

Education Resources

improve

Resource Plan

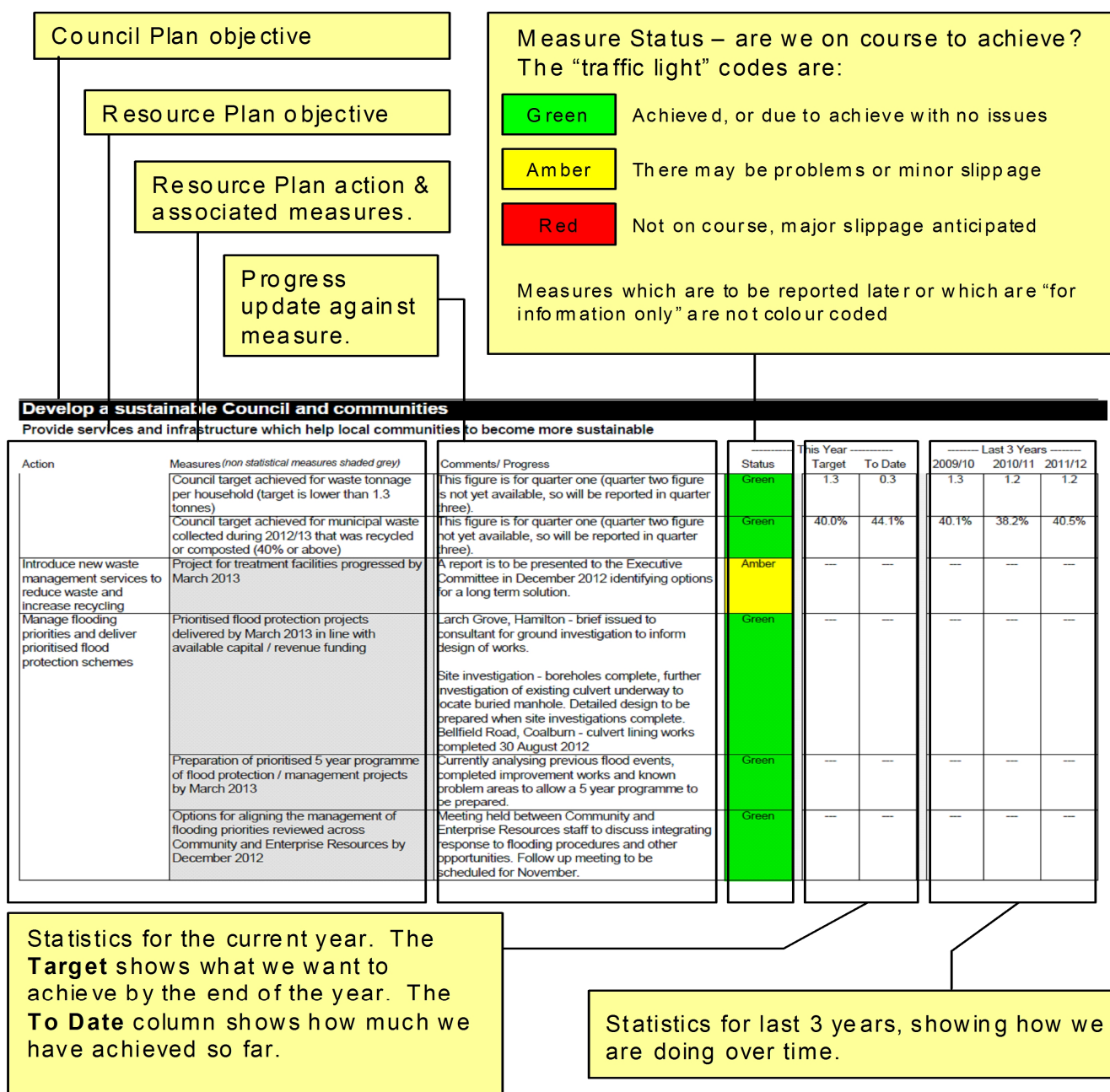
Performance Report 2017-18

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.



