



Council Offices, Alameda Street  
Hamilton, ML3 0AA

Tuesday, 03 April 2018

Dear Councillor

## **Clydesdale Area Committee**

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

**Date:** Tuesday, 21 November 2017

**Time:** 14:00

**Venue:** Jerviswood Room, Memorial Hall, Lanark,

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

<b>Members are reminded to bring their fully charged tablets to the meeting</b>
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Yours sincerely

**Lindsay Freeland**  
**Chief Executive**

### **Members**

Richard Lockhart (Chair), Mark Horsham (Depute Chair), Alex Allison, Poppy Corbett, George Greenshields, Lynsey Hamilton, Eric Holford, Eileen Logan, Julia Marrs, Ian McAllan, Catherine McClymont, Colin McGavigan, David Shearer

## BUSINESS

### 1 Declaration of Interests

- 2 **Minutes of Previous Meeting** 3 - 6  
Minutes of the meeting of the Clydesdale Area Committee held on 12 September 2017 submitted for approval as a correct record. (Copy attached)

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#### Item(s) for Noting

- 3 **Education Scotland Report - Auchengray Primary School, Carnwath, Lanark** 7 - 24  
Report dated 6 November 2017 by the Executive Director (Education Resources). (Copy attached)
- 4 **Police Scotland - Presentation**  
Presentation by Superintendent Hay and Inspector Speirs

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#### Monitoring Item(s)

- 5 **Roads Investment Plan - Progress Report** 25 - 32  
Report dated 7 November 2017 by the Executive Director (Community and Enterprise Resources). (Copy attached)

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#### Item(s) for Decision

- 6 **Community Grant Applications** 33 - 36  
Report dated 7 November 2017 by the Executive Director (Finance and Corporate Resources). (Copy attached)

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#### Urgent Business

- 7 **Urgent Business**  
Any other items of business which the Chair decides are urgent.

#### ***For further information, please contact:-***

Clerk Name: Jane Muirhead

Clerk Telephone: 01698 454242

Clerk Email: [jane.muirhead@southlanarkshire.gov.uk](mailto:jane.muirhead@southlanarkshire.gov.uk)

## CLYDESDALE AREA COMMITTEE

2

Minutes of meeting held in Jerviswood Room, Lanark Memorial Hall, 21 St Leonard Street, Lanark on 12 September 2017

**Chair:**

Councillor Mark Horsham (Depute)

**Councillors Present:**

Alex Allison, Poppy Corbett, George Greenshields, Lynsey Hamilton, Eric Holford, Eileen Logan, Catherine McClymont, Colin McGavigan, Julia Marrs, David Shearer

**Councillors' Apologies:**

Richard Lockhart (Chair), Ian McAllan

**Attending:**

**Community and Enterprise Resources**

L Dickson, Planning Team Leader (Clydesdale)

**Finance and Corporate Resources**

J Muirhead, Administration Adviser

**Also Attending:**

**Scottish Fire and Rescue Service**

S Kennedy, Station Manager

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### 1 Declaration of Interests

No interests were declared.

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### 2 Minutes of Previous Meeting

The minutes of the meeting of the Clydesdale Area Committee held on 20 June 2017 were submitted for approval as a correct record.

**The Committee decided:** that the minutes be approved as a correct record.

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### 3 Scottish Fire and Rescue Service

S Kennedy, Station Manager, Clydesdale Community Fire Station, Scottish Fire and Rescue Service gave a presentation providing information on progress made during 2016/2017 against the key priorities within the Local Fire and Rescue Area Plan. The current Local Fire and Rescue Area Plan for South Lanarkshire contained the following key priorities:-

- ◆ local risk management and preparedness
- ◆ reduction of dwelling fires
- ◆ reduction of fire casualties and fatalities
- ◆ reduction of deliberate fire setting
- ◆ reduction of fires in non-domestic properties
- ◆ reduction in road traffic collisions
- ◆ reduction of unwanted fire signals

Performance targets, which had been devised for those key priorities, had been incorporated into the Local Fire and Rescue Plan. The performance report provided detailed analysis of relevant performance information covering the period April 2016 to March 2017. In order to provide a comparison, performance information was also provided for the financial years 2012/2013 to 2015/2016.

The Station Manager then tabled a summary of the Local Fire and Rescue Plan and highlighted forthcoming changes as the Service transformed to meet the changing risks associated with today's environment. Those changes included more emphasis on a prevention role, home safety, severe weather response, responding to acts of terrorism and out of hospital cardiac arrest.

The members thanked Station Manager Kennedy for his informative presentation

**The Committee decided:** that the presentation be noted.

*[Reference: Minutes of 26 April 2016 (Paragraph 3)]*

*Councillors Logan and Marrs left the meeting during this item of business*

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#### **4 Application CL/17/0283 - Change of Use of Agricultural Land to Form a Single House Plot at Bughtknowes Farm, Tashieburn Road, Forth, Lanark**

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A report dated 28 August 2017 by the Executive Director (Community and Enterprise Resources) was submitted on planning application CL/17/0283 by T Ballantyne for the change of use of agricultural land to form a single house plot at Bughtknowes Farm, Tashieburn Road, Forth, Lanark.

**The Committee decided:** that planning application CL/17/0283 by T Ballantyne for the change of use of agricultural land to form a single house plot at Bughtknowes Farm, Tashieburn Road, Forth, Lanark be granted subject to the conditions specified in the Executive Director's report.

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#### **5 Community Grant Applications**

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A report dated 30 August 2017 by the Executive Director (Finance and Corporate Resources) was submitted on applications for community grant.

The Administration Adviser advised the Committee that the application by Douglas Water and Rigside Pensioners' Association, Rigside (CL/31/17) for outing costs had been withdrawn at the request of the applicant.

Following discussion, it was agreed that the award of grant to Lanark Tennis Club (CL/43/17) be increased by £150.

