Council Offices, Almada Street
Hamilton, ML3 0AA

Thursday, 08 February 2018

Dear Member

Education Resources Committee

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

Date: **Tuesday, 06 February 2018**
Time: **10:00**
Venue: **Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA**

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

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

Yours sincerely

Lindsay Freeland
Chief Executive

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

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

External Members

Religious Representatives
Nagy Iskander, John Mulligan, Gillian Coulter

Teacher Representatives
Andy Harvey, Ann Marie Hobson

Parent Council Represnetatives
Hilary Kirby, Susannah McIntosh

BUSINESS

1 Declaration of Interests

2 Minutes of Previous Meeting 5 - 10
Minutes of the meeting of the Education Resources Committee held on 14 November 2017 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

3 Education Resources - Revenue Budget Monitoring 2017/2018 11 - 14
Joint report dated 17 January 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

4 Education Resources - Capital Budget Monitoring 2017/2018 15 - 18
Joint report dated 3 January 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

5 Education Resources – Workforce Monitoring – October and November 2017 19 - 24
Joint report dated 28 December 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Decision

6 Education Resources' Resource Plan 2017/2018 25 - 86
Report dated 11 January 2018 by the Executive Director (Education Resources). (Copy attached)

7 Review of Admissions Policy for Early Learning and Childcare Establishments 87 - 96
Report dated 16 January 2018 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Noting

8 Update of Education Resources' Risk Register and Risk Control Plan 97 - 104
Report dated 15 January 2018 by the Executive Director (Education Resources). (Copy attached)

9 West Partnership Update 105 - 120
Report dated 16 January 2018 by the Executive Director (Education Resources). (Copy attached)

10 Achievement of Curriculum for Excellence Levels 2016/2017 121 - 128
Report dated 16 January 2018 by the Executive Director (Education Resources). (Copy attached)

11 Literacy Strategy – Catch up Literacy 129 - 132
Report dated 12 January 2018 by the Executive Director (Education Resources). (Copy attached)

12 Update on Vocational Programmes 133 - 138
Report dated 12 January 2018 by the Executive Director (Education Resources). (Copy attached)

13 Year of Young People 2018 139 - 144
Report dated 11 January 2018 by the Executive Director (Education Resources). (Copy attached)

14 World Book Day - 1 March 2018 145 - 148
Report dated 11 January 2018 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

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

For further information, please contact:-

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

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 14 November 2017

Chair:
Councillor Katy Loudon

Councillors Present:
Alex Allison, Margaret Cooper, Poppy Corbett, Margaret Cowie, Peter Craig (Depute), Fiona Dryburgh, Lynsey Hamilton, Ian Harrow, Mark Horsham, Ann Le Blond, Monique McAdams, Ian McAllan, Jim McGuigan *(substitute for Councillor Fulton)*, Julia Marrs, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, David Shearer *(substitute for Councillor Ross)*, Bert Thomson *(substitute for Councillor Walker)*, Sheena Wardhaugh

Councillors' Apologies:
John Anderson, Stephanie Callaghan, Alistair Fulton, Gladys Miller, John Ross (ex officio), Margaret B Walker, David Watson

External Members Present:
Dr Nagy Iskander, Gillian Coulter, Bill Ramsay, Susannah McIntosh, Hilary Kirby

External Member's Apology:
John Mulligan

Attending:
Education Resources
T McDaid, Executive Director; D Dickson, Head of Education (East Kilbride); A Donaldson, Head of Education (Inclusion); S Nicolson, Head of Education (Curriculum, Learning and Teaching); V Quinn, Quality Manager
Finance and Corporate Resources
L Harvey, Finance Manager (Resources); M Milne, HR Business Partner; L O'Hagan, Finance Manager (Strategy); L Paterson, Administration Officer

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 5 September 2017 were submitted for approval as a correct record.

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

3 Education Resources - Revenue Budget Monitoring 2017/2018

A joint report dated 10 October 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted comparing actual expenditure at 15 September 2017 against budgeted expenditure for 2017/2018 for Education Resources.

Details were provided on proposed budget virements to realign budgets.

The Committee decided:

(1) that the breakeven position on the Education Resources' revenue budget at 15 September 2017 be noted;

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

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

[Reference: Minutes of 5 September 2017 (Paragraph 2)]

4 Education Resources - Capital Budget Monitoring 2017/2018

A joint report dated 11 October 2017 by the Executive Directors (Finance and Corporate Resources and (Education Resources) was submitted advising of the progress on Education Resources' capital programme 2017/2018 and summarising the expenditure position at 15 September 2017.

The Committee decided: that the report be noted.

[Reference: Minutes of 5 September 2017 (Paragraph 3)]

5 Education Resources - Workforce Monitoring - July to September 2017

A joint report dated 11 October 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period July to September 2017:-

- attendance statistics
- occupational health
- accident/incident statistics
- disciplinary hearings, grievances and Dignity at Work cases
- analysis of leavers

The Committee decided: that the report be noted.

[Reference: Minutes of 5 September 2017 (Paragraph 4)]

6 Education Resources' Resource Plan - Quarter 2 Progress Report - 1 April to 30 September 2017

A report dated 24 October 2017 by the Executive Director (Education Resources) was submitted on the Education Resources' draft Resource Plan for 2017/2018. Details were provided on progress made at the end of quarter 2, covering the period April to September 2017, in implementing the priority projects identified in the draft Resource Plan.

The Committee decided: that the report be noted.

[Reference: Minutes of the Executive Committee of 8 March 2017 (Paragraph 28)]

7 South Lanarkshire's Children's Services Plan

A joint report dated 24 October 2017 by the Executive Director (Education Resources) and Director, Health and Social Care was submitted on the development of a new Children's Services Plan (CSP) for South Lanarkshire.

Part Three of the Children and Young People (Scotland) Act 2014 placed a duty on the Council and Health Board to put in place a CSP that followed the legal framework set out in the Act. It also placed a duty on Partners to work together to integrate service provision to facilitate better outcomes, prevent the occurrence of negative outcomes and to improve efficiency by avoiding duplication.

Within South Lanarkshire, there existed a strong partnership ethos and governance structure which, together with the 2016/2017 Performance Improvement Plan and the work of various strategic sub groups, had helped the process of scoping out the new CSP. The draft CSP had also been informed by the wealth of data available in the Council and input from a wide range of stakeholders. Key drivers, which had been considered in developing the draft CSP, were detailed in the report.

Partners, on behalf of the Getting it Right for South Lanarkshire Partnership Board, had been working on 'Realigning Children's Services', a national programme led by the Scottish Government, to support local improvement in joint strategic commissioning practice. This programme focused on improved evidence collection, analysis and a strengthening of partnership working across all agencies involved in Children's Services.

The priorities set out in the draft CSP centered on the following 3 key themes:-

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

Priority areas, which had been identified for action under each of the 3 key themes, were detailed in the report.

The draft CSP had been made available in the members' areas and would be presented to a future meeting of the Executive Committee for approval.

The Committee decided: that the progress made with the development of a new Children Service's Plan be noted.

8 Review of the Impact of the Scottish Schools (Parental Involvement) Act 2006

A report dated 20 October 2017 by the Executive Director (Education Resources) was submitted on a review of the impact of the Scottish Schools (Parental Involvement) Act 2006.

In November 2015, the Scottish Government had announced that the National Parent Forum for Scotland (NPFS) would conduct a review into the impact of the Act and associated policy framework. The Act had required each local authority to facilitate the establishment of Parent Councils and to prepare a 'Strategy for Parental Involvement'. There were 146 Parent Councils, in addition to other groups for parents, such as Parent Teacher Associations, operating in South Lanarkshire.

The NPFS review set out to address the following questions:-

- what progress had schools and local authorities made in implementing the 2006 Act?
- how had the landscape, practice and approaches to parental involvement evolved since 2006?
- how effective were Parent Councils?
- to what extent were parents informed by, and involved with, their school and engaged in their child's learning?

A summary of some of the key findings under each of the questions, which was provided in the report, had confirmed that the 2006 Act had assisted a step-change in the way parents were recognised and supported to be involved in their child's education. A summary of the NPFS' recommendations was attached as Appendix 1 to the report.

A working group would now be established to review the Council's Parental Involvement Strategy, 'Making a Difference – Working Together to Support Children's Learning', in light of the NPFS' review report. Representatives from the Parents as Partners Focus Group, Parent Councils, Pupil Councils and other stakeholders would be involved in the review process, following which, a report on the working group's findings would be submitted to a future meeting of this Committee.

The Committee decided:

(1) that the National Parent Forum for Scotland's report on the impact of the Scottish Schools (Parental Involvement) Act 2006 be noted; and

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

[Reference: Minutes of 3 March 2009 (Paragraph 7)]

9 Developing our Young Workforce - Scotland's Youth Employment Strategy

A report dated 26 October 2017 by the Executive Director (Education Resources) was submitted providing an update on the implementation of the recommendations of the Commission for Developing Scotland's Young Workforce (DSYW).

On 22 November 2016, the Committee had noted the Council's involvement in responding to the DYW, Scotland's Youth Employment Strategy, and the range of activities and developments which had been undertaken, in partnership with stakeholders, to meet the ambition set out in the Scottish Government's 7 year national programme to develop the young workforce.

Significant work continued to be undertaken across a range of Resources and services to progress aspects of DYW and in the area of employability. Strategic support for schools was provided by a Lead Officer for DYW within the Curriculum and Quality Improvement Service, who managed a team of Head Teachers to deliver the strategic implementation of the DYW Framework, building upon and continuing with the work undertaken in previous schools' sessions.

The importance of a partnership approach to develop opportunities for schools, colleges and employers to work together to plan, support and deliver opportunities that transformed learning for young people was recognised.

Information was provided on:-

- activities which enhanced vocational and foundation apprenticeship pathways
- the Careers Education Standard which ensured that enhanced careers guidance was available to young people on the world of work
- work placements which provided opportunities for young people to build upon learning experiences in the classroom and contextualise skills for work
- school/employer partnerships which focused on a manageable number of priorities embedded in school improvement plans and demonstrated improved outcomes for learners
- the 'Talking Tomorrows' resource, developed by 4 South Lanarkshire schools, which offered a cross-section of S3 learners the opportunity to engage in meaningful discussion about their skills development before transition to their Senior Phase
- enhanced professional learning activities that enabled teachers to work with a range of partners
- schools' engagement with parents/carers to develop a shared understanding of DYW

The Council had been successful in a recent bid to Skills Development Scotland for funding in 2018/2019. This funding would significantly enhance the current number of Foundation Apprenticeships and it was anticipated that 250 opportunities would be provided to young people from 2018.

The Committee decided: that the report be noted.

[Reference: Minutes of 22 November 2016 (Paragraph 10)]

10 Leadership Development - Professional Learning Trios

A report dated 19 October 2017 by the Executive Director (Education Resources) was submitted on the Education Resources' Professional Learning Trios (PLTs).

On 1 September 2015, the Committee had noted the development of the Education Resources' 'Leadership Framework: Aspiring Heads and Head of Establishments' which would enhance personal and professional leadership capacities of aspiring Heads and current Heads of Establishments. The rationale for PLTs was clearly set out in the Leadership Framework.

In 2016/2017, over 40 establishments had been involved in the first cohort of PLTs and, following the programme's success, the programme was expanded in 2017/2018. 101 schools from across all 4 geographical areas, with representation from ASN, primary and secondary, were now participating in the 2017/2018 programme. The focus of the PLTs would be on how strategic planning for change and implementing improvement and change could lead to increased attainment and achievement. Participating schools would have the opportunity to work with other similar schools from outwith their learning community and, where possible, within their geographical area.

It was Education Resources' intention to continue PLTs in session 2018/2019, as an integral part of the Leadership programme, providing Heads and strategic leaders with valuable opportunities to share, reflect, support and learn from each other. The aspiration was to have all schools fully involved by the next session.

The Committee decided: that the report be noted.

[Reference: Minutes of 1 September 2015 (Paragraph 11)]

11 Spotlight on Learning

A report dated 19 October 2017 by the Executive Director (Education Resources) was submitted on the 'Spotlight on Learning' event which had been held from 30 October to 10 November 2017.