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		Last 3 Years		
				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
<i>Improve services for older people</i>					
Protect vulnerable children, young people and adults	3			1	4
<i>Deliver better health and social care outcomes for all</i>					
<i>Improve the quality, access and availability of housing</i>					
<i>Improve the road network, influence improvements in public transport and encourage active travel</i>					
Collaborate with partners and communities to promote high quality, thriving and sustainable communities	15			1	16
<i>Support the local economy by providing the right conditions for inclusive growth</i>					
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
<i>Embed governance and accountability</i>					
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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>Staff have opportunities to engage in meaningful discussion about the achievement of a level in Numeracy using Benchmarks (including intermediate benchmarks).</p> <p>Teacher judgments continue to become more robust, supported by moderation within school and across learning communities.</p> <p>Staff engagement in the use of holistic assessment within Mathematics and Numeracy.</p>	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	<p>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.</p> <p>Staff have opportunities to engage in high quality Career Long Professional Learning (CLPL) which is linked to raising attainment within their establishments.</p>	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>Almost all primary schools were represented at an In-service day, 4 May 2017, where the National approach for moderation was delivered.</p> <p>A separate course was delivered to Early Years partners and stand alone establishments, 12 July 2017.</p> <p>Information about national approaches was delivered to secondary faculty heads, 11 May 2017.</p> <p>Further work will be undertaken both within and across other authorities to ensure consistency of approach.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			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	<p>To date, 648 young people have accessed 46 programmes supporting the development of literacy and numeracy.</p> <p>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.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	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

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>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.</p> <p>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.</p> <p>As a result of engagement, young people are benefiting from support that helps them address anger and emotion, communication challenges and, literacy and numeracy.</p> <p>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.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	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%

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>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).</p> <p>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.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	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	<p>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.</p> <p>Figures for session 2016/17 will be reported at Quarter 3.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2014/15	2015/16	2016/17
	Reduce the percentage of exclusions in Additional Support Needs provision for Looked After children	<p>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.</p> <p>Figures for session 2016/17 will be reported at Quarter 3.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>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.</p> <p>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.</p> <p>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</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress approaches in respect of national education priorities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Raise standards of educational achievement and attainment**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2014/15	2015/16	2016/17
	Increase achievement in instrumental music tuition through the Youth Music Initiative	<p>During Quarter 2 comprehensive analysis and development of the Youth Music Initiative (YMI) projects have taken place which included:</p> <p>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.</p> <p>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.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Raise standards of educational achievement and attainment**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2014/15	2015/16	2016/17
	Deliver an inclusive learning offer through Pupil Equity Funding to young people in S2/S3	<p>A range of offers have been presented to school establishments in support of the addressing the attainment gap.</p> <p>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.</p> <p>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.</p> <p>These offers will be monitored across Quarter 3 and a further report will be provided during Quarter 4.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Raise standards of educational achievement and attainment**

Action	Measures(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress recommendations to develop Scotland's young workforce**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>To date, 898 young people are being supported to address inequalities that they face through participation in 47 innovative youth work opportunities.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>A new development has been that of Youth Bank at Hamilton Universal Connections. This</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Progress recommendations to develop Scotland's young workforce**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2014/15	2015/16	2016/17
		<p>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.</p> <p>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.</p>				---		

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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%

Improve achievement, raise educational attainment and support lifelong learning**Take forward the principles, values and purposes of Curriculum for Excellence**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Take forward the principles, values and purposes of Curriculum for Excellence**

Action	Measures(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Ensure the highest quality of education provision for children, young people and communities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>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'.</p> <p>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.</p> <p>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.</p>	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(<i>non statistical measures shaded grey</i>)	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%

Improve achievement, raise educational attainment and support lifelong learning**Ensure the highest quality of education provision for children, young people and communities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Ensure the highest quality of education provision for children, young people and communities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	Green	-----	-----	0	0	0

Improve achievement, raise educational attainment and support lifelong learning**Ensure the highest quality of education provision for children, young people and communities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	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.	Green	-----	-----	0	0	0
		Statistical data will be provided at Quarter 3.						
Provide English for speakers of other languages (ESOL) classes in local communities from Literacies to Intermediate level	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
	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.	Green	-----	-----	0	0	363
		Statistical data to be provided at Quarter 3.						

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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	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

Improve achievement, raise educational attainment and support lifelong learning**Increase levels of achievement through community capacity building**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2014/15	2015/16	2016/17
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	<p>2,069 young people have actively expressed their voice to date and demonstrated social commitment.</p> <p>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.</p> <p>Young people have also joined the South Lanarkshire Disability Access Panel and additional young people have joined the Young People's Sports Panel.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	1.0%	-----	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning**Increase levels of achievement through community capacity building**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>To date, 410 young people have contributed 13,674 hours through volunteering.</p> <p>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.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Increase levels of achievement through learning for young people and adults**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>47 Awards continue to be 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.</p> <p>Additional awards are being sought to add to those available to young people through Youth Learning Services.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	47	47	0	0	0
	Number of young people participating in awards	<p>There are currently 1,386 young people actively participating in awards schemes through Youth Learning Services.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Improve outcomes for individual children and families in South Lanarkshire**