**The Committee decided:** that community grants be awarded as follows:-

- |     |                   |  |
|-----|-------------------|--|
| (a) | Applicant:        | Douglas Horticultural Society (CL/28/17) |
|     | Purpose of Grant: | Printing and publication costs           |
|     | Amount Awarded:   | £200                                     |
| (b) | Applicant:        | Carnwath WRVS Evergreen Club (CL/29/17)  |
|     | Purpose of Grant: | Outing                                   |
|     | Amount Awarded:   | £200                                     |

- |     |                   |  |
|-----|-------------------|--|
| (c) | Applicant:        | Biggar Quilters ( <i>CL/30/17</i> )  |
|     | Purpose of Grant: | Start-up costs   |
|     | Amount Awarded:   | £250   |
| (d) | Applicant:        | Leadhills Youth Silverband ( <i>CL/32/17</i> )   |
|     | Purpose of Grant: | Equipment  |
|     | Amount Awarded:   | £250   |
| (e) | Applicant:        | Leadhills Silverband ( <i>CL/33/17</i> )   |
|     | Purpose of Grant: | Equipment  |
|     | Amount Awarded:   | £200   |
| (f) | Applicant:        | Scottish Retired Teachers' Association – Clydesdale Group, Braidwood ( <i>CL/34/17</i> ) |
|     | Purpose of Grant: | Outing and entrance fees   |
|     | Amount Awarded:   | £250   |
| (g) | Applicant:        | Rigside and Douglas Water Tenants' and Residents' Association ( <i>CL/35/17</i> )        |
|     | Purpose of Grant: | Outing and entrance fees   |
|     | Amount Awarded:   | £250   |
| (h) | Applicant:        | Lanark Writers' Circle ( <i>CL/36/17</i> )   |
|     | Purpose of Grant: | Administration and publicity costs   |
|     | Amount Awarded:   | £250   |
| (i) | Applicant:        | Blackwood Horticultural Society ( <i>CL/37/17</i> )                                      |
|     | Purpose of Grant: | Administration and publicity costs   |
|     | Amount Awarded:   | £250   |
| (j) | Applicant:        | Braehead Lunch and Leisure Club, Forth ( <i>CL/38/17</i> )                               |
|     | Purpose of Grant: | Outing, entrance fees and equipment  |
|     | Amount Awarded:   | £300   |
| (k) | Applicant:        | Scottish Women's Rural Institute, Douglas Branch ( <i>CL/39/17</i> )                     |
|     | Purpose of Grant: | Outing and entrance fees   |
|     | Amount Awarded:   | £250   |
| (l) | Applicant:        | Carluke Activity and Retirement Companionship ( <i>CL/41/17</i> )                        |
|     | Purpose of Grant: | Outing   |
|     | Amount Awarded:   | £200   |
| (m) | Applicant:        | Lanark Tennis Club ( <i>CL/43/17</i> )   |
|     | Purpose of Grant: | Publicity and equipment  |
|     | Amount Awarded:   | £500   |

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## 6 Urgent Business

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There were no items of urgent business.



# **Report**

**3**

Report to:	<b>Clydesdale Area Committee</b>
Date of Meeting:	<b>21 November 2017</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Scotland Report – Auchengray Primary School, Carnwath, Lanark</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the inspection of Auchengray Primary School by Education Scotland inspectors

## **2. Recommendation(s)**

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

- (1) that the Education Scotland Report on Auchengray Primary School be noted.

## **3. Background**

3.1. Auchengray Primary School was inspected in September 2017 as part of a national sample of primary education.

3.2. As part of the revised approach to inspection, the Education Scotland inspectors evaluated raising attainment and achievement and self evaluation for self improvement.

3.3. The inspection team analysed questionnaires issued to a sample of parents, pupils and to all staff. Inspectors observed class lessons and interviewed groups of pupils, including the pupil council, and staff. Members of the inspection team also met parents and members of the local community.

3.4. The report by Education Scotland was published on 31 October 2017.

## **4. Findings of Education Scotland Inspectors**

4.1. Education Scotland made comment under the following headings:-

- ◆ leadership and approaches to improvement
- ◆ ensuring the best possible outcomes for all our learners

4.2. Education Scotland found that Auchengray Primary School provides children and young people with a good educational experience. Overall, the majority of children at P1, P4 and P7 achieve appropriate levels in both literacy and numeracy.

- 4.3. Children across the school are successful, confident and articulate. The school has a strong commitment to providing equity for all learners. Staff know children and their families well. Parents are very supportive and show a strong commitment to working in partnership with the school.

The school gathers a range of assessment data to identify and plan interventions for learning. This supports teacher judgement on how well children are progressing and achieving a level. In literacy and numeracy, children are building effectively on their prior learning, with the majority achieving appropriate Curriculum for Excellence levels at the appropriate stages.

Staff show a commitment to working collaboratively and are developing approaches to self-evaluation for self-improvement. Professional learning activities for all staff are identified through Professional Review and Development processes.

- 4.4. The particular strengths of the school were identified as follows:-

- ◆ Polite friendly well-behaved children who are proud of their school and motivated to learn
- ◆ The teamwork of all staff and their commitment to improving the work of the school. There are early signs that the work of staff to improve outcomes for children is having a positive impact
- ◆ Children's progress in literacy and numeracy

- 4.5. Education Scotland identified the following areas for continued improvement:-

- ◆ To help strengthen pupil voice in improving the school, staff should provide opportunities for children to become more involved in their own learning
- ◆ Continue to develop self-evaluation and planning for improvement. In doing so, involve the whole school community in well planned change which positively improves outcomes for all children
- ◆ Continue to develop robust moderation, monitoring, tracking and assessment approaches to support teachers to share agreed standards and provide appropriate challenge for all children

- 4.6. These areas for improvement have been incorporated into the school's improvement plan. Progress on the identified areas for improvement will be shared with parents.

- 4.7. Education Scotland have intimated that they are confident that the school will be able to take forward the areas for improvement and will make no more visits in connection with this report. The local authority will inform parents about the school's progress as part of the authority's arrangements for reporting to parents on the quality of its schools.

## **5. Employee Implications**

- 5.1. None.

## **6. Financial Implications**

- 6.1. None.



## **7. Other Implications**

- 7.1. There are no direct risks associated with this report which is provided for information only.
- 7.2. There are no significant sustainability issues in connection with the recommendations contained within this report.

## **8. Equality Impact Assessment and Consultation Arrangements**

- 8.1. There is no requirement to carry out an assessment in terms of the proposals contained within this report.
- 8.2. The content of Education Scotland reports are shared with parents and discussed at Parent Council meetings.