The Council had participated in the annual Scottish Learning Festival (SLF), organised by Education Scotland, which celebrated and shared effective and innovative educational practices across the Scottish education community.

'Spotlight on Learning' was the Council's own annual version of the SLF which provided schools and establishments with the opportunity to showcase effective and innovative practices across the authority.

The Programme for 2017 included 29 separate events which were detailed in an appendix to the report. Events were held across all 4 geographical areas and covered a rich diversity of educational topics, including events which focused on raising attainment in literacy and numeracy.

An evaluation of the Programme would be undertaken to help inform and influence the 2018 'Spotlight on Learning' showcase.

The Committee decided: that the report be noted

[Reference: Minutes of 22 November 2016 (Paragraph 11)]

12 Urgent Business

There were no items of urgent business.

13 Exclusion of Press and Public

The Committee decided: that, in terms of Section 50A(4) of the Local Government (Scotland) Act 1973, the press and public be excluded from the meeting for the following item of business on the grounds that it was likely that there would be disclosure of exempt information in terms of Paragraph(s) 5 and 14 of Part I of Schedule 7A of the Act.

14 Scottish Historical Child Abuse Inquiry

A report dated 19 October 2017 by the Executive Director (Education Resources) was submitted to advise of the:-

- ongoing work of the Internal Working Group established to progress work streams generated by the Scottish Child Abuse Inquiry
- Council's response to Section 21 Notices issued by the Inquiry

Future updates would be provided to this Committee as appropriate.

The Committee decided: that the report be noted.

Agenda Item

3

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Finance and Corporate Resources)** **Executive Director (Education Resources)**

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

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide information on the actual expenditure measured against the revenue budget for the period 1 April 2017 to 8 December 2017 for Education Resources
- provide a forecast for the year to 31 March 2018.

2. Recommendation(s)

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

(1) that an underspend of £213,000 on Education Resources' revenue budget, as detailed in Appendix A of the report, and the forecast to 31 March 2018 of an underspend of £642,000 be noted.

(2) that the proposed budget virements be approved.

3. Background

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

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

4. Employee Implications

4.1. None

5. Financial Implications

5.1. As at 8 December 2017, there is a underspend of £213,000 against the phased budget and the forecast for the revenue budget to 31 March 2018 is an underspend position of £642,000. The underspend primarily reflects the 2017/2018 budgeted cost for teachers' pay award.

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

6. Other Implications

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

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

7. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

17 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Accountable, Effective and Efficient

Previous References

- None

List of Background Papers

- Financial ledger and budget monitoring results to 8 December 2017

Contact for Further Information

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

Louise Harvey, Finance Manager (Resources)
Ext: 2658 (Tel: 01698 452658)
E-mail: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 8 December 2017 (No.10)

Education Resources Summary

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 08/12/17	Actual 08/12/17	Variance 08/12/17		% Variance 08/12/17	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	214,620	213,743	877	141,796	141,766	30	under	0.0%	**a,b,c,e,f, h,i**
Property Costs	23,649	22,945	704	19,412	19,160	252	under	1.3%	**1,e,f,h,i**
Supplies & Services	12,447	13,276	(829)	5,036	5,084	(48)	over	(1.0%)	**a,b,f,h,i**
Transport & Plant	10,152	10,844	(692)	7,429	7,711	(282)	over	(3.8%)	**2,h,i**
Administration Costs	1,177	1,270	(93)	959	985	(26)	over	(2.7%)	**d,h**
Payments to Other Bodies	14,743	14,352	391	7,990	7,772	218	under	2.7%	**3,a,b,h**
Payments to Contractors	32,182	32,402	(220)	21,369	21,449	(80)	over	(0.4%)	**4,h**
Transfer Payments	1,191	1,110	81	1,121	1,086	35	under	3.1%	**g**
Financing Charges	327	334	(7)	171	171	0	-	0.0%	**h**
Total Controllable Exp.	310,488	310,276	212	205,283	205,184	99	over	0.0%	
Total Controllable Inc.	(16,329)	(16,759)	430	(12,810)	(12,924)	114	over recovered-	(0.9%)	**5,a,g**
Net Controllable Exp.	294,159	293,517	642	192,473	192,260	213	under	0.1%	

Variance Explanations

1. The underspend on property costs relates to gas prices.
2. The transport overspend reflects the increased demand and cost of providing ASN transport in schools.
3. This relates to a projected underspend in the cost of external placements.
4. The overspend in payments to contractors represents inflation costs within the PPP contract.
5. The over recovery in income relates to Early Years fees.

Budget Virements

a. Additional Income from external organisations. Net Effect £0.000m: Employee Costs £0.635m, Supplies and Services £2.062m, Payments to Other Bodies (£0.102m) and Income (£2.595m).
b. Transfer of funding for Children & Young People and Early Learning & Childcare Expansion. Net Effect £1.585m: Employee Costs £1.208m, Supplies and Services £0.500m, Payments to Other Bodies (£0.123m).
c. General Revenue Grant for Teachers' Pay Award 2017/18. Net Effect £0.391m: Employee Costs £0.391m.
d. Transfer of budget to Finance & Corporate Resources for 17/18 printing savings. Net Effect (£0.024m): Admin (£0.024m).
e. Transfer of budget to reflect rates funding and teachers induction scheme adjustment. Net Effect (£0.211m): Employee Costs (£0.639m), Property Costs £0.428m.
f. Transfer of budget to Community & Enterprise for the removal of the Facilities Services. Net Effect (£21.604m): Employee Costs (£0.013m), Property (£12.210m), Supplies and Services (£9.381m),
g. Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.168m, Income (£0.168m).
h. Realignment of DMS. Net Effect £0.000m: Employee Costs £3.225m, Property £0.014m, Supplies and Services (£3.514m), Transport and Plant £0.030m, Administration Costs £0.076m, Payments to Other Bodies £0.188m, Payments to Contractors £0.001m, Finance Charges (£0.020m).
i. Realignment of budget to reflect service delivery. Net Effect £0.000m: Employee Costs (£0.700m), Property Costs (£0.650m), Supplies and Services £0.700m and Transport and Plant £0.650m.

SOUTH LANARKSHIRE COUNCIL

Report

Agenda Item
4

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Finance and Corporate Resources)** **Executive Director (Education Resources)**

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

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide information on the progress of the capital programme for Education Resources for the period 1 April 2017 to 8 December 2017.

2. Recommendation(s)

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

(1) that the Education Resources' capital programme of £40.417 million, and expenditure to date of £20.510 million, be noted.

3. Background

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

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

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

4. Employee Implications

4.1. None

5. Financial Implications

5.1. The total capital programme for Education Resources for 2017/2018 is £40.417 million. Work has been ongoing to clarify the predicted spend position for this financial year and current estimates from Housing and Technical Resources suggest an outturn for Education Resources of £34.106 million. This is an underspend of £6.311 million and mainly relates to the expected timing of project spend within the Primary Schools' Modernisation Programme. Funding will carry forward into next financial year.

5.2. Anticipated spend to date was £23.285 million with £20.510 million of expenditure being incurred (50.75% of full budget). This represents a position of £2.775 million behind profile. This is mainly due to timing of spend on the Council's Primary Schools' Modernisation Programme.

6. Other Implications

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

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

7. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

3 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Value: Accountable, Effective and Efficient

Previous References

- Council meeting - 16 February 2017
- Executive Committee - 31 January 2018

List of Background Papers

- Financial ledger to 8 December 2017

Contact for Further Information

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

Lorraine O'Hagan, Finance Manager (Strategy)
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Appendix A

South Lanarkshire Council
Capital Expenditure 2017-18
Education Resources Programme
For Period 1 April 2017 – 8 December 2017

Education Resources	Budget £000	Budget b/f £000	Total Original Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Primary School Modernisation Programme	36,952	(4,822)	32,130	4,882	(2,390)	34,622	21,478	18,407
ICT Developments	1,750	893	2,643	0	(943)	1,700	1,023	777
Other	1,647	441	2,088	2,007	0	4,095	784	1,326
TOTAL	**40,349**	**(3,488)**	**36,861**	**6,889**	**(3,333)**	**40,417**	**23,285**	**20,510**

Agenda Item

5

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Finance and Corporate Resources)** **Executive Director (Education Resources)**

Subject:	**Education Resources – Workforce Monitoring – October and November 2017**

1 Purpose of Report

1.1 The purpose of the report is to:-

- provide employment information for October and November 2017 relating to Education Resources.

2 Recommendation(s)

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

(1) that the following employment information for October and November 2017 relating to Education Resources be noted:-

- attendance statistics
- occupational health
- accident/incident statistics
- discipline, grievance and dignity at work cases
- analysis of leavers and exit interviews
- staffing watch as at 9 September 2017

3 Background

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

4 Monitoring Statistics

4.1 **Attendance Statistics (Appendix 1)**

Information on absence statistics is analysed for the month of November 2017 for Education Resources.

The Resource absence figure for November 2017 was 4.1%, which represents an increase of 0.8% when compared to the previous month and is 0.7% lower than the Council-wide figure. Compared to November 2016, the resource absence figure has increased by 0.1%.

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

For the financial year 2017/2018, the projected average days lost per employee equates to 6.8 days, compared with the overall figure for the Council of 9.3 days per employee.

4.2 **Occupational Health (Appendix 2)**
In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 315 referrals were made this period, an increase of 81 when compared with the same period last year.

4.3 **Accident/Incident Statistics**
There were 140 accidents/incidents recorded within the Resource this period, an increase of 14 when compared to the same period last year.

On further analysis of this data, 129 reports relate to physical incidents (92% of the total number reported). 15 of the 129 are second or third reports of 1 incident, where more than one member of staff was involved. The staff and Resource continue to use the "Promoting Positive Behaviour and Relationships "Information Pack. The mandatory Learn Online module that was developed is available and all staff will complete this.

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

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

4.4 **Discipline, Grievance and Dignity at Work (Appendix 2)**
There were 6 disciplinary hearings held within the Resource this period, which represents a decrease of 1 when compared with the same period last year. One grievance hearing was held within the Resource this period, which is an increase of 1 when compared with the same period last year. One dignity at work hearing was held within the Resource this period, which represents a decrease of 1 when compared with the same period last year.

4.5 **Analysis of Leavers (Appendix 2)**
There were 35 leavers in the Resource this period. This figure has increased by 11 when compared with the same period last year. Exit interviews were held with 12 employees.

5 Staffing Watch (Appendix 3)
5.1 There has been an increase of 140 in the number of employees in post from 10 June to 9 September 2017.

