise of Head Teachers within the same area but, where possible, from different Learning Communities. It was also agreed that Trios would meet six times throughout the session, three of the meetings would be central meetings held at Council Headquarters and the remaining three would be dedicated Trio meetings.

3.4. In an effort to reflect the national agenda, Professional Learning Trios focused on one key driver from the National Improvement Framework during 2016/2017. School Improvement was the driver selected. Using the 'How good is our school 4?' framework it was agreed that Quality Indicator 2.3 'Learning, Teaching and Assessment' and its associated themes would be the focus of Year 1.

3.5. The feedback received from cohort 1 was very positive. As a result of the programme's success it was agreed to expand the programme, offering the opportunity to schools to opt in for session 2017/2018. In addition to the schools already involved, more have joined the programme resulting in 101 schools now participating.

4.   Professional Learning Trios – 2017/2018
4.1   This session the professional Learning Trios will use two quality indicators from the 'How good is our school 4?' framework:-
   ♦ Quality Indicator 1.3 Leadership of Change
   ♦ Quality Indicator 3.2 Raising Attainment and Achievement.

The focus will be on how strategic planning for change and implementing improvement and change can lead to increased attainment and achievement

4.2   The programme includes a range of different schools from across all four geographical areas of South Lanarkshire. It includes small schools and larger schools and representation from ASN, primary and secondary establishments.

4.3   The programme continues to provide an opportunity for schools to work with other similar schools from outwith their Learning Community but, where possible, within their own geographical area.

5.   Next Steps
5.1.   This year's programme will be fully evaluated and the feedback gathered will be considered and used to inform planning for next year's programme.

5.2.   It is the intention to continue Professional Learning Trios next session as an integral part of Education Resources' leadership programme which provides heads and strategic leaders with valuable opportunities to share, reflect, support and learn from each other. The aspiration is that all schools will be involved in Professional Learning Trios by session 2018/2019.

6.   Employee Implications
6.1.   None

7.   Financial Implications
7.1.   Financial implications are within existing budgetary resources.

8.   Other Implications
8.1.   There are no implications for sustainability or risk in terms of the information contained in this report.

9.   Equality Impact Assessment and Consultation Arrangements
9.1.   This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

9.2.   There was no requirement to undertake any consultation in terms of the information contained within this report.

Tony McDaid
Executive Director (Education Resources)

19 October 2017

Link(s) to Council Objectives/Values
- Ensure schools and other places of learning are inspirational
- Raise educational achievement and attainment

Previous References
None

List of Background Papers
None

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:- Carole McKenzie, Head of Education
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Report

Report to:	**Education Resources Committee**
Date of Meeting:	**14 November 2017**
Report by:	**Executive Director (Education Resources)**

Subject:	**Spotlight on Learning**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ advise members of the "Spotlight on Learning" event which took place from 30 October to 10 November 2017 in South Lanarkshire.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the Spotlight on Learning Programme, which shares effective and innovative education practice, is welcomed as a regular feature of the Education Resources' calendar.

(2) that a summary of the Spotlight on Learning programme of events for 2017 at appendix 1 be noted.

3. Background

3.1. Each year Education Scotland organise the Scottish Learning Festival (SLF) which has among its main aims the celebration and sharing of effective and innovative educational practice across the Scottish educational community.

3.2. South Lanarkshire Council's Education Resources has had a stand at the SLF where school staff, pupils and Council officers have taken the opportunity to showcase some of the effective and innovative practice from our establishments.

3.3. Inspired by the very positive reaction to the showcases on our stand at successive SLFs, colleagues within the Curriculum Quality Improvement Service (CQIS) organised South Lanarkshire's own version of SLF in session 2015/2016. The event provided colleagues with an opportunity to share a significant amount of sound and effective practice.

3.4. The event was very well received and it was agreed to run it again in 2016/2017 when it was again very successful. It was attended by 166 participants and positive reviews were noted through completed and returned evaluations.

3.5. Schools and establishments have responded very positively to a request to run the event for a third year and account has been taken of the views made by participants last year to help shape and influence the programme.

4. Spotlight on Learning

4.1. This third Spotlight on Learning fortnight took place from Monday 30 October to 10 November 2017. The range of events and the forum provide a means of sharing educational practice. The programme includes a wide range of different events from small scale school based ones to large scale conferences. Taking account of the wide geographical size of South Lanarkshire, events are spread across the authority to allow maximum access to the programme. All sectors are represented.

4.2. This year there were 29 separate events under the Spotlight on Learning banner from the large scale Headteachers' Curriculum Conference and the Professional Learning Coordinators' Conference, each with audiences of almost 200, to small scale in class showcase events involving members of staff observing classroom practice.

4.3. Events took place in all four geographical areas. In addition to the wide range of venues, the programme covers a rich diversity of educational topics including: events which focus on raising attainment in literacy and numeracy, a 'Family Learning' workshop, 'Primary Sports Visits Delivered by Sports Leaders', 'Nurture Groups and Applying Nurture at a Whole School Level', 'Lego Build to Express', 'How to Achieve the Digital Schools Award'.

5. Next Steps

5.1. As this will be the third year of Spotlight on Learning, Education Resources will fully evaluate the programme following this year's event, and consider potential changes based on this evaluation.

5.2. The Spotlight on Learning as an annual event is designed to showcase and share effective and emerging educational practice across the authority and beyond, taking account of the views, of participants and stakeholders and will be a feature in the Education Resources' calendar of events.

6. Employee Implications

6.1. None

7. Financial Implications

7.1. Financial implications are within existing budgetary resources.

8. Other Implications

8.1. There are no implications for sustainability or risk in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements

9.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

9.2. Schools and services were engaged in the planning of the event. There was no requirement to undertake any formal consultation in terms of the information contained within this report.

Tony McDaid
Executive Director (Education Resources)

19 October 2017

Link(s) to Council Objectives/Values

♦   Raise Educational Achievement and Attainment

Previous References

None

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Carole McKenzie, Head of Education

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Education Resources

Spotlight on Learning

Monday, 30 October – Friday, 10 November 2017

Programme of Events:

- Lego Build to Express
- Building Learning Power
- Bucketfilling (Emotional Intelligence)
- Primary Transition in Literacy, Numeracy & Health and Wellbeing
- Forest Schools
- Whole School Outdoor Play
- Loose Parts Play
- Family Learning
- Whole Class Numeracy
- Making Numeracy Count
- Listening and Talking Skills
- Raising Attainment in Numeracy
- Raising Attainment in Literacy
- Raising Attainment in Literacy through the use of the 5 Minute Box
- Co-ordinating Additional Support Needs
- Gymnastics
- Skills for Life, Learning and Work-Literacy and Wellbeing in our S3 Projects
- Forest Schools Session
- How to Achieve the Digital Schools Award
- 'Accept': Promoting emotional literacy and understanding of disability
- Alternative and Augmentative Communication (AAC) and Colourful Semantics
- Primary Sports Visits delivered by Sports Leaders
- Nurture Groups and Applying Nurture at a Whole School Level
- Parental Numeracy Class