**Tony McDaid**  
**Executive Director (Education Resources)**

6 November 2017

## **Link(s) to Council Values/Objectives**

- ◆ Raise educational achievement and attainment
- ◆ Increase involvement in lifelong learning
- ◆ Protect vulnerable children, young people and adults
- ◆ Improve and maintain health and increase physical activity

## **Previous References**

- ◆ None

## **List of Background Papers**

- ◆ Education Scotland Report of 31 October 2017

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

Carole McKenzie, Head of Education (Clydesdale Area)

Ext: 4468 (Tel: 01698 454468)

E-mail: [carole.mckenzie@southlanarkshire.gov.uk](mailto:carole.mckenzie@southlanarkshire.gov.uk)



31 October 2017

Dear Parent/Carer

We are trying out some new approaches to inspection. You can find out about our engagement with stakeholders and the approaches we are trying out as a result at [Future approaches to inspection and review](#) on our website. The inspection of your school was carried out using one of our new approaches.

In September 2017, a team of inspectors from Education Scotland visited your school for a total of two days. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate aspects of the quality of leadership and children's achievements.

The inspection team found the following strengths in the school's work:

- Polite friendly well-behaved children who are proud of their school and motivated to learn.
- The teamwork of all staff and their commitment to improving the work of the school. There are early signs that the work of staff to improve outcomes for children is having a positive impact.
- Children's progress in literacy and numeracy.

The inspection team found the following areas for improvement in the school's work:

- To help strengthen pupil voice in improving the school, staff should provide opportunities for children to become more involved in their own learning. Continue to develop self-evaluation and planning for improvement. In doing so, involve the whole school community in well planned change which positively improves outcomes for all children.
- Continue to develop robust moderation, monitoring, tracking and assessment approaches to support teachers to share agreed standards and provide appropriate challenge for all children.

**Quality indicators (QIs) help schools, education authorities and inspectors to identify what is working well and what needs to be improved in the work of the school.** You can find these quality indicators in the publication *How good is our school*<sup>1</sup>? Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for Auchengray Primary School

<b>QI 1.1 Self-evaluation for self-improvement</b>	<b>satisfactory</b>
<b>QI 3.2 Raising attainment and achievement</b>	<b>good</b>

This letter and a more detailed document called the Summarised Inspection Findings (SIF) will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/south-lanarkshire/8545227>.

### What happens next?

We are confident that the school, with support from South Lanarkshire Council, has the capacity to continue to improve and so we will make no more visits in connection with this inspection. South Lanarkshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Laura McLean  
Managing Inspector

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<sup>1</sup> How good is our school? (4<sup>th</sup> Edition) 2015 [How good is our school? \(fourth edition\)](#)

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**The Complaints Manager  
Education Scotland**

Denholm House  
Almondvale Business Park  
Almondvale Way  
Livingston EH54 6GA

**T** +44 (0)131 244 4330  
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# Summarised inspection findings

**Auchengray Primary School**

**South Lanarkshire Council**

**SEED No: 8545227**

**31 October 2017**

## Key contextual information

Auchengray Primary School is a small, one class school in South Lanarkshire. It is housed in a new build school in an attractive rural situation. At the time of the inspection there were 18 children on the roll. Most children travel to school in taxis. The current headteacher took up post at the end of May 2017. She also has responsibility for another local school and shares her time between both schools. The principal teacher has been in post for one year.

### 1.1 Self-evaluation for self-improvement

**satisfactory**

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential. The themes are:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

- Staff show a commitment to working collaboratively and are developing approaches to self-evaluation for self-improvement. Staff will benefit from more sharing of practice with other colleagues beyond the school, and further professional learning to support them in delivering a successful strategy for raising attainment and achievement.
- Staff have been involved in discussions to identify, and, as a result have a good awareness of, the school's priorities for improvement. They understand their responsibilities for implementing these priorities.
- Parents are very supportive and show a strong commitment to working in partnership with the school, for example, in fundraising activities. An annual Standards and Quality Report provides parents with information about key strengths and areas for improvement.
- The school gathers a wide range of data, including standardised assessment information. Staff use available data along with their professional judgement to identify Curriculum for Excellence levels. They are at the early stages of implementing systems to monitor the progress made by individual children from P1 – P7. Staff recognise the need to be more outward looking, including working with other schools ensure that there is consistency and accuracy of Curriculum for Excellence levels.
- The school is developing a range of supportive intervention strategies for children who experience barriers to their learning. There is scope to further develop approaches to tracking and monitoring to include children's progress in other curricular areas and to track children's achievement.
- Staff worked well together in a few moderation activities. They use standardised assessments and progression pathways for language and mathematics. They plan to use



the benchmarks for literacy and numeracy in helping them to evaluate children's progress through Curriculum for Excellence levels.

- Children have an awareness of, and are becoming more familiar with, the wellbeing indicators. There is scope to develop further children's understanding of what the indicators mean for their sense of wellbeing.
- The school is at an early stage of introducing a whole school tracking and monitoring system. There is a need to involve children more, ensuring they have better awareness of their progress, learning targets and what they need to do to further improve.
- Professional learning activities for all staff are identified through Professional Review and Development processes. All activities are linked to school improvement priorities. However, it is too soon to measure the impact of these activities on school improvement.
- The school has a quality assurance calendar which involves learning visits with feedback to staff. The headteacher is supportive to staff and gives constructive feedback. Under the leadership of the headteacher the school needs to underpin improvement planning with more rigorous self-evaluation to improve outcomes for all children. Staff, children, parents and partners all need to be involved in effectively planning improvements which will make a difference to all children's learning, attainment and achievement.
- The school gathers a range of assessment data including standardised assessment information and uses this to identify and plan interventions for learning. This supports teacher judgement on how well children are progressing and achieving a level. Staff are aware of the need to further develop the use of data analysis and align assessment information with the recently published benchmarks.
- Staff know that they are at the early stages of implementing systems to monitor progress made by individual children through Curriculum for Excellence levels. Staff should monitor the effectiveness of planned interventions to ensure they are effective in improving outcomes for all learners.

## 2.1: Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners.

#### **Attainment in literacy and numeracy**

- Data provided by the school indicates that almost all children are making good progress in reading, writing, numeracy and mathematics from their prior learning.
- Across the stages from P1 - P7, almost all children currently achieve the expected Curriculum for Excellence levels in reading, writing, numeracy and mathematics. School tracking predictions show that almost all children will meet the expected Curriculum for Excellence levels for reading, writing, numeracy and mathematics by June 2018.
- The school uses a range of assessment data (including standardised assessments) to identify and plan for children at risk of missing out in their learning and provide interventions where necessary. The school should now ensure they provide a variety of relevant and challenging experiences for those children who are capable of exceeding expected levels of attainment.
- The school recognises that raising attainment and achievement is a priority. Staff should now continue the work they have begun to measure and evaluate the impact of interventions introduced to raise attainment and achievement for all children.