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

7 Financial Implications

7.1 All financial implications are accommodated within existing budgets.

8 Other Implications

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

9 Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

28 December 2017

Link(s) to Council Values/Ambitions/Objectives

- Accountable, effective and efficient
- Fair and open
- Self aware and improving
- Excellent employer
- People focused
- Working with and respecting others

Previous References

- Education Resources Committee – 14 November 2017

List of Background Papers

- Monitoring information provided by Finance and Corporate Resources

Contact for Further Information

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

Janet McLuckie, Personnel Officer
Ext: 4239 (Tel: 01698 454239)
E-mail: Janet.McLuckie@southlanarkshire.gcsx.gov.uk

APPENDIX 1

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

APT&C				Teachers				Resource Total				Council Wide			
	2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018
April	4.2	3.4	4.0	**April**	2.6	2.9	2.1	**April**	3.2	3.1	2.9	**April**	3.8	4.3	3.9
May	4.3	3.8	4.7	**May**	2.9	3.1	2.7	**May**	3.5	3.4	3.5	**May**	3.9	4.4	4.2
June	3.6	3.8	3.6	**June**	2.2	2.4	2.2	**June**	2.8	3.0	2.8	**June**	3.5	4.1	3.9
July	2.6	2.9	2.1	**July**	1.2	1.2	0.8	**July**	1.8	1.9	1.3	**July**	2.9	3.3	3.0
August	3.1	3.0	2.7	**August**	1.5	1.4	1.0	**August**	2.2	2.0	1.7	**August**	3.3	3.6	3.2
September	4.6	3.7	4.3	**September**	2.6	2.4	2.2	**September**	3.4	2.9	3.0	**September**	3.8	4.1	4.0
October	4.5	4.2	4.6	**October**	2.8	2.9	2.4	**October**	3.5	3.4	3.3	**October**	4.1	4.4	4.1
November	5.4	5.4	5.0	**November**	3.8	3.1	3.5	**November**	4.5	4.0	4.1	**November**	4.7	4.9	4.8
December	5.0	5.4		**December**	4.2	3.2		**December**	4.5	4.1		**December**	4.7	4.9	
January	4.6	4.7		**January**	4.0	2.8		**January**	4.3	3.6		**January**	4.6	4.5	
February	4.7	5.5		**February**	4.2	3.7		**February**	4.4	4.4		**February**	5.0	5.0	
March	4.9	5.6		**March**	4.3	3.4		**March**	4.5	4.3		**March**	5.2	4.7	
Annual Average	**4.3**	**4.3**	**4.4**	**Annual Average**	**3.0**	**2.7**	**2.5**	**Annual Average**	**3.6**	**3.3**	**3.3**	**Annual Average**	**4.1**	**4.4**	**4.2**
Average Apr-Nov	**4.0**	**3.8**	**3.9**	**Average Apr-Nov**	**2.5**	**2.4**	**2.1**	**Average Apr-Nov**	**3.1**	**3.0**	**2.8**	**Average Apr-Nov**	**3.8**	**4.1**	**3.9**

No of Employees at 30 November 2017	**2576**	**No of Employees at 30 November 2017**	**3750**	**No of Employees at 30 November 2017**	**6326**	**No of Employees at 30 November 2017**	**14977**

For the financial year 2017/18, the projected average days lost per employee equates to 6.8 days.

EDUCATION RESOURCES

	Oct-Nov 2016	Oct-Nov 2017
MEDICAL EXAMINATIONS Number of Employees Attending	41	55
EMPLOYEE COUNSELLING SERVICE Total Number of Referrals	28	30
PHYSIOTHERAPY SERVICE Total Number of Referrals	99	123
REFERRALS TO EMPLOYEE SUPPORT OFFICER	53	89
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	13	18
TOTAL	234	315

CAUSE OF ACCIDENTS/INCIDENTS	Oct-Nov 2016	Oct-Nov 2017
Specified Injuries*	1	0
Over 7 day absences	1	0
Over 3 day absences**	2	0
Minor	12	2
Near Miss	0	1
Violent Incident: Physical****	99	129
Violent Incident: Verbal*****	11	8
Total Accidents/Incidents	126	140

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

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

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

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

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

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

RECORD OF DISCIPLINARY HEARINGS	Oct-Nov 2016	Oct-Nov 2017
Total Number of Hearings	7	6
Total Number of Appeals	1	2

Time Taken to Convene Hearing Oct-Nov 2017

0-3 Weeks	4-6 Weeks	Over 6 Weeks
3	2	1

RECORD OF GRIEVANCE HEARINGS	Oct-Nov 2016	Oct-Nov 2017
Number of Grievances	0	1
Still in Progress	0	1

RECORD OF DIGNITY AT WORK	Oct-Nov 2016	Oct-Nov 2017
Number of Incidents	2	1
Number Resolved at Formal Stage	2	0
Still in Process	0	1

ANALYSIS OF REASONS FOR LEAVING	Oct-Nov 2016	Oct-Nov 2017
Career Advancement	10	2
Poor Relationship with Manager/Colleagues	0	1
Moving Outwith Area	1	0
Personal Reasons	1	0
Further Education	1	1
Childcare/caring responsibilities	1	0
Dissatisfaction With Terms and Conditions	0	1
Other	3	7
Number of Exit Interviews conducted	**17**	**12**

Total Number of Leavers Eligible for Exit Interview	**24**	**35**

Percentage of interviews conducted	**71%**	**34%**

JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES

1. As at 9 September 2017

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	680	58	2235	649	3622
Other	127	71	358	1848	2404
Total Employees	807	129	2593	2497	6026

*Full - Time Equivalent No of Employees
Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0	0	0	0	0	0	0	4.6	3328.2	3332.8
Other	1	1037.51	448.5	86.07	19	14.00	4	56.94	10.6	1677.62

1. As at 10 June 2017

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	658	59	2155	638	3510
Other	131	75	360	1810	2376
Total Employees	789	134	2515	2448	5886

*Full - Time Equivalent No of Employees
Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0	0	0	0	0	0	0	4.6	3218.8	3223.4
Other	1	1009.36	456.89	84.42	21	14.00	4	54.84	13.7	1659.21

Agenda Item

6

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Resources' Resource Plan 2017/2018**

1. Purpose of Report

1.1. The purpose of the report is to:-

- present the Education Resources' Resource Plan 2017/2018 for consideration and endorsement.

2. Recommendation(s)

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

(1) that the Resource Plan 2017/2018 attached as Appendix 2, be endorsed and referred to the Executive Committee for approval; and

(2) that a Quarter 4 Progress Report 2017/2018 on the Resource Plan be provided to a future meeting of the Committee.

3. Background

3.1. A new Council Plan, Connect covering the period 2017 to 2022, was endorsed by the Executive Committee on 8 November 2017 and approved by the full Council on 6 December 2017. The Plan sets out the Council's Vision, Values, Ambitions and Objectives for the five year period. The Council Plan is the starting point for the Resource Planning process and the 2017/2018 Education Resources' Resource Plan has been prepared to show, in detail, how Education Resources will contribute to the Council's objectives and wider partnership objectives.

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

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

3.4. As part of this framework, the Resource Plan reflects the aspirations of the Council Plan and the Local Outcome Improvement Plan (LOIP), as well as being complemented by Service and School Improvement Plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden Thread' of performance management which ensures a clear understanding of the Council's Vision, Ambitions, Objectives and priorities at all levels.

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

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

4. Resource Plan 2017/2018

4.1. The Resource Plan 2017/2018, attached as Appendix 2, is structured around the following headings:-

1. Introduction
2. Context
3. The Council Plan - Connect
4. Performance and results
5. Resourcing the Plan
6. Action Plan

The Resource Plan is also supported by two annexes:

- Education Resources' Organisational Structure
- Additional performance information

4.2. Monitoring and reporting:
As part of the performance management arrangements, on 14 November 2017, the Committee received a mid-year update of progress on the measures identified in the Resource Plan - Quarter 2 Progress Report 2017/2018. The Committee will also receive an update at the end of the year - Quarter 4 Progress Report 2017/2018.

4.3. Resource Objectives for 2017/2018
The Resource has established Resource Objectives, attached as Appendix 1, to support the delivery of the Council Plan Connect Objectives in 2017/2018.

4.4. To support the delivery of the Plan and, to help achieve best value, Education Resources has developed the following Resource objectives:-

- deliver and communicate the Council Plan and ensure high standards of governance
- promote equality and the well being of staff
- develop improvement activity and promote scrutiny
- improve the skills, flexibility and capacity of the workforce
- provide sound financial stewardship for the Council

4.5. To support those objectives, the Resource has developed 81 actions which will be monitored through 179 specific measures. Of these measures, 33 (18%) are included in the Council Plan, Connect.

5. Employee Implications

5.1. The objectives and priorities noted within the Resource Plan will inform school, establishment and service improvement plans, where applicable, and in turn the Perform, Develop, Contribute – behaviours framework for individual employees in 2017/2018.

6. Financial Implications

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

7. Other Implications

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

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

8. Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid
Executive Director (Education Resources)

11 January 2018

Link(s) to Council Values/Ambitions/Objectives

- The Resource Plan has been structured upon the vision, ambitions, objectives and priorities of the Council Plan, Connect.

Previous References

- Education Resources Committee – 14 November 2017

List of Background Papers

- The Council Plan - Connect 2017 to 2022
- Education Resources – Resource Plan 2016/2017

Contact for Further Information

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

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E-mail: des.dickson@southlanarkshire.gov.uk

Appendix 1

Resource Objectives 2017/2018

The Resource has established the following Resource Objectives to support the delivery of Connect Objectives in 2017/2018.

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

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

SOUTH LANARKSHIRE COUNCIL
Education Resources

Education Resources

Resource Plan 2017/2018

Section	Contents	Page
1.0	Introduction	1
2.0	Context	3
3.0	The Council Plan, 'Connect'	15
4.0	Performance and results	20
5.0	Resourcing the Plan	24
6.0	Action Plan	26
Annex 1	Education Resources Organisational Structure	
Annex 2	Additional Performance Information	

Section One – Introduction

I am very pleased to introduce the Education Resources Plan for 2017/2018. It outlines the objectives, actions and measures for establishments, services and Learning Communities over the next year and reflects the aspirations of the Council Plan, 'Connect' and the Local Outcomes Improvement Plan, as well as being complemented by service and school improvement plans. The Plan demonstrates a clear understanding of the Council's vision, values, ambitions, priorities and objectives at all levels.

Our vision is to:

'Work together to improve the quality of life of everyone in South Lanarkshire'.

The core values contained within Connect remain fundamental to how we operate.
For Education Resources, this means delivering services of the highest quality which inspire learners, transform learning and strengthen communities. It is about a commitment to continually improving services for all, at the same time as giving priority to children, young people, families and communities in most need. The Resources' Plan further builds on the commitment to continually improve the experience for children, young people and adults as they participate in learning or make use of the wide range of services within Education Resources.

We want to raise achievement and attainment and improve children and young people's health and wellbeing and we also want to provide all of our young people with the necessary skills for life and work. We will focus on raising standards, particularly in literacy and numeracy and in closing the poverty-related gap between the most and least disadvantaged children so that every child has the same opportunity to succeed. In order to do this the Pupil Equity Fund will provide targeted support for those schools supporting children and young people in greatest need.

The context for Education Resources takes account of a number of major national and local developments. These include initiatives such as the continuing work related to delivering Curriculum for Excellence; the development of a range of requirements arising from Getting it right for every child; implementing the National Improvement Framework; taking forward recommendations from Developing Scotland's Young Workforce; meeting the Scottish Attainment Challenge; supporting schools in using Pupil Equity funding effectively; enhancing professional learning opportunities signposted within Teaching Scotland's Future; significant developments in the world of Early Years' services; emerging improvement methodologies developed by the Children and Young People Improvement Collaborative; and the ongoing commitment to improvement by Her Majesty's Inspectors of Education (HMIe), through the implementation of the fourth edition of How Good is our School? and the Journey to Excellence.

Section four and annex 2 of the Plan highlight the major achievements of 2016/2017. Improvements are highlighted across a wide range of areas of work including the attainment of young people particularly from backgrounds of disadvantage, the continuing implementation of Curriculum for Excellence, the extension of free nursery provision, the ongoing delivery of the school modernisation programme and the provision of a wide range of challenging and supportive activities to improve further outcomes for children, young people and their families.

The actions and measures for Education Resources for 2017/2018 are clearly identified within section six, linking to the ambitions and objectives within Connect. Specific actions are highlighted as Improvement Priorities (IPs), to be addressed by establishments and services within their improvement plans for 2017/2018.

The Resources Plan ensures that there is a strategy within Education for:

- taking action to deliver on the Council Plan, 'Connect' and the Local Outcomes Improvement Plan;
- implementing the National Improvement Framework, the Pupil Equity Fund, Getting it right for every child and other legislative requirements and priorities;
- monitoring progress against clear measures;

- sustaining continuous improvement and addressing areas highlighted through self evaluation which inspire learners, transform learning and strengthen communities; and
- ensuring individual and local needs are met within the context of council ambitions, objectives and values.

I hope you find our Resources Plan for 2017/2018 informative and useful**.** The commitment of all of the staff who are part of Education Resources has enabled us to continue to take forward our aspirations. Our agenda for the future is focused on providing the best possible learning experiences for children, young people and adults. Experiences which:

- inspire learners to become successful, confident individuals, responsible citizens and effective contributors, meeting the needs of all with a clear focus on those with additional support needs;
- transform learning across all our services, Learning Communities and establishments ensuring that our children and young people gain the necessary skills and qualifications that support their aspirations; and
- strengthen communities, encouraging the highest of expectations and aspirations for all while reducing inequalities.