Action	Measures(<i>non statistical measures shaded grey</i>)	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	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Improve health and wellbeing outcomes for all children and young people**

Action	Measures(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Ensure schools and other places of learning are inspirational**Ensure schools and other places of learning are inspirational**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Ensure schools and other places of learning are inspirational**Ensure schools and other places of learning are inspirational**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Ensure schools and other places of learning are inspirational**Ensure schools and other places of learning are inspirational**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	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	---	---	---	---	---

Ensure schools and other places of learning are inspirational**Ensure schools and other places of learning are inspirational**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			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	<p>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.</p> <p>16 celebrations have taken place to date during 2017 - 2018.</p> <p>Work continues to progress plans for events across South Lanarkshire during the Year of Young People 2018.</p>	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational**Ensure schools and other places of learning are inspirational**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>South Lanarkshire Council (SLC) provide a wide range of opportunities for all staff to participate in leadership opportunities at an appropriate level.</p> <p>All Newly Qualified Teachers (NQTs) deployed and appropriate training in place. Each NQT to undertake a professional enquiry between February and May.</p> <p>Staff from Scottish College for Education Leadership (SCEL) and General Teaching Council for Scotland (GTCS) speaking to staff at Professional Learning Coordinators conference.</p> <p>Acting Depute Head Teachers and Head Teachers opportunities made available to primary staff.</p> <p>South Lanarkshire Council (SLC) facilitate the participation of school leaders in SCEL programmes.</p> <p>SLC provide support for staff undertaking postgraduate leadership qualifications.</p>	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational**Ensure schools and other places of learning are inspirational**

Action	Measures(<i>non statistical measures shaded grey</i>)	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	---	---	---	---	---

Protect vulnerable children, young people and adults**Ensure current national priorities for vulnerable children and families are addressed**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				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 distributed 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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	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	<p>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.</p> <p>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.</p> <p>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.</p>	Green	---	---	---	---	---
	Monitor the impact of Pupil Equity Funding through our revised Standards and Quality reporting framework	<p>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.</p> <p>In addition to this schools have been given advice about the ongoing monitoring of PEF and will be asked for updates throughout the session.</p>	Green	---	---	---	---	---

Tackle disadvantage and deprivation, and support aspiration**Improve the life chances of children & families**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			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	---	---	---	---	---

Tackle disadvantage and deprivation, and support aspiration**Improve the life chances of children & families**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			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	<p>To date, 693 young people have been supported to tackle issues affecting their life chances and life choices.</p> <p>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.</p> <p>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.</p> <p>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.</p>	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(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>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.</p> <p>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.</p>	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>To date, 898 young people are being supported to address inequalities that they face through participation in 47 innovative youth work opportunities.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>A new development has been that of Youth Bank at Hamilton Universal Connections. This</p>	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2014/15	2015/16	2016/17
		<p>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.</p> <p>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.</p>				---		

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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2014/15	2015/16	2016/17
	Maintain the number of individuals who engage effectively and confidently through the Youth Participation Network	<p>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.</p> <p>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.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	692	0	0	0
	Maintain the number of groups that engage effectively and confidently through the Youth Participation Network	<p>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.</p> <p>Members continue to promote, consult and inform youth groups, schools and other young people in South Lanarkshire.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2014/15	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%

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(<i>non statistical measures shaded grey</i>)	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(<i>non statistical measures shaded grey</i>)	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	---	---	---	---	---

Encourage participation in physical and cultural activities**Engage children and young people in physical, cultural and social activities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	---	---	---	---	---

Encourage participation in physical and cultural activities

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>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.</p> <p>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.</p>	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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	<p>Young people have experienced and engaged in a variety of theatrical, sporting and cultural learning experiences over the past three months.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	Green	---	---	---	---	---

Encourage participation in physical and cultural activities**Engage children and young people in physical, cultural and social activities**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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.				---		

Delivering the plan and achieving best value**Deliver and communicate the Council Plan and ensure high standards of governance**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2014/15	2015/16	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	---	---	---	---	---

Delivering the plan and achieving best value**Promote equality and the wellbeing of staff**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	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(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				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(<i>non statistical measures shaded grey</i>)	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 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	---	---	---	---	---

Delivering the plan and achieving best value**Provide sound financial stewardship for the council**

Action	Measures(<i>non statistical measures shaded grey</i>)	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	---	---	---	---	---