#### **Reading**

- Almost all children who are working towards the early, first and second levels are confident, able readers who enjoy reading. Children are able to read with increasing levels of expression and are developing their knowledge about a wide range of authors and the books they have written. At second level, children are able to talk about why they like certain authors. Children are able to recap on a story and can describe characters from texts read.
- At early and first levels, children enjoy listening to stories and almost all engage well for most of the lesson. Literacy is linked to interdisciplinary learning (IDL), giving children opportunities to read, write, listen and talk. Children work well in small groups and pairs. However, a few of the younger children found it more difficult to focus for all of the discussion and are benefitting from having some time to be involved further in purposeful play.
- Staff should continue to build challenge in learning through focusing on the skills being developed with more explicit links being made to develop pupil skills in other areas of the curriculum.

- Across the school, the environment supports literacy, for example, through well-resourced library areas and relevant wall displays around the school.
- Staff have recently begun to engage in moderation activities to improve the quality of teacher judgements. Staff should continue to work with others to moderate practice and set standards for learning in literacy.

### **Writing**

- Across the school, writing is of a good standard and almost all children are attaining well. All children have opportunities to write for a variety of purposes and in a range of genre.
- Almost all children are making good progress. Teaching of phonics and spelling helps children improve their writing. Teachers now need to include clearer targets to help children improve their writing. They should involve children in setting these targets. This will help children to understand their own progress and next steps.
- Staff provide interesting opportunities for children to write. There are examples of a range of writing linked to social studies work and IDL.
- The school is at an early stage in tracking writing systematically. Teacher judgements and assessments of Curriculum for Excellence levels need to be supported more robustly through the use of benchmarks. This will help staff identify how well children are progressing through the Curriculum for Excellence levels.
- In supporting children's progress in writing, staff now need to provide consistently more constructive feedback in jotters. This will help children understand their progress and next steps in writing.

### **Listening and Talking**

- Across the school, almost all children engage well in listening and talking activities. Overall, children are articulate and keen to express their views and opinions. Staff are beginning to understand the importance of the use of wellbeing indicators and are teaching children about the UN Convention on the Rights of the Child. Staff plan to link this work further to the development of life skills to prepare them for the world of work.
- Almost all children listen well and respond to each other in a respectful way. Older children readily support younger children. Children would benefit from planned approaches to teaching the skills for listening and talking more explicitly.
- The school now needs to assess and track children's progress in listening and talking.

### **Other language work**

- Children across the school learn French. From work in jotters and in talking to the children, it is not clear how they are being given consistently challenging or differentiated work.

### **Numeracy and mathematics**

- At all stages, children make regular use of digital technologies to reinforce their learning. These approaches to learning are supported by effective teaching approaches involving the whole class or smaller groups. In mathematics, children work well together in groups. They benefit from developing mathematical skills, for example, weighing ingredients

during baking, as part of their farming theme. There is scope to develop this further and allow children to apply their learning to real life contexts.

- Almost all children are making good progress in mathematics and are building well on their earlier learning.

### **Number**

- Almost all children are developing confidence in their number skills, including mental calculations. At the early stages, almost all children can perform addition and subtraction calculations using numbers up to ten or larger. Almost all children who have already achieved success at first level are able to talk confidently about simple fractions and their equivalents. Children working within second level are able to carry out mental multiplication tasks with agility. They are able to work between fractions, decimals and percentages successfully.

### **Money**

- Across the school, most children are developing a relevant awareness of money and can recognise and use coins for simple calculations. By the upper stages, children are able to calculate the costs of increasingly complex shopping lists and are developing an understanding of profit and loss.

### **Measure**

- Across the school, children are learning appropriate strategies for measuring. They are developing an understanding of units of measurement and are using real life contexts, for example potato crop yields, to develop skills in estimating. By the upper stages, most children are aware of appropriate units of measurement and the relationships between them.

### **Shape, Position and Movement**

- In a focus group of children who are achieving at first level, almost all could name and describe some common properties of simple 2D shapes and 3D objects. They are beginning to develop an understanding of angle. A few children could relate right angles to real life examples, including dance positions. At the upper stages, in a focus group of children achieving at second level, the majority were able to calculate areas of simple objects successfully.

### **Information Handling**

- Across the school, children benefit from opportunities to gather information and to present this in suitable tables and charts. Staff should continue to ensure that there is an appropriate progression of challenge from P1 to P7 and provide more opportunities for pupils to develop the use of digital technologies in this area.

### **Problem solving**

- By P7, most children are developing, and can discuss, suitable strategies for solving problems involving several operations.

### **Attainment over time**

- Due to the small number of children within the school, the data cannot accurately define trends over time in attainment. Data presented by the school from teachers' professional judgement and standardised assessment indicates that overall attainment in numeracy and literacy is good. It shows that almost all children make good progress from their prior

levels of attainment in literacy and numeracy. It is the view of inspectors that there is still headroom for improvement in children's attainment in literacy and numeracy. Children with additional support needs make satisfactory progress from prior learning.

- The school should revisit the use and purpose of Assessment is for Learning strategies to help support teachers' professional judgement of standards of attainment. This will help teachers to challenge and raise standards for all children.
- More robust tracking of teacher professional judgement would provide more detailed information about children's strengths and next steps in learning. The school now needs to implement their plans to track progress in all curricular areas more robustly. This will ensure a clear view of children's progress across the curriculum.
- Attendance levels are high. Children think their lessons are interesting and enjoy school.

### **Overall quality of learners' achievement**

- Overall, children are successful, confident and articulate. They are beginning to benefit from opportunities to take on leadership roles through leading team building groups. There is significant scope to develop these opportunities further.
- Children's achievements are recognised, celebrated and captured on the Awesome Auchengray Achievers Display and also at assemblies. Staff have identified that their next step is to develop a system to track children's achievements in and out of school, including skills development and progress across the experiences and outcomes. The introduction of personal learning plans and profiles will support children further in recognising and tracking their own achievements.