I would welcome any comments or suggestions on our priorities for 2017/2018 which will help us to further ensure the maximum impact of the Education Resources Plan for children, young people and families.

Best wishes,

Tony McDaid
Executive Director
Education Resources

Section Two – Context

2.0. Introduction

The challenges facing local government in Scotland continue. However, even with the on-going financial constraints, the Council continues to do everything in its power to protect and maintain vital services.

The overview gives a brief outline of the extent of the services that we deliver, however these services will be significantly impacted in the coming year by social change, legislation and policies, the Council's key plans and other statutory commitments.

The most significant issues likely to impact on the work of Education Resources in the coming year are shown below under the following headings:

- Resource overview;
- Social change, legislation and policies;
- The Council Plan and the Local Outcomes Improvement Plan

The context for the planning of services within Education Resources includes national priorities and developments, local priorities for South Lanarkshire identified through Connect - the Council Plan, the Community Plan, the Local Outcomes Improvement Plan and the Children's Services Plan – 'Getting it Right for South Lanarkshire's Children and Families'.

2.1. Resource overview

Education remains both a national and local priority. Our aim is that 'all learners in South Lanarkshire achieve the highest possible levels of attainment and achievement'. This means delivering learning opportunities and committing to improving literacy, numeracy, health and wellbeing, knowledge, skills, confidence and creativity which will inspire learners, transform learning and strengthen communities.

Education Resources in South Lanarkshire is responsible for the education of over 49,000 children and young people in schools and nurseries. There are:

- 124 primary schools, one of which provides Gaelic medium education;
- 17 secondary schools, one of which provides Gaelic education provision;
- 7 Additional Support Needs schools and 23 supported provisions;
- Pre-school education is provided in 72 early years establishments, including one nursery school, 61 nursery classes in schools, 11 community nurseries, and in partnership with 54 external providers; and
- 9 Universal Connections centres, which are managed by the Youth Learning Service and their partners, and provide a wide range of learning programmes for young people.

It is also responsible for:

- the work of centrally deployed staff, services in Inclusive Education Services, Integrated Children's Services, Psychological Services, the Curriculum and Quality Improvement Service, Community Learning and Youth Learning, Support Services, School Modernisation and Learning Community Teams.

2.2 Social change, Legislation and Policies

2.2.1. Getting it right for every child (GIRFEC)

GIRFEC is the national approach to improving the wellbeing of children and young people in Scotland. Through implementation of policy and delivery of services at local level, the approach:

- puts the best interests of the child at the heart of decision making;
- takes a holistic approach to the wellbeing of a child;
- works with children, young people and their families on ways to improve wellbeing;
- advocates preventative work and early intervention to support children, young people and their families; and
- encourages professionals to work together in the interests of the child.

Wellbeing is the core of GIRFEC and all professionals consider the needs of the child based on the eight key indicators of wellbeing. These indicators are embedded in all assessments and plans to ensure that there is a common understanding among all the adults working for a child about what will help to make things better.

The principles of GIRFEC underpin a range of systems, approaches and initiatives that impact on children and families including the Children's Hearings System, the Early and Effective Intervention (EEI) approach to Youth Justice, Family Nurse Partnership, Children and Young People Improvement Collaborative and Curriculum for Excellence.

2.2.2. The National Improvement Framework

The National Improvement Framework (NIF) for Scottish education sets out the Scottish Government's vision to continually improve Scottish education and to close the attainment gap, delivering both excellence and equity.

The key priorities of the National Improvement Framework are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people; and
- The requirement to develop an integrated framework for assessment and evaluation.

The National Improvement Framework sets out key drivers of Improvement:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School Improvement; and
- Performance information.

Education Resources will provide direction for all services in supporting schools and establishments in the implementation of the NIF. The revised structure of the Curriculum and Quality Improvement Service (CQIS) will directly support the delivery of the NIF by aligning work of lead officers to national priorities and key drivers. The CQIS will lead work on the National Priorities and provide support and challenge to schools. Work related to "closing the gap" and Pupil Equity Fund monies will be closely aligned.

It is the government's intention that the legal requirement on schools to prepare annual School Improvement Plans and Quality Reports linked explicitly to the NIF will take effect

in 2017 as will the duty on local authorities to produce annual plans and reports. This is detailed in the revised Standards for Scotland's Schools Act (2000). Education Resources will be revising guidelines for schools in order to meet the requirements of this Act. School Improvement Plans have been adapted to better meet the needs of the NIF agenda. Schools will be supported to produce and publish annual Standards and Quality reports to report on progress. In addition, Education Resources will revise arrangements for reporting on the work of the authority to ensure that the national agenda is reflected.

2.2.3. Curriculum for Excellence

Learning begins at birth and continues throughout our lives. The Scottish Government's education strategy recognises that learning is lifelong, and aims to help learners develop the skills they need for learning, life and work.

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum for children and young people aged from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated and aims to help every learner develop knowledge, skills and attributes, and to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

A policy review of Curriculum for Excellence by the Organisation for Economic Co-operation and Development, commissioned by the Scottish Government, resulted in a number of recommendations intended to help the Scottish education system to be world leading. Education Resources will continue to use these recommendations and the implementation of the National Improvement Framework to build on our implementation of Curriculum for Excellence and to continue our focus on achieving excellence and equity within our education system.

2.2.4. The Pupil Equity Fund

Pupil Equity Funding is distributed directly to schools targeted at those children most affected by poverty allowing them to achieve their full potential. The use of Pupil Equity Funding will articulate closely to existing planning and reporting procedures e.g. through School Improvement Planning and Standards and Quality reports. Headteachers must base their use of the funding on a clear contextual analysis which identifies the poverty related attainment gap in their schools and plans must be grounded in evidence of what is known to be effective at raising attainment for children affected by poverty. Headteachers can also use their professional judgement to bring additional children in to the targeted interventions. Education Resources will continue to offer support for schools to help them plan how to use the funding effectively.

2.2.5. The Scottish Attainment Challenge

In 2015, the Scottish Government announced a commitment to drive forward improvements on educational outcomes in Scotland's most disadvantaged communities. Funding is driven through an *Attainment Scotland Fund* and is initially targeted at schools in local authorities with the biggest concentrations of households in deprived areas. The challenge will focus on improving literacy, numeracy and health and wellbeing outcomes in primary schools in these areas.

The Attainment Challenge Schools' Programme in South Lanarkshire focuses on twelve primary schools and eight secondary schools where over 70% of pupils live within the most deprived areas. The significant number of South Lanarkshire schools working within the programme means that there is a need for a coordinated approach. We are now beginning to see some of the activities and programmes that are making a difference to children's attainment. We will continue to monitor this over the coming year as our aim is to share what works well with other schools in order to provide better outcomes for learners. An Attainment Challenge Leadership Team has been established within

Education Resources to support schools to deliver their priorities and ensure that appropriate governance and best value is achieved.

2.2.6. Early Years Framework

The Early Years Framework details the steps the Scottish Government, local partners and practitioners in early years services need to take to begin the journey which gives all children the best start in life.

The document sets out a strategy for early intervention (pre-birth – 8 years) that supports positive outcomes for children. It provides the basis for a vision for early years that reflects the high ambitions that the Scottish Government and South Lanarkshire Council have for early years: that children should be valued and provided for within communities; the importance of strong, sensitive relationships with parents and carers; the right to a high quality of life and access to play; the need to put children at the centre of service delivery; to provide more support through universal services when children need it; and that children should be able to achieve positive outcomes irrespective of race, disability or social background. Parents and communities play a crucial role in outcomes for children and that role is supported by the community planning process. The vision also highlights the importance of high quality, flexible and engaging services delivered by a valued and appropriately qualified workforce in meeting the ambitions of this framework.

In June 2015, the Scottish Government reiterated its commitment to further increasing the number of hours of free early learning and childcare provided to all 3 and 4 year olds and eligible 2 year olds to 1140 hours per year by 2020. The council will need to address a number of challenges in delivering this entitlement including: the cost of the expansion, the expanding the workforce, the impact of expansion on the existing workforce, adapt and provide new buildings, the impact on partner providers and, throughout the development, ensuring the delivery of responsive flexible services of the highest quality for all children. Education Resources will examine the lessons that can be learned as incremental developments are implemented and will continue to focus on the risks and challenges facing the council in achieving the delivery of future expansion.

2.2.7. Developing Scotland's Young Workforce

The Scottish Government set out its ambition to improve youth employment levels in a report published in 2014. The report focuses on significantly enhancing Scotland's vocational education and training system. There is also a focus on the importance of business and industry working in partnership with schools and colleges as a key factor in ensuring young people are more prepared for employment and better informed in career choice. The report also contains a number of recommendations on advancing equalities within education and youth employment. Education Resources will continue to progress key recommendations preparing and equipping young people for the world of work.

2.2.8. School Improvement including use of How Good is Our School? (4th edition)

School improvement is the overall quality of education provided by each school and its effectiveness in driving further improvement. This includes learning, teaching, assessment and the quality of the partnerships in place to support children. The development of these aspects should be firmly rooted within a culture of robust self-evaluation.

The National Standard for school improvement and self-evaluation is the document How Good is Our School? (4th edition) (HGIOS 4). It is designed specifically to promote self-evaluation within the process of achieving self-improvement. HGIOS 4 is focused explicitly on the drive to improve attainment for all, closing the attainment and achievement gap and securing positive post-school destinations. There is a strengthened focus on equality, wellbeing and skills for learning, life and work. HGIOS 4 will work in partnership with other key documents: Developing Scotland's Young Workforce, the National Improvement Framework for Scottish Education and the Scottish Attainment Challenge. Education Resources has, and will continue to, support schools in the development and use of this key resource.

Education Resources will support schools with all aspects of school improvement. This will be a key focus for school session 2017/2018.

School improvement will be evidenced through school inspection ratings for teaching and assessment and for attainment and achievement. Also attendance levels and exclusions per school will be examined. Further evidence will be provided by: school level self-evaluation, the Validated Self-Evaluation programme and local authority self-evaluation reports on raising attainment and achievement and progress with the National Improvement Framework priorities.

2.2.9. Teaching Scotland's Future: Report of a review of teacher education

An ongoing focus on continuous improvement in teacher education, professional learning and leadership development continues to evolve at national level, reflecting the demands and expectations placed upon practitioners in Education Resources. The Scottish Government, Local Authorities, Professional Associations and the General Teaching Council for Scotland have maintained an explicit commitment to the underlying themes of leadership and leadership for change as key drivers in attaining successful outcomes. Education Resources will continue to give the highest priority to further strengthening the quality of its teachers, practitioners and of its educational leadership, through a relentless focus on the importance of high quality learning and teaching and the provision of focussed professional learning opportunities. This will enable the profession to meet the needs of our young people, our workforce and our communities and underpins our work towards inspiring learners and transforming learning.

2.2.10. Building for our future: South Lanarkshire's school estate

Our investment in new schools and information technology is designed to create welcoming and inspiring places of learning where teachers and educators set high aspirations and celebrate the wider achievements of children, young people and adults. All of our secondary schools have been modernised. The Primary Schools Modernisation Programme (129 primary schools) is scheduled for completion in 2018/2019. More than 95% of primary pupils are being taught in new school buildings.

South Lanarkshire Council's ambitious schools modernisation programme continues to deliver school buildings that are:

- welcoming, safe and secure;
- providing for the learning needs of not only school aged children but of the whole community;
- fully accessible by learners, staff and parents regardless of disability;
- resourced with ICT equipment to transform learning; and
- providing environments which promote multi-agency working in the interests of the school and its community.

2.2.11. Children and Young People Improvement Collaborative

It is attainment which is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. Over the next session Education Resources will continue to build on our strengths through continuous improvement with a focus on the link that exists between relative disadvantage and lower attainment.

2.2.12. Gaelic Education provision

Education Resources recognises the challenge that exists to raise the profile and use of Gaelic in our communities and daily lives. South Lanarkshire Council is committed to working with Bòrd na Gàidhlig, our community planning partners and others to help safeguard the language for future generations.