### **Equity for all learners**

- The school has a strong commitment to providing equity for all learners. Staff know children and their families well. They have a good understanding of family circumstances and identify barriers to learning. Staff should continue to engage in professional learning opportunities to support their increased understanding of appropriate interventions to close the attainment gap.
- The school gathers a wide range of data about children's progress. There is scope for staff to now improve their skills in the scrutiny and analysis of this data to inform decision making about strategies to improve attainment for identified groups of children.
- Almost all children are fully engaged in their learning. They would now benefit from more opportunities to participate in decision-making to strengthen pupil voice within the school. This will encourage children to develop greater ownership of their own learning.
- Parents welcome opportunities to engage with the school to support their child's learning. Staff should now take forward their plans to provide parent workshops in literacy. This will strengthen partnership working with parents further and support improvements in literacy.
- The school plans to use its allocation from the Pupil Equity Fund to address identified gaps in literacy and provide challenge for more able children. The school should now consider how they will evidence the impact of these approaches in raising attainment for all.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91% – 99%
Most	75% – 90%
Majority	50% – 74%
Minority/Less than half	15 – 49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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# Report

5

Report to: **Clydesdale Area Committee**  
 Date of Meeting: **21 November 2017**  
 Report by: **Executive Director (Community and Enterprise Resources)**

Subject: **Roads Investment Plan – Progress Report**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ set out progress with the Roads Investment activity in the Clydesdale Area

## 2. Recommendation(s)

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

- (1) that the progress in the tenth year of the Roads Investment Plan be noted.

## 3. Background

3.1. It is recognised there is a need to report progress on key priorities to the relevant Area Committee. Given that the Roads Investment Plan 2008/19 represents a total investment of £126 million it is clearly a key Council initiative. Consequently this report provides the Committee with an update on progress in the Clydesdale area in the current year.

3.2. The condition of roads and pavements continues to be a significant concern for members of the public. The South Lanarkshire Household Survey of 2010 recorded a public satisfaction rating of only 18.6% with regard to the condition of roads and footways highlighting the need to continue the investment programme. A further independent survey in 2013 recorded a satisfaction rating of 24.7% for road conditions. The most recent Household Survey in 2014 identified some further progress with satisfaction levels increasing to 29%. However, this remained the lowest rating of any Council Service and it is clear that while good progress has been achieved much work remains to be done.

3.3. The current commitment to the Roads Investment Plan ends in March 2019, with capital investment reducing from £12 million to £5.5 million in 2019/20. In addition, revenue funding provides further financial support as identified at Appendix 1.

## 4. Improving the Road Network

4.1. The road network is the highest value asset owned by the Council, worth over £3.0 billion. With this in mind the Council Plan 2007-2011 identified improvements to the road network as one of the Council's key objectives.

- 4.2. The Council originally approved the implementation of a major roads maintenance and reconstruction programme over eight years, 2008 to 2016. In November 2011 the Executive Committee agreed that the timescale be extended from 2016 to 2019. The total value of the works is £126 million and is phased as follows:-

Year	£m per annum	Total
2008 - 2009	£6 million	£6 million
2009 - 2010	£12 million	£18 million
2010 – 2011	£12 million	£30 million
2011 - 2012	£12 million	£42 million
2012 – 2013	£12 million	£54 million
2013 – 2014	£12 million	£66 million
2014 - 2015	£12 million	£78 million
2015 - 2016	£12 million	£90 million
2016 – 2017	£12 million	£102 million
2017 – 2018	£12 million	£114 million
2018 - 2019	£12 million	£126 million

## 5. Priorities

- 5.1. Each carriageway and footway scheme identified for improvement is scored using the criteria listed below. The schemes are then ranked in order of priority to ensure those requiring attention and providing the greatest benefit are included in a programme at the earliest possible date.

Carriageway Scoring System				
	Criteria	Max Score	Weighting	Score
1	Condition	10	6	60
2	Claims/Defect Reports	10	1	10
3	Assistance to Other Priorities	10	1	10
4	Maintenance Category	5	4	20
Maximum Total				100

Footway/Footpath Scoring System				
	Criteria	Max Score	Weighting	Score
1	Condition	10	5	50
2	Importance/Accessibility	5	2	10
3	Claims/Defect Reports	10	2	20
4	Assistance to Other Priorities	10	2	20
Maximum Total				100

- 5.2. This approach of treating the worst roads first is also being increasingly complemented by an “asset management” approach whereby relatively low cost interventions, such as surface dressing, are being used to seal existing road surfaces, improve skid resistance and generally prolong the life of the road.
- 5.3. Such an approach represents good value for money and a long term outlook. However, it can generate comments that the “better” roads are being treated before those which are “worse”.

## **6. Progress to date – 2017/18**

- 6.1. To 19 September 2017, in total 200 schemes have been completed throughout South Lanarkshire, including 32 in Clydesdale. The remaining 36 in Clydesdale are schemes either in progress or programmed to be completed by March 2018, as shown below:-

Carriageway Schemes					
	No. of Schemes	Completed	Programmed	Remaining	% Complete
SLC	187	76	104	7	40.64%
Clydesdale	63	29	34	0	46.03%

Footway Schemes					
	No. of Schemes	Completed	Programmed	Remaining	% Complete
SLC	13	5	3	1	38.46%
Clydesdale	5	3	2	0	60.00%

The schemes in the Clydesdale Area for 2017-2018 are listed in Appendix 1.

- 6.2. The condition of roads is monitored nationally via the Scottish Road Maintenance Condition Survey (SRMCS). South Lanarkshire's results for 2016/17 (the most recent results available) show the Council are now 13<sup>th</sup> of the 32 Council's in terms of the condition of our road network.
- 6.3. The road condition index shows a trend of improvement as shown in Appendix 2. It should be recognised that significant works still have to be undertaken on minor and residential roads, including footways, to bring them up to standard.

## **7. Employee Implications**

- 7.1. There are no employee implications associated with this report.

## **8. Financial Implications**

- 8.1. Works are being funded via approved budgets. Carriageway condition is improving as a result of the significant investment.

## **9. Other Implications**

- 9.1. Continuing to progress this investment programme will reduce the risk of third party claims and improve public satisfaction with regard to road and footway conditions.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. The Roads Investment Plan 2008-2019 will improve road and footway conditions for all sections of the community.
- 10.2. There was no requirement to undertake an equality impact assessment or consultation in terms of the content of this report.

**Michael McGlynn**

**Executive Director (Community and Enterprise Resources)**

7 November 2017

**Link(s) to Council Values/Objectives**

- ◆ Roads Investment is a Council Plan (Connect) 2007-2011 key priority
- ◆ Rural Investment and establishment of a Rural Task Force is a proposed Council Plan (Connect) Action.

**Previous References**

- ◆ Clydesdale Area Committee, 29 November 2016

**List of Background Papers**

- ◆ None

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact: - Martin Polland, Roads Area Manager

Ext: 8103303 (Tel: 01555-673303)

Email: [Martin.Polland@southlanarkshire.gov.uk](mailto:Martin.Polland@southlanarkshire.gov.uk)

## Appendix 1

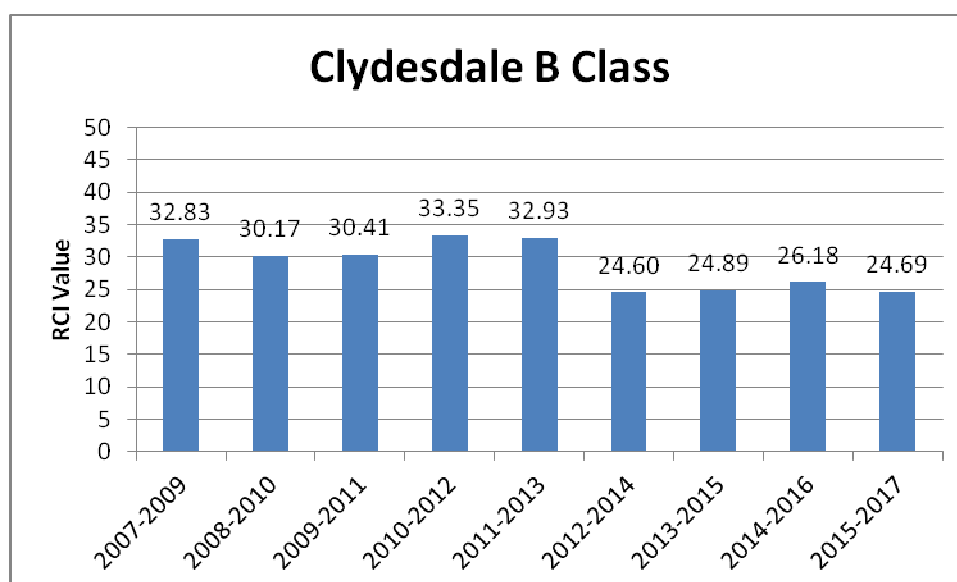
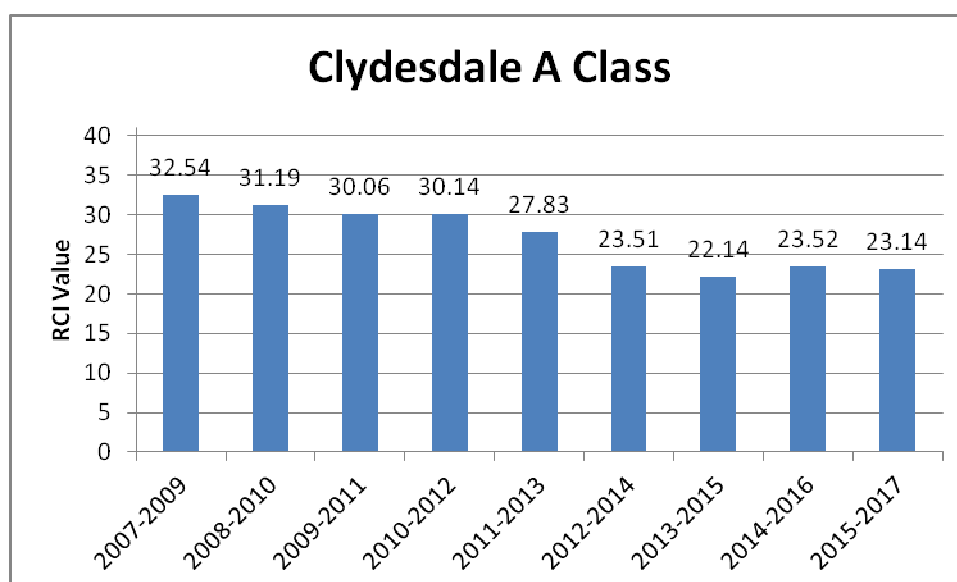
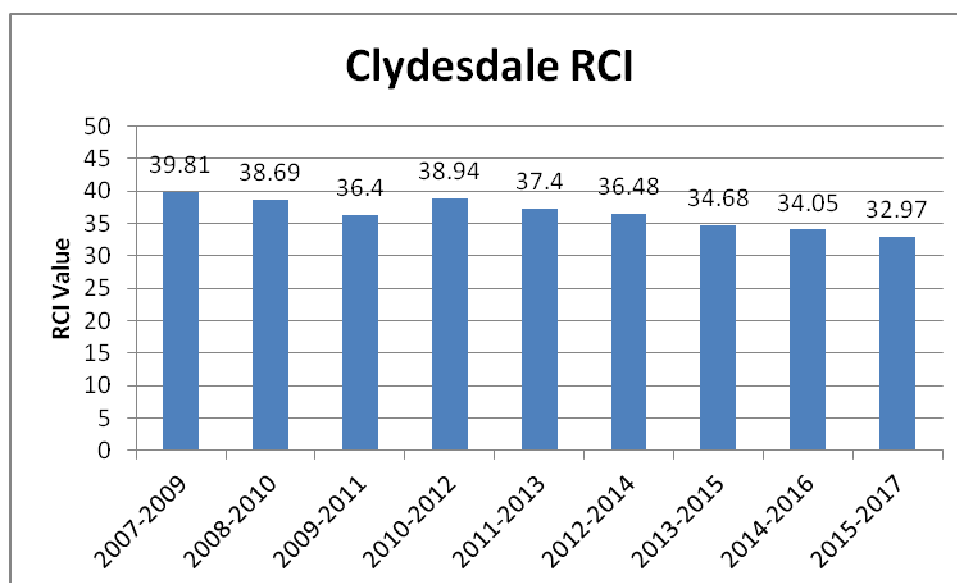
### Roads Investment Schemes – Clydesdale Area 2017-2018