Education Resources has a significant role in delivering the council's Gaelic Language Plan which sets out our vision of how we will promote and use the language in the delivery of our services. It makes clear the steps we will take to raise awareness of the language amongst both our employees and community. In doing so we show our support for the objectives of the National Gaelic Language Plan and the aspirations of the Gaelic Language (Scotland) Act 2005 in ensuring that Gaelic remains a living and distinctive aspect of our country's cultural heritage.

Mount Cameron Primary School has a Gaelic Unit which teaches children from nursery through to Primary 7. For the nursery years and the first three years of primary school, the children have total immersion in Gaelic. From there the curriculum is delivered bi-lingually in both English and Gaelic. The policy of the unit is based on the Curriculum for Excellence guidelines for Gaelic.

Calderglen High School teaches Gaelic language as part of the curriculum.

We recognise the valuable contribution of the language with the provision of Gaelic medium education and have seen the benefits to our area of encouraging and attracting arts and activities. These are activities that we commit to maintaining and developing over the years ahead so that the part we play in helping to deliver the national plan will be one that will have a lasting effect.

2.2.13. Statutory Requirements

The legislation that will impact on the work of the Resource in 2017/2018 includes:

Statutory Requirements – Education Resources	
Legislative Area	**Impact**
The Standards in Scotland's Schools etc Act 2000	This Act sets out the national agenda for education and provides an improvement framework for Scottish Education.
The Education (Scotland) Act 2016	This Act makes provision in relation to: school education priorities and objectives, reducing pupils' inequalities of outcome, Gaelic medium education and training of persons to be appointed as head teachers; and extends the duty to provide early learning and childcare.
The Education (Additional Support for Learning) (Scotland) Act 2004	The Act came into effect in 2005 and sets out a framework for supporting children who require additional support for learning, built around the concept of a process of staged intervention to support the identification, assessment and intervention for children and young people with additional support needs. This ensures a structured and inclusive approach to support children's learning. The Act specifies that children and young people with additional support needs are entitled to education which enables them to become well developed individuals, full members of, and contributors to, communities and society. Education Resources continues to take forward the requirements of this Act through headline priorities, and

Statutory Requirements – Education Resources	
Legislative Area	**Impact**
	in doing so will provide environments which promote multi-agency working to support children's learning.
The Education (Additional Support for Learning) (Scotland) Act 2009	The Education (Additional Support for Learning) (Scotland) Act 2009, which became law in October 2010, places additional responsibilities on authorities to take forward the given legislative requirements. In the coming year Education Resources will continue to implement the key requirements outlined within the Act.
The Children and Young People (Scotland) Act 2014	The Children and Young People (Scotland) Act 2014 sets out legislation which: • ensures that children's rights influence the design and delivery of policies and services; • improves the way services work to support children, young people and families; • strengthens the role of early years support in children's and families' lives; and • ensures better permanence planning for looked after children. The Act relates to the practical implementation of the Getting it right for every child (GIRFEC) approach to improving outcomes through the delivery of services to support the wellbeing of children and young people. It provides the legislative impetus to affect transformational changes to working practices across a wide range of public bodies.
The Scottish Schools (Parental Involvement) Act 2006	The Act aims to provide parents and carers with every opportunity to become more involved in their children's education. We want to support parents and carers to be involved with their child's learning, welcoming them as active participants in the life of the school. Encouraging them to express their views on school education generally in partnership with the school through the Parent Council and Parent Forum is another key aspect of the Act.
General Data Protection Regulation (GDPR)	The General Data Protection Regulation (GDPR) was approved and adopted by the European Union (EU) Parliament in April 2016. The regulation will take effect after a two-year transition period and will be in force throughout the EU from May 2018. The aim of the GDPR is to protect all EU citizens from privacy and data breaches in an increasingly data-driven world. Although the key principles of data privacy still hold true, changes have been proposed to regulatory policies. Work will be required in implementing the General Data Protection Regulation.

Specific actions to address these legislative impacts are detailed in Section 6 (Action Plan) of the Resource Plan. Legal Services will assist all Resources to meet the demands of new and changing legislation.

2.3. The Council Plan, Community Planning and the Local Outcomes Improvement Plan (LOIP)

2.3.1. **Community Planning** is the process through which public services come together to positively change local situations. The Community Planning Partnership (CPP) is committed to improving the quality of life of everyone in South Lanarkshire by working together and with communities to design and deliver better services.

Through the 2015 Community Empowerment Act the Scottish Parliament gave a statutory purpose, for the first time, to community planning: to focus on improving outcomes and tackling inequalities in outcomes. This includes those communities (covering areas and/or groups of individuals) experiencing the poorest outcomes.

2.3.2. The legislation calls for the Community Planning Partners to develop a South Lanarkshire **Local Outcomes Improvement Plan (LOIP)** which covers the whole council area, setting out the local outcomes that the partners want to improve. The requirement is for a LOIP that demonstrates a clear, evidence-based, robust and strong understanding of local needs, circumstances and aspirations and how these can vary for different places and population groups in South Lanarkshire or between South Lanarkshire and Scotland as a whole.

The LOIP is seen as a key element in the delivery of public service reform at local level. It will provide a shared vision and focus and binds the public sector to making a decisive improvement on local outcomes. This can involve developing new and different ways of working, behaviour and performance under strong governance, accountability and operating arrangements.

The strategic themes of the CPP and the LOIP are clearly aligned to the Ambitions in the Council Plan, Connect 2017-22, as shown below.

Partnership strategic theme	Connect Ambition
Community safety and crime	Make communities safer, stronger and sustainable
Health and wellbeing	Improve health, care and wellbeing
Sustainable economic growth	Promote economic growth and tackle disadvantage
Tackling poverty and deprivation	Promote economic growth and tackle disadvantage
Children and young people	Get it right for children and young people

The Council Plan is considered in more detail in Section 3.

2.4. Other Commitments

2.4.1. Education Resources Core Policy Framework

National and council priorities for Education are taken forward through Education Resources objectives. Education Resources has established a framework of six policies which supports the implementation of National and council priorities for Education. Services within Education Resources are aligned to the core policies in order to deliver services of the highest quality. The core policies are:

- Wellbeing and Care;
- Communication and Consultation;
- Inclusion and Equality;
- Leading Learning;

- Maximising the Use of Resources; and
- Quality Management.

The framework supports service managers, Heads of Education and Heads of Establishment to deliver services in line with council and government expectations.

Informing our priorities, actions and measures we have taken account of the following strategic plans:

- The Children's Services Plan;
- The Youth Strategy; and
- The Community Learning and Development Strategy.

2.4.2. Partnership Working

The council's key partnership working arrangements are co-ordinated through the Community Planning Partnership and the Getting it right for South Lanarkshire's Children Partnership Board, which works to improve the quality of life for people in South Lanarkshire by improving service delivery. Within Education a wide range of partnerships complement provision to our establishments and services and help us to deliver our commitment to continually improving services for all, whilst giving priority to children, young people, families and communities in most need.

The local authority and relevant health board have a statutory duty (Part 3 Children and Young People Scotland Act 2014) to produce a Children's Service Plan which details the work across the wider partnership to support children, young people and their families. It also requires the publication of an annual report detailing how the provision of children's services and related services in that area have been provided in accordance with the plan. The actions and outcomes detailed in the Children's Service Plan will also be incorporated in the statutory Local Outcomes Improvement Plan (LOIP).

The Community Empowerment (Scotland) Act 2015 sets out the requirement for each Community Planning Partnership to prepare and publish a single LOIP, supplemented as appropriate by Locality Plans which target smaller geographical areas. The plan is required to set out how the wider partnership will work together to target support to areas of identified need, in doing so it must set out:

- local outcomes to which priority is to be given by the community planning partnership with a view to improving the achievement of the outcomes;
- a description of the proposed improvement in the achievement of the outcomes;
- the period within which the proposed improvement is to be achieved; and
- a description of the needs and circumstances of persons residing in the area of the local authority to which the plan relates.

2.4.3. Service Reviews

During 2016/2017, efficiency reviews of the following services were undertaken:

- Integrated Children's Services;
- Youth Learning Services;
- Support Services; and
- the Curriculum and Quality Improvement Service.

The recommendations, action plans and changes to service delivery will continue to be introduced in 2017/2018. Service efficiency reviews will continue to be examined in the coming year.

2.4.4. Equality and Diversity

Equality is an integral part of achieving best value and is an underpinning value of the council's vision to improve the quality of life of everyone in South Lanarkshire. The council

is committed to: eliminating discrimination, harassment and victimisation; promoting equality of opportunity; and fostering good relations in all that it does. In doing so it will reduce disadvantage and deprivation arising from its own activities and will work with others to do so in the South Lanarkshire area.

Education Resources has a key role to play in delivering the council's equality outcomes, and will take forward the following key actions:

- improve achievement, raise educational attainment and continue support lifelong learning for all and those with greatest need;
- ensure the implementation of the GIRFEC Improvement plan to promote awareness of, and compliance with, the legislative requirements of the Children and Young People (Scotland) Act 2014; and
- ensure outcomes of consultations to meet the requirements outlined in the Children and Young People (Scotland) Act 2014 are reflected in service developments.

2.4.5. Sustainable Development

Sustainable development is an integral part of best value and is also a priority for the council. The council has a statutory requirement under the Public Sector Climate Change Duties to: reduce carbon emissions arising from its own activities and to work with others to reduce those of the South Lanarkshire area in general; adapt to current and future changes in climate to ensure continued service delivery and promote the sustainable development of the council and our local communities.

The council also has a statutory requirement under the Biodiversity Duty to further the conservation of biodiversity.

Education Resources has a key role to play delivering aspects of the council's Sustainable Development Strategy; Climate Change Duties Improvement Action Plan and the Biodiversity Duty Implementation Plan, and will take forward the following actions:

- Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes;
- Deliver targets within the school estate programme;
- Deliver a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target; and
- Implement the Climate Change Duties Compliance Improvement Action Plan.

2.4.6. Information Governance

Education Resources recognise that good information governance is necessary for the Resource and the council to carry out its functions efficiently and effectively.

The Information Governance Board, which has representation from all Resources, oversees the council's information management activities driving forward improvements and developing policies, procedures and guidance. The framework for information governance is provided by the Information Strategy 2014-17. This strategy outlines a number of key actions which will ensure that all Resources will progress improvement in the management of information throughout the council.

The council's first Records Management Plan was submitted to the Keeper of the Records at the National Records of Scotland in December 2016. This was a statutory requirement of the Public Records (Scotland) Act 2011.

Improvement actions from the National Records of Scotland assessment of the Record Management Plan will be an integral part of the redevelopment of the council's Information Strategy which will be reviewed in 2017.

2.4.7. Top Risks

To successfully manage risk, council and resource plan objectives must inform the council's risk management arrangements. The council reviews its top risks each year and common themes are identified.

The top risks identified for the council are:

- Reduction in Council funding, resulting in difficulties maintaining front line services;
- Potential liability arising from claims of historic abuse;
- Failure to maintain the required pupil/teacher ratio;
- Information management not subject to adequate control;
- Fraud, theft, organised crime and cyber attacks;
- Failure to achieve results and demonstrate continuous improvement, through leadership, good governance and organisational effectiveness;
- Failure to work with key partners to achieve the outcomes of the Local Outcome Improvement Plan;
- The Council is not sufficiently prepared to deliver the Integration Joint Board Strategic directions set out in the Strategic Commissioning Plan 2016-19; and
- Increasing levels of adverse weather.

In the coming year, Education Resources will take forward all reasonable necessary actions, where appropriate to mitigate or reduce the Resource's exposure to these key risks.

2.4.8. Benchmarking

Best value, a concept first introduced into the public sector through the Local Government (Scotland) Act 2003, seeks to drive continuous improvement in public service delivery. Best value has entered a new era which is intended to bring about more proportionate and risk-based external scrutiny of councils by national inspection bodies; placing greater emphasis on the use of self-assessment, benchmarking and public performance reporting to promote continuous improvement.

With the support of the Accounts Commission, the Society of Local Authority Chief Executives (SOLACE) has been working with the Improvement Service and has established a Local Government Benchmarking Framework (LGBF) and indicators for council services in Scotland.

The move away from league tables to benchmarking is to enable comparisons to be made on spending and performance between similar council groups, these are called family groups; to share areas of good practice and innovative ideas, with a long term aim to improve performance.

The LGBF indicators are included in this Resource Plan and, along with many other indicators and measures will be monitored throughout the year. Performance against these indicators can be found in our Public Performance Reporting Reports.

The results for all Scottish Councils and the family groups can be found on the online tool mylocalcouncil.

2.4.9 External regulation and inspection

Education Resources will be subject to further requirements stemming from legislation and government policy that influence service delivery. The Best Value framework and the Shared Risk Assessment continue to focus on overall council efficiency, self-assessment, performance and improvement.

2.4.10 Digital and ICT Strategy

The council's Digital and ICT strategy sets out how South Lanarkshire Council will use new technologies to help deliver its vision 'to improve the quality of life of everyone in South Lanarkshire'. It describes how services will be delivered as 'Digital First' and how we will work with partners, service users and suppliers to create the data infrastructure to support digital services.

The strategy also sets out the technical foundations necessary to realise the council's digital vision. This includes ensuring that appropriate and sustainable computer systems, networks, ICT skills, software and data services are in place to support the transformation to a Citizen Centric and Digital Council both in the short term and in the years beyond.

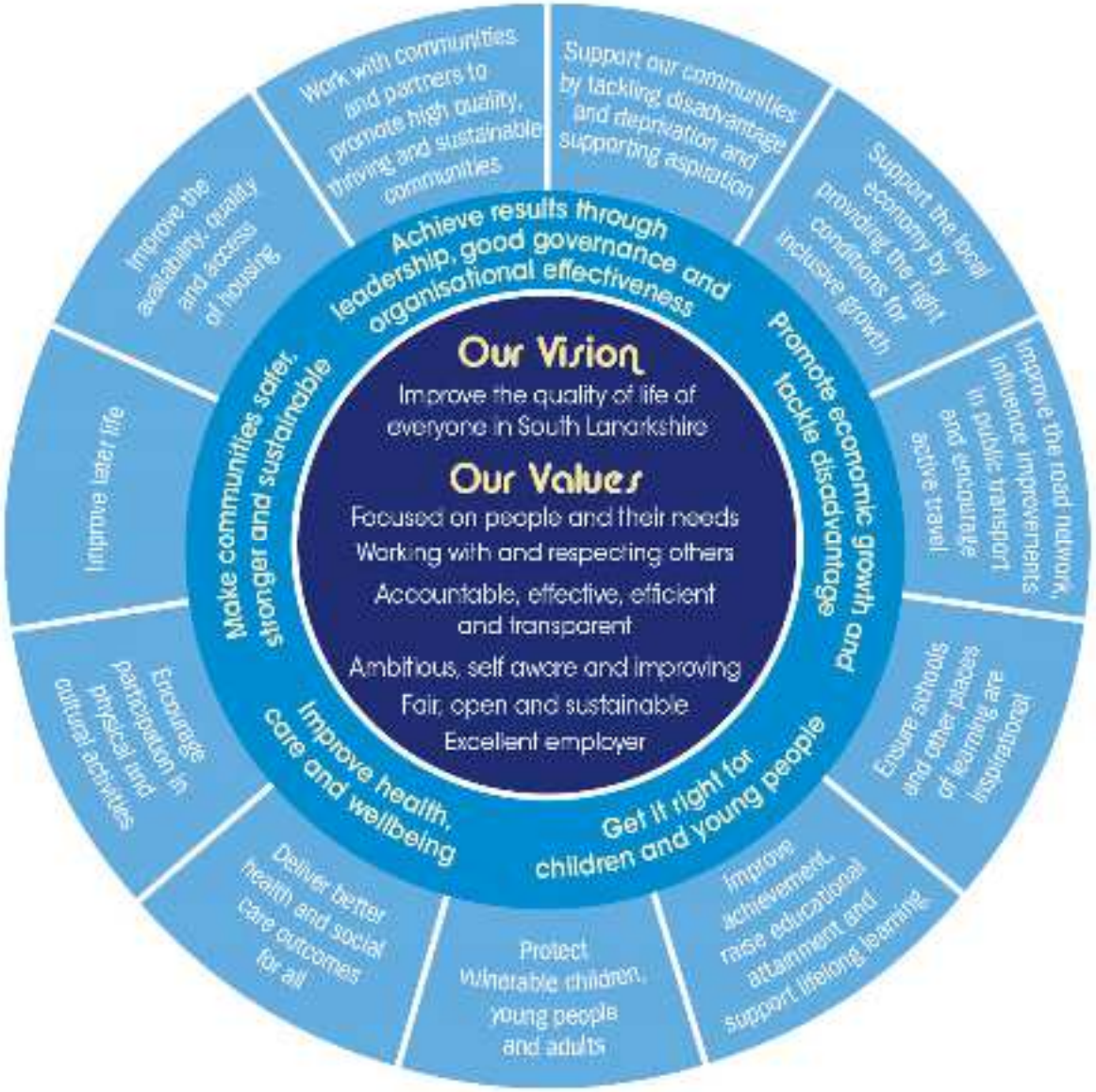
Section Three: The Council Plan, 'Connect'

3.0. The Council Plan, 'Connect'

The council's Vision to **'improve the quality of life of everyone in South Lanarkshire'** remains at the heart of the Council Plan and along with our Values, influences everything that we do.

Our five Ambitions circle our Vision and Values, linking our 11 Objectives in the outer ring to the wider work in our communities and with our other public partners.

The wheel diagram below is designed to show how our six core Values, five Ambitions and 11 Objectives interact with one another. For example, success in giving our children a better start in life links to early learning, their wellbeing, improvement in achievement and attainment and developing their skills for learning, life and work. This will lead to better prospects and improve life chances for young people and the economy as a whole.



3.1. Resource Objectives

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

We want to raise achievement and attainment and improve children and young people's health and wellbeing. Our focus will be on raising standards, particularly in literacy and numeracy and in closing the poverty-related gap between the most and least disadvantaged children so that every child has the same opportunity to succeed. The Pupil Equity Fund will provide targeted support for those schools supporting children and young people in greatest need. We also want to provide our young people with the necessary skills for life and work.

3.1.1. Connect Objective: Improve achievement, raise educational attainment and support lifelong learning

By working towards this objective the council aims to achieve effective outcomes as a result of delivering learning opportunities and committing to improving literacy, numeracy, health and wellbeing, knowledge, skills, confidence and creativity, which will inspire learners, transform learning and strengthen communities.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Progress approaches in respect of national education priorities;
- Raise standards of educational achievement and attainment (ER **IPs** 1 and 3);
- Implement the ambitions and aims of the Children and Young People Improvement Collaborative developing improvement methodologies to reduce inequality, inequity and close the gap in educational outcomes;
- Progress recommendations to develop Scotland's young workforce;
- Take forward the principles, values and purposes of Curriculum for Excellence (ER **IP** 2);
- Ensure the highest possible quality of education provision for children, young people and communities (ER **IP** 6);
- Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults (ER **IP** 5);
- Increase levels of achievement through community capacity building;
- Increase levels of achievement through learning for young people and adults;
- Improve outcomes for individual children and families in South Lanarkshire (ER **IP** 4); and
- Improve health and wellbeing outcomes for all children and young people.

The main actions in this area will include:

- Progress the Scottish Government's commitment to increase early learning and childcare for three and four year olds and eligible two year olds by August 2020;
- Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy;
- Continue to achieve equity by 'closing the attainment gap' and meeting the aspirations of the Scottish Attainment Challenge;
- Continue to achieve equity by 'closing the attainment gap' and meeting the aspirations of the Pupil Equity Fund;
- 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;
- Promote development of the right range of skills, qualifications and achievements to enable all learners to succeed;
- Improve health and wellbeing outcomes for children and families and getting it right

for every child;
- 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; and
- Develop employability skills and sustained, positive school leaver destinations for all young people.

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

The council aims to achieve positive outcomes from the investment it has made in modernising its school buildings and learning environments and in its Information and Communications Technology infrastructure. We want to create welcoming and inspiring places of learning where teachers and educators set high aspirations and celebrate success.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Implement the schools modernisation programme; and
- Ensure schools and other places of learning are inspirational.

The main actions in this area will include:

- Progress the council's Schools Modernisation Programme;
- Support learning and raise attainment through the use of digital technologies and the ICT infrastructure;
- Deliver high quality continuous professional learning to support all staff in achieving excellent learning and teaching and service delivery;
- Equip staff to deliver high quality learning and teaching, inspire learners, improve attainment and celebrate success; and
- Progress leadership development at all levels, within establishments and schools.

3.1.3. Connect Objective: Protect vulnerable children, young people and adults

By working towards this objective the council aims to achieve effective outcomes as a result of working with appropriate partners across the community planning partnerships including the Getting it right for South Lanarkshire's Children Board.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objective:

- Ensure current national and local priorities for vulnerable children and families are addressed.

The main actions in this area will include:

- Ensure current national and local priorities for vulnerable children and families are addressed;
- Review primary estate to meet developing needs of Additional Support Needs pupils; and
- Review secondary estate to meet developing needs of Additional Support Needs pupils.

3.1.4. Connect Objective: Support our communities by tackling disadvantage and deprivation and supporting aspiration

By working towards this objective the council aims to achieve effective outcomes as a result of working with community partnership boards and community learning development partners.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- Improve the life chances of children and families.

The main actions in this area will include:

- Ensure the implementation of Pupil Equity Funding to target the most deprived children and promote equity; and
- Continue to work with partners to provide intensive support to vulnerable families.

3.1.5. Connect Objective: Work with communities and partners to promote high quality, thriving and sustainable communities

By working towards this objective the council aims to achieve effective outcomes as a result of working with a range of partners including community planning partnerships, parents/carers, young people and other stakeholders, Education Scotland and national bodies.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

- 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;
- Ensure an effective contribution to the council's Sustainable Development Strategy; and
- Improve the safety of our young people and their families.

The main actions in this area will include:

- 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;
- Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes;
- Implement the Climate Change Duties Compliance Improvement Action Plan; and
- Provide a range of experiences and activities that equip young people with skills to consider risk, make reasoned decisions and take control.

3.1.6. Connect Objective: Support the local economy by providing the right conditions for inclusive growth

It should be noted that our contribution to this sits within the Connect Objective 'Improve achievement, raise educational attainment and support lifelong leaning' for example: progress recommendations to develop Scotland's young workforce and school leaver destinations.

3.1.7. Connect Objective: Encourage participation in physical and cultural activities

By working towards this objective the council aims to achieve effective outcomes as a result of working with community planning partners, Education Scotland and national bodies such as Creative Scotland.

To support the delivery of this Connect objective, Education Resources has developed the following Resource objectives:

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

The main actions in this area will include:

- Provide opportunities for young people to engage in cultural activities both within and out with the school environment;
- Provide a range of cultural and creative experiences for children and families; and
- Broaden the perspectives of young people through new experiences and thinking, through participation in physical and cultural activities.

3.2. Delivering the plan and achieving best value

In working towards achieving the Connect Objectives, Education Resources contribute to the delivery of the Plan and achieving Best Value, governing how we carry out our business and deliver all our services.

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

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

The main actions in this area will include:

- Ensure that high standards of governance are being exercised;
- Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA;
- Take forward the statutory requirements that arise in the General Data Protection Regulation;
- Develop and implement council wide equality performance measures and publish results in accordance with Public Sector Equalities Duties;
- Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery;
- Ensure our commitment to employees through the development and implementation of personnel policies and employee learning and development opportunities;
- Monitor the efficient use of the secondary school estate to meet developing needs;
- 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; and
- Ensure the effective financial management of the primary school estate project.

Section Four – Performance and results

4.0. Introduction

In this section we report our key performance and results, based on Connect 2012-17 for the financial year just ended - 2016/2017.

4.1. Performance against Resource Plan Objectives (2016/2017)

The Education Resources' Resource Plan for 2016/2017 had 169 measures set against 14 of the council Objectives. Performance against these measures was as follows:

Council Plan Objective/Theme	Green	Amber	Red	Report later	Total
Protect vulnerable children, young people and adults	5				5
Tackle disadvantage and deprivation	6				6
Develop a sustainable council and communities	11				11
Raise educational attainment and achievement	75	4			79
Increase involvement in lifelong learning	11				11
Get it right for every child	7			1	8
Improve community safety	1				1
Improve and maintain health and increase physical activity	4				4
Promote participation in cultural activities and provide quality facilities to support communities	3				3
Strengthen partnership working, community leadership and engagement	6				6
Provide vision and strategic direction	8				8
Promote performance management and improvement	9				9
Embed governance and accountability	8	1			9
Achieve efficient and effective use of resources	8	1			9
Total	**162**	**6**	**0**	**1**	**169**
Percentage	95.8	3.6	0.0	0.6	100.0

Key to performance monitoring system:

Green	The timescale or target has been met as per expectations
Amber	There has been minor slippage against timescale or minor shortfall against target
Red	There has been major slippage against timescale or major shortfall against target
Report later	For some measures, the statistics are not yet available to allow us to say whether the target has been reached or not. These will be reported when available

4.2. Key Achievements

The following table highlights achievements during session 2016/2017. Additional achievements are listed in Annex 2 of this plan.

Council Objective 2012-17: Raise Educational Achievement and Attainment	
Resource Objective	**Achievement**
Progress approaches in respect of National Education Priorities	The proportion of school leavers entering positive destinations increased in South Lanarkshire to 94.0% which is above the national average (93.3%).
Raise Educational Achievement and Attainment	The percentage of pupils gaining 5 or more awards at Level 6 (Higher) or better, increased to 33.6% and is the highest level recorded in the last 5 years.
	Twelve primary schools and eight secondary schools are participating in the Scottish Attainment Challenge. The schools are working in a partnership to raise attainment levels in literacy and numeracy for all pupils but particularly those from disadvantaged backgrounds.
	Nursery capacity for two year-olds has been increased to meet new Scottish Government legislative requirements by supporting families seeking work or training and in providing high quality learning and childcare.
Progress recommendations to develop Scotland's young workforce	Over 5,500 young people participated in more than 280 group work and one-to-one programmes aimed at improving their skills for learning, life and work. Through these activities, young people are gaining additional awards, confirming their resilience developing as well as their optimism for the future.
	The South Lanarkshire Council Developing Young Workforce Delivery Framework, formulated with our partners, aims to develop life and work skills for learners and was launched following approval by the Education Committee in November 2016. Through this we are preparing and equipping young people for the world of work in partnership arrangements with business and industry for example, through the use of digital technologies to develop their skills for learning, life and work.
Implement the schools modernisation programme	Our £857million investment in creating and building 125 new primary schools is on track for completion in 2018. Six primary schools (Abington Primary School and Nursery; Glassford Primary School; Halfmerke Primary School (including Halfmerke Community Nursery); Kirklandpark Primary School and Nursery Class; West Coats Primary School and West Mains School) opened to pupils in 2016/2017 taking the total number of modernised primary schools to 120 with 95% of primary aged pupils now being taught in a vibrant, modern and stimulating environment.

Council Objective 2012-17: Increase involvement in lifelong learning	
Resource Objective	**Achievement**
Increase levels of achievement through community capacity building	Over 2,300 young people have contributed more than 47,500 hours of volunteering in their community. Activity included the service section of the Duke of Edinburgh Awards, the delivery of programmes and community events, running local elections for the Scottish Youth Parliament and participation in the official count.

Council Objective 2012-17: Tackle disadvantage and deprivation	
Resource Objective	**Achievement**
Improve the life chances of children & families	Promoting the Role of Father Figures won the Scottish Education Awards – Parents as Partners category in 2016 in recognition of the impact of their work.

Additional achievements and performance information are listed in Annex 2 of this Plan.

4.3. Key measures not achieved

There were no key measures recorded as 'not achieved' in the Education Resources Resource Plan Quarter 4 Progress Report 2016/2017.

4.4. Benchmarking

A full progress report on the Resource Plan 2016/2017 is available from the performance management system IMPROVe – all Quarter 4 Progress Reports are available on the performance pages of the website where you will also find further performance and benchmarking information, including South Lanarkshire Council's Annual Performance Report and Public Performance Reporting information

Education Resources benchmarks its performance over nine Local Government Benchmarking Framework (LGBF) indicators. The Improvement Service published the 2015-16 results with the draft 2016/2017 results due at the end of 2017).

Percentage of pupils gaining 5 or more awards at level 6 or better (Local Government Benchmarking Framework – Children's Services Measure 5)			
Year	**2013-14**	**2014-15**	**2015-16**
SLC	26%	29%	31%
Scotland	27%	29%	31%
Our performance has increased in each of the last 3 years in line with the national average.			

Percentage of adults satisfied with local schools (Local Government Benchmarking Framework – Children's Services Measure 10)			
Year	**2010-14**	**2012-15**	**2013-16**
SLC	80	79	78
Scotland	82	81	78
Our performance is in line with the national average.			

Proportion of Pupils Entering Positive Destinations (Local Government Benchmarking Framework – Children's Services Measure 11)			
Year	2013-14	2014-15	2015-16
SLC	92.3%	93.1%	94.0%
Scotland	92.5%	93.0%	93.3%
Our performance has increased in each of the last 3 years and is slightly above the national average.			

4.5. Customer views

4.5.1 South Lanarkshire Residents' Household Survey 2014

The council conducted its latest Household Survey in Spring 2014. Feedback from residents was generally positive. 84% of those who responded were satisfied with the overall service provided by the council. Residents were asked to assess the 'general service' provided by the council, key 'council services' and recommend areas for improvement. As a result of this feedback Education Resources will take forward all reasonable actions, where appropriate to improve resident satisfaction with the services that we deliver. The actions being progressed can be found in the action plan at section 6. Our next Residents' Household Survey will be in 2017.

Education Scotland includes the results of consultations with parents and pupils as part of any report published following a school inspection. Education Resources uses the results of these consultations on satisfaction levels to help to ensure the highest possible quality of education provision for children, young people, families and communities.

4.6. Areas for improvement

Education Resources is committed to continuous improvement. As part of this process, we monitor our performance; participate in benchmarking activities; acknowledge the results of consultations; and feedback from complaints. We use this information to develop and improve the services we provide.

Section Five – Resourcing the Plan

5.0 Introduction

In this section we consider the resources needed to implement our plan, including funding and staffing.

5.1 Revenue and Capital Resources 2017/2018

The council's medium-term Financial Strategy, approved by elected members in June 2015, provides details on the funding assumptions for the years 2017/2018 and 2018/2019. The medium-term Strategy details the council's proposals for managing its finances and also the principles and assumptions used in preparing the Revenue budgets.

Following on from this, an updated strategy for 2017/2018 was approved by elected members on 6 July 2016, which updated the assumptions specifically for that year. The final budget position for the year 2017/2018 was reported to members on 16 February 2017.

The council also has a longer-term strategy covering 2019-20 to 2025-26 which identifies issues likely to impact on the budget as we move into this period.

A new three year Capital Programme covering the three years from 2017/2018 to 2019-20 was approved by the council on 16 February 2017. This confirms the capital spending plans and funding for the three year period.

5.2. Revenue Budget 2017/2018

The Resource has a Net Revenue Budget of £313.914 million for 2017/2018. The table below allocates this budget across the operational services within the Resource:

2017/2018 NET Budget by Service	**2017/2018**	
Detail	**£ million**	**%**
Central Admin	1.899	0.6%
Curriculum & Quality Improvement Service	1.191	0.4%
Directorate	0.391	0.1%
Early Years	23.224	7.4%
Inclusion	0.872	0.3%
Integrated Children's Services	3.331	1.1%
Learning Community	3.359	1.1%
Operations	0.163	0.1%
Primary Schools	110.920	35.3%
Psychological Services	1.578	0.5%
School Modernisation	32.188	10.3%
Secondary Schools	94.203	30.0%
Special School	15.233	4.9%
Support Services	22.505	7.2%
Youth Learning	2.857	0.9%
Total	**313.914**	**100.0**

5.3. Capital Budget 2017/2018

The following capital budget is allocated to the Resource for 2017/2018:

Capital Programme 2017/2018	
Project	**£ million**
Primary Schools Modernisation Programme	£39.628m
ICT	£2.605m
Multi Use Games Area Pitches	£0.168m
Accommodation Pressures	£1.479m
Total	**£43.880m**

5.4. Resource Employees

Education Resources has 6,141 employees as at the end of March 2017. We support these employees to deliver their duties through a range of policies including supervision, personal appraisal and a robust training framework.

We are committed to supporting our employees in undertaking their duties and provide a range of preventative and early intervention strategies to maximise attendance.
We recognise the importance of work life balance in today's society and offer a number of family friendly and flexible working initiatives.

The number of employees by type is as follows:

Employee Type	Number of employees
Teaching staff	3,621
Local Government staff	2,520
Total	6,141

Section Six – Action Plan

6.0 Resource actions for 2017/2018

This Action Plan identifies the Resource objectives and associated actions for 2017/2018. The Lead Officer responsible for each action and the related measures are identified. The reference numbers link directly to the Connect measures of success which are reported against the Council Plan at Quarter 2 and Quarter 4 each year, and the links show where the action and measure tie into other strategies, plans and frameworks.

Key to Links: used where appropriate	
ADM	All Directors Measure
Connect (reference number)	Connect – The Council Plan – Connect 2017-22
EQA	Equality Act 2010
LGBF	Local Government Benchmarking Framework
SDS	Sustainable Development Strategy
SOA	Single Outcome Agreement

The Education Resources' Action Plan for 2017/2018 includes objectives, actions and measures, which support the achievement of each of the Council Plan priorities, the Community Plan, the Single Outcome Agreement (SOA), Local Outcomes Improvement Plan (LOIP) and Education Resources' objectives. The programme is presented under each of the Council Plan objectives and includes actions and measures that have a timescale of one, two or three years.

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

Unless otherwise stated all measures are anticipated to be achieved by the end of March 2018.

The current position and target position of measures are referenced through the Improve reporting mechanism. This enables Education Resources to produce summary reports where detailed descriptions of measures are captured.

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Progress approaches in respect of national education priorities			
Action	**Measures and timescales**	**Connect reference / links**	**Responsibility**
1. 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		Head of Education (Curriculum and Attainment)
	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		
	Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy		
	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		
	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		
	Ensure the highest quality of experiences for all learners through the implementation of learning and teaching approaches and strategies		
	Continue to provide a range of supports to all establishments to progress assessment, monitoring and tracking which confirms learners' achievement of levels		
	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		
	Deliver services and programmes through the Community Learning and Development Strategic 3 Year Plan to further improve literacy and numeracy skills among young people	Connect 9.2	Head of Education (Inclusion and ASN)
2. Continue to achieve equity by 'closing the attainment gap' and meeting the aspirations of the Scottish	Provide support to ensure all schools participating in the Scottish Attainment Challenge submit annual reports to the Scottish Government	Connect 9.3	Head of Education (Curriculum and Attainment)
	Provide training and support for staff in Scottish Attainment Challenge schools to assist meeting	Connect 9.3	

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Progress approaches in respect of national education priorities			
Action	**Measures and timescales**	**Connect reference / links**	**Responsibility**
Attainment Challenge	commitment in Scottish Attainment Challenge plans		
	Overall Average Total Tariff	Connect 8.2 LGBF	
	Average Total Tariff SIMD Quintile 1	Connect 8.2 LGBF	
	Average Total Tariff SIMD Quintile 2	Connect 8.2 LGBF	
	Average Total Tariff SIMD Quintile 3	Connect 8.2 LGBF	
	Average Total Tariff SIMD Quintile 4	Connect 8.2 LGBF	
	Average Total Tariff SIMD Quintile 5	Connect 8.2 LGBF	
	Impact of learning offers that address barriers to learning and which support young people not fully engaging with school	Connect 9.3	Head of Education (Inclusion and ASN)
3. 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	Connect 8.2	Head of Education (Curriculum and Attainment)
	Percentage of schools using Pupil Equity Funding to demonstrate progress in closing the gap		
4. 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		Head of Education (Curriculum and Attainment)
	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		
	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		
	Support the delivery of key aspects of How Good is our Early Learning and Childcare	Connect 8.2	Head of Education (School Improvement)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Progress approaches in respect of national education priorities			
Action	**Measures and timescales**	**Connect reference / links**	**Responsibility**
	Monitor and evaluate impact of new Early Learning and Childcare structure		Head of Education (Curriculum and Attainment)
5. Progress approaches in respect of national education priorities	Exclusion incidents per 1,000 pupils in primary schools		Head of Education (Curriculum and Attainment)
	Exclusion incidents per 1,000 pupils in secondary schools		
	Reduction in the overall number of days lost through exclusion in secondary schools	SOA	
	Reduction in the overall number of days lost through exclusion in primary schools	SOA	
	Reduction in the average number of half days absence per pupil in primary schools		
	Reduction in the average number of half days absence per pupil in secondary schools		
	% of pupils entering further or higher education		
	% of pupils entering employment or training		
	Proportion of Pupils Entering Positive Destinations	LGBF	
6. 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		Head of Education (Inclusion and ASN)
7. 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	Connect 2.4	
	Increase the percentage attendance for Looked After children		
	Reduce the percentage of exclusions in Additional Support Needs provision for Looked After children		

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Progress approaches in respect of national education priorities			
Action	**Measures and timescales**	**Connect reference / links**	**Responsibility**
8. 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		Head of Education (Inclusion and ASN)
9. 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		Head of Education (Inclusion and ASN)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Raise standards of educational achievement and attainment			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
10. 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	Connect 9.4 LGBF	Head of Education (Curriculum and Attainment)
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	Connect 8.2 LGBF	
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	Connect 8.2 LGBF	
	Provide a range of supports to schools and establishments to implement the changes to national qualifications	Connect 9.4	
	Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in literacy		
	Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in numeracy		
	Provide a range of support to establishments in order to take forward the implementation of the SLC Languages 1+2 Strategy	SOA	
	Increase achievement in instrumental music tuition through the Youth Music Initiative		
	Deliver an inclusive learning offer through Pupil Equity Funding to young people in S2/S3		Head of Education (Inclusion and ASN)
11. 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		Head of Education (Curriculum and Attainment)
12. Implement the Education Digital Learning Strategy	Maintain, enhance and continue to develop a modern ICT environment in line with national and local priorities, ensuring the ICT environment can continue to meet evolving learning and teaching needs		
13. Promote and celebrate the achievements of young people	Organise the annual achievement award ceremony to celebrate children's success by June 2017		Head of Education (Corporate Planning and Support Services)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: 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 and Timescales**	**Connect Reference/ Links**	**Responsibility**
14. Progress the Scottish Government's commitment to increase nursery hours for three and four year olds and eligible two year olds by August 2020	Continue to engage with children and families to get their views on the roll-out of additional hours for Early Learning and Childcare	Connect 9.1	Head of Education (Curriculum and Attainment)
	Support the training and deployment of up to 26 additional graduates in Early Years		
	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	Connect 9.1	
	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	Connect 9.1	Head of Education (Corporate Planning and Support Services)
15. 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		Head of Education (Curriculum and Attainment)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Progress recommendations to develop Scotland's young workforce			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
16. Implement the Developing Scotland's Young Workforce strategy, providing, promoting and valuing a range of learning, leading to a wide variety of jobs and 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	Connect 7.3 SOA	Head of Education (Curriculum and Attainment)
	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	Connect 7.3 SOA	
17. 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	Connect 9.7 SOA	Head of Education (Curriculum and Attainment)
	Provide high quality professional learning activities in partnership with our key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams	Connect 9.7 SOA	
	Provide a range of innovative, positive and sustained youth work opportunities that impact positively on the inequalities faced by young people	Connect 9.7 SOA	Head of Education (Inclusion and ASN)
18. 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		Head of Education (Inclusion and ASN)
	Maintain the percentage of children who are looked after entering and sustaining a positive destination		

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Take forward the principles, values and purposes of Curriculum for Excellence			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
19. 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		Head of Education (Curriculum and Attainment)
	Provide professional learning activities which support the learning and teaching of Literacy and English for all children and young people		
	Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people		
	Provide professional learning activities which support the learning and teaching of Health and Wellbeing for all children and young people		
	Provide a range of support to establishments which enhance professional learning in Languages 1+2	SOA	
	Continue to support establishments to implement South Lanarkshire Council's Outdoor Learning Strategy	SOA	

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Ensure the highest quality of education provision for children, young people and communities			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
20. 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		Head of Education (School Improvement)
	Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school		
	Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision		
	% of Adults satisfied with local schools	LGBF	

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Ensure the highest quality of education provision for children, young people and communities			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
	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		Head of Education (Inclusion and ASN)
21. Progress the key themes of self-evaluation and leadership in all establishments and services	Increase the proportion of schools receiving positive inspection reports		Head of Education (School Improvement)
	Provide support to establishments to adopt a revised model of improvement planning and reporting which lead to focused delivery of key priorities		
	Provide support for establishments to engage in rigorous and robust self evaluation using How Good is Our School (4th Edition) which results in improved outcomes for learners		
	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		Head of Education (Inclusion and ASN)
22. Implement the requirements of General Teaching Council for Scotland's, Professional Review and Development and Professional Update	Continue to Implement the General Teaching Council for Scotland's paperwork and processes for Professional Review and Development and Professional Update		Head of Education (School Improvement)
	Continue to implement quality assurance systems for new Professional Review and Development and Professional Update		
23. 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		Head of Education (School Improvement)
	Increase the overall percentage of staff participating in additional qualification opportunities		
24. Maintain Education Resources commitment to employees through the	Ensure Education Resources remains compliant with the IIP principles, to enable positive assessment outcomes		Head of Education (Curriculum and Attainment)
	Maintain or improve performance in relation to national performance measures: The number		

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Ensure the highest quality of education provision for children, young people and communities			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
development and effective implementation of personnel policies and employee learning and development	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		
	Ensure the Corporate Standards for People Connect are met by Education Resources within agreed timescales		
25. Deliver adult learning programmes to promote positive health and wellbeing	Number of participants who report adopting healthier lifestyle practises		Head of Education (Inclusion and ASN)
26. Deliver programmes to support literacy and numeracy	Number of parents who report feeling more confident to support their child's literacy		Head of Education (Inclusion and ASN)
27. 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		Head of Education (Inclusion and ASN)
	Maintain number of English for speakers of other languages (ESOL) learners reporting increased confidence in applying skills to daily life		

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
28. 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		Head of Education (Inclusion and ASN)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
29. 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		Head of Education (Inclusion and ASN)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Increase levels of achievement through community capacity building			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
30. Promote and support the role of volunteering within local communities	Number of volunteers supporting activities		Head of Education (Inclusion and ASN)
	Maintain number of volunteer hours delivered in local communities		
31. 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		Head of Education (Inclusion and ASN)
32. Increase levels of achievement through community capacity building	Provide volunteering opportunities for young people in their communities that enhance social commitment		Head of Education (Inclusion and ASN)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Increase levels of achievement through learning for young people and adults			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
33. Provide opportunities for young people to achieve awards through the Youth Learning Service	Maintain the number of awards accessible to young people		Head of Education (Inclusion and ASN)
	Number of young people participating in awards		
	Number of awards achieved		
34. Provide accreditation opportunities for learners	Maintain number of participants who achieve an accredited award		Head of Education (Inclusion and ASN)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Improve outcomes for individual children and families in South Lanarkshire			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
35. 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		Head of Education (Inclusion and ASN)
	Implement key elements of the Wellbeing legislation across Education Resources and wider partners		
	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		
36. 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		Head of Education (Inclusion and ASN)
	Continue to promote and raise awareness of the value of the Autism Lens / Consultation work using a new Learn Online resource		

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Improve health and wellbeing outcomes for all children and young people			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
37. 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	Connect 9.5	Head of Education (Curriculum and Attainment)
38. 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		Head of Education (Curriculum and Attainment)
39. 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		Head of Education (Curriculum and Attainment)
	Continue to deliver a range of professional programmes for practitioners, with partners, focused on the quality of provision of Physical Education		
40. 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		Head of Education (Inclusion and ASN)
41. Deliver family learning programmes to promote positive health and wellbeing	Number of participants who report adopting healthier lifestyle practises		Head of Education (Inclusion and ASN)
42. Continue to engage with parents/carers to involve them in family learning	Number of parents who report feeling more confident to support their child's learning in identified curricular areas	Connect 9.6	Head of Education (Inclusion and ASN)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Improve health and wellbeing outcomes for all children and young people			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
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			

Connect objective: Ensure schools and other places of learning are inspirational			
Resource objective: Implement the schools modernisation programme			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
43. Progress the council's Schools Modernisation Programme	Continue to progress the building of new schools/establishments during 2017/2018 to achieve the target of 129 primary schools	Connect 10.1	Head of Education (Corporate Planning and Support Services)
44. Modernise all nursery facilities	Number of nursery classes modernised in session 2017/2018		Head of Education (Corporate Planning and Support Services)

Connect objective: Ensure schools and other places of learning are inspirational			
Resource objective: Ensure schools and other places of learning are inspirational			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
45. Support learning and raise attainment through the use	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	Connect 10.2	Head of Education (Curriculum and Attainment)

Connect objective: Ensure schools and other places of learning are inspirational			
Resource objective: Ensure schools and other places of learning are inspirational			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
	Ensure that the NGLS2 contract with RM maximises performance and availability of ICT across all establishments	Connect 10.2	
	Ensure that the ICT infrastructure is fit for purpose and supports the evolving needs of learners and practitioners	Connect 10.2	
	Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching	Connect 10.2	
46. 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	Connect 10.3	Head of Education (School Improvement)
	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		Head of Education (Curriculum and Attainment)
	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		Head of Education (Inclusion and ASN)
47. 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	Connect 10.4	Head of Education (School Improvement)
	Organise a range of Youth Learning celebration events and/or awards ceremonies that recognise the achievements of young people		Head of Education (Inclusion and ASN)

Connect objective: Ensure schools and other places of learning are inspirational			
Resource objective: Ensure schools and other places of learning are inspirational			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
48. 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	Connect 10.5	Head of Education (School Improvement)
	Provide support to establishments to participate in a phase 2 of 'Professional Learning Trios'		
	Provide professional learning programme for Early Learning and Childcare Managers to enhance the quality of provision being delivered to all young children	Connect 10.5	
49. 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		Head of Education (Inclusion and ASN)

Connect objective: Protect vulnerable children, young people and adults			
Resource objective: Ensure current national and local priorities for vulnerable children and families are addressed			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
50. 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		Head of Education (Inclusion and ASN)
	Review and develop the Education Resource guidelines on Accessibility Strategy and in particular the duty to consider reasonable adjustments within the Equalities Act 2010	Connect 2.5	
51. 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		Head of Education (Corporate Planning and Support Services)
52. 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		

Connect objective: Support our communities by tackling disadvantage and deprivation and supporting aspiration			
Resource objective: Improve the life chances of children and families			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
53. 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		Head of Education (Curriculum and Attainment)
	Monitor the impact of Pupil Equity Funding through our revised Standards and Quality reporting framework		
54. 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	Connect 8.4	Head of Education (Inclusion and ASN)
55. 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		Head of Education (Inclusion and ASN)

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: 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 and Timescales**	**Connect Reference/ Links**	**Responsibility**
56. Review the Education Resources Parental Involvement Strategy	Review the Parental Involvement Strategy		Head of Education (Corporate Planning and Support Services)
	Organise an annual parents conference in partnership with parents		
	Engage with the Parents' Focus Group to share information on the curriculum and learning		
57. Strengthen partnership working to promote a	Maintain and update annually a register of Education Resources partnerships		Head of Education (Curriculum and Attainment)

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: 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 and Timescales**	**Connect Reference/ Links**	**Responsibility**
consistent focus on learning when shaping and delivering services			
58. 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		Head of Education (Corporate