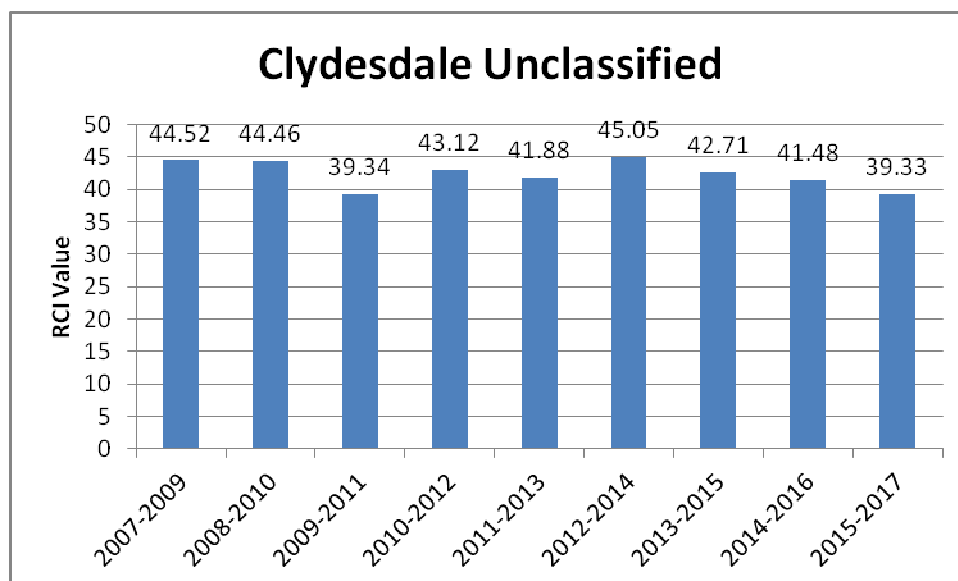
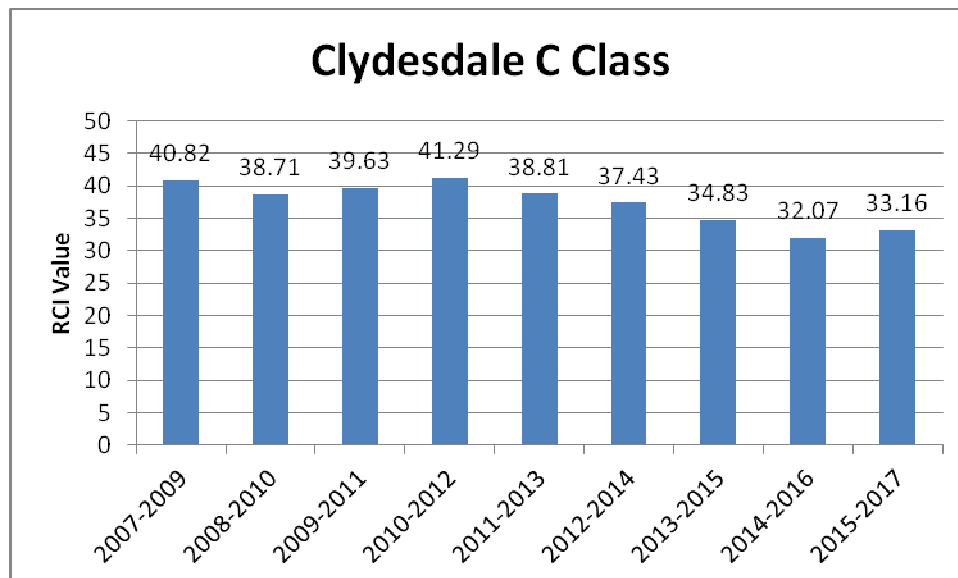
<b>Road Investment Schemes Carriageway</b>		
	<b>Costs</b>	<b>Status</b>
A73 Lanark to Braidwood (carriageway patching)	140,000	Programmed
B7018 Lesmahagow Road	75,000	Programmed
C205 Lawhill Road, Patching	40,000	Programmed
Bridgend View and Old Bridgend Carriageway	150,000	Programmed
Hailstone Green and Kirk Green Carriageway	205,000	In Progress
Howacre, Cartland View, Nemphlat, Lanark	325,000	Complete
Wellwood	100,000	Programmed
Kingshill View carriageway	61,000	Programmed
Beech Grove/Ashfield Road, Law	110,000	Programmed
Carluke Unitas and Glenburn Crescent	125,000	Programmed
B7086 Kirkmuirhill (Vere Road to Bent PS)	230,000	In Progress
B740 Crawfordjohn ( Whitecleuch to Netherhill) (m)	317,000	Complete
B797 Leadhills Road (C16 Jct to Broadlaw kennels )	293,000	Complete
C14 Brackenridge Road to Deadwaters (B7086 to Kypeside)	143,000	In Progress
C10 KFB to Corehouse	131,000	Programmed
A70 Lang Whang	410,000	Complete
A73 Castledykes	165,000	Programmed
A70 Main Street, Carnwath	220,000	Complete
A72 Biggar Road, Symington	216,000	Programmed
Cadgers Br Parking area, Biggar	15,000	Programmed
Kirkstyle Car Park	35,000	Programmed
B7016 Kirkstyle, Biggar	65,000	Programmed
Shieldhill Road, Quothquan	85,000	Programmed
Wilton Road, Carluke	23,000	Programmed
Carlisle Road, K'hill, Treefield to Lanark Road	84,000	Complete
Carstairs Road, Carstairs Jct	40,500	Programmed
A721 Elsrickle	26,500	Complete
Carriageway Patching	90,000	Complete
<b>Overall Carriageway Capital</b>	<b>£3,920,000</b>	

<b>Revenue Investment</b>		
<b>Carriageways</b>	<b>Costs</b>	<b>Status</b>
A70 Ayr Road Garage to cemetery, Douglas (Windfarm Income)	267,000	In Progress
A70 Weston to Jeanfield, Glespin	130,000	Programmed
A72 Kirkfieldbank Brae Drainage	95,000	Programmed
North Avenue and Orion Way Carriageway, Carluke	43,000	Programmed
Merlindale, Forth	67,000	Programmed
West Faulds Road, Caldwellside	48,000	Programmed
Young Road, Caldwellside	35,000	Programmed
Potters Wynd, Lanark	41,000	Programmed
B740 Crawfordjohn (Bagray to Blairhill)	176,000	Programmed
Beechmount Avenue, Coalburn	31,000	Complete
Midfield Road, Coalburn	38,000	Complete
Bloomfield Street, Rigside	29,000	Complete
Douglasdale Street, Rigside	17,000	Complete
Mount Stewart Street, Rigside	38,000	Complete
Howgate Road, Roberton	70,000	Complete
Murray Terrace, Carnwath	60,000	Complete
C26 Warrenhill, Carmichael	82,000	Complete
C37 Overlay Polkelly to Greenfield Fm	39,600	Programmed
<b>Total Revenue Carriageways</b>	<b>£1,306,600</b>	
<b>Footways</b>		
North Avenue and Orion Way, Carluke	50,000	Programmed
Beechmount Avenue, Coalburn	28,000	Complete
Midfield Road, Coalburn	28,000	Complete
Bloomfield Street, Rigside	38,000	Complete
Murray Terrace, Carnwath	26,000	Programmed
<b>Total Revenue Footways</b>	<b>£170,000</b>	
<b>Sub Total</b>	<b>£1,476,600</b>	
Surface Dressing Programme (10 sites)	£533,175	Completed
Retread Programme (6 sites)	£268,855	Completed
<b>Revenue Total (Including wind farm)</b>	<b>£2,278,630</b>	

## Appendix 2

### Road Condition Index 2009-2017







# Report

6

Report to: **Clydesdale Area Committee**  
 Date of Meeting: **21 November 2017**  
 Report by: **Executive Director (Finance and Corporate Resources)**

Subject: **Community Grant Applications**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ request approval for the allocation of community grants to 16 community groups in the Clydesdale area from the 2017/2018 community grant budget

## 2. Recommendation(s)

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

(1) that community grants be awarded as follows:-

- |     |                   |   |
|-----|-------------------|---|
| (a) | Applicant:        | St Nicholas Playgroup and Toddlers, Lanark<br>(CL/9/17)             |
|     | Amount Requested: | £300  |
|     | Purpose of Grant: | Materials and administration costs                                  |
|     | Amount Awarded:   | £250  |
| (b) | Applicant:        | Friends of Volunteering in Clydesdale, Lanark<br>(CL/42/17)         |
|     | Amount Requested: | £250  |
|     | Purpose of Grant: | Outing and entrance fees  |
|     | Amount Awarded:   | £250  |
| (c) | Applicant:        | Tolbooth Heritage Trust, Lanark (CL/44/17)                          |
|     | Amount Requested: | £1,000  |
|     | Purpose of Grant: | Equipment   |
|     | Amount Awarded:   | £700  |
| (d) | Applicant:        | Scottish Old People's Welfare Committee (Douglas Branch) (CL/45/17) |
|     | Amount Requested: | £317  |
|     | Purpose of Grant: | Outing, entrance fees and administration costs                      |
|     | Amount Awarded:   | £290  |
| (e) | Applicant:        | Lanark Business Group (CL/46/17)                                    |
|     | Amount Requested: | £850  |
|     | Purpose of Grant: | Equipment   |
|     | Amount Awarded:   | £650  |

- (f) Applicant: Come Paint with Us, Blackwood (CL/47/17)  
Amount Requested: £320  
Purpose of Grant: Start-up costs  
Amount Awarded: £250
- (g) Applicant: KFM Tenant's Group, Carluke (CL/48/17)  
Amount Requested: £350  
Purpose of Grant: Specialist transport and entrance fees  
Amount Awarded: £300
- (h) Applicant: St Mary's Monday Club, Lanark (CL/49/17)  
Amount Requested: £250  
Purpose of Grant: Outing  
Amount Awarded: £200
- (i) Applicant: Crawfordjohn Heritage Venture Trust, Biggar (CL/50/17)  
Amount Requested: £300  
Purpose of Grant: Administration and publicity costs  
Amount Awarded: £200
- (j) Applicant: Lanarkshire Community First Responders, Lanark (CL/52/17)  
Amount Requested: £1,000  
Purpose of Grant: Start-up costs  
Amount Awarded: £250
- (k) Applicant: Lanark Community Development Trust (CL/53/17)  
Amount Requested: £400  
Purpose of Grant: Equipment  
Amount Awarded: £400
- (l) Applicant: Boghead Community Group, Lesmahagow (CL/54/17)  
Amount Requested: £475  
Purpose of Grant: Outing and entrance fees  
Amount Awarded: £250
- (m) Applicant: Carmichael Primary Parent Council, Biggar (CL/56/17)  
Amount Requested: £673  
Purpose of Grant: Equipment  
Amount Awarded: £400
- (n) Applicant: Carnwath 2000 (CL/58/17)  
Amount Requested: £600  
Purpose of Grant: Materials and administration costs  
Amount Awarded: £370
- (o) Applicant: Clydesdale Horse Society, Lanark (CL/59/17)  
Amount Requested: £628  
Purpose of Grant: Administration and publicity costs  
Amount Awarded: £400

(p) Applicant:	Carmichael Playschool, Biggar (CL/60/17)
Amount Requested:	£345
Purpose of Grant:	Entrance fees and equipment
Amount Awarded:	£260

### **3. Background**

- 3.1. The Council operates a community grants scheme to support local constituted community groups and voluntary organisations. Applications are invited continually throughout the year.
- 3.2. All applications require to be supported by a constitution, audited accounts or annual income and expenditure accounts, a bank statement, and confirmation that the group/organisation will adhere to the conditions of the grant award.

### **4. Employee Implications**

- 4.1. None.

### **5. Financial Implications**

- 5.1. The current position of the community grant allocation for the Clydesdale Area in 2017/2018 is as follows:-

Total allocation for Community Grants	£25,000
Grants previously allocated	£10,535
Community Grants recommended in this report	£ 5,420
Remaining balance	£ 9,045

### **6. Other Implications**

- 6.1. The risk to the Council is that grant funding is not utilised for the purpose of which it was intended. This risk is mitigated by internal controls including audit procedures and conditions of grant agreement.
- 6.2. There are no apparent implications in terms of sustainable development.

### **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. All the necessary consultation with the community groups has taken place.

**Paul Manning**

**Executive Director (Finance and Corporate Resources)**

7 November 2017

### **Link(s) to Council Values/Objectives**

- ◆ Accountable, effective and efficient use of resources. Supports the Council's vision of working together to improve the quality of life of everyone in South Lanarkshire.

**Previous References**

- ◆ None

**List of Background Papers**

- ◆ Individual application forms

**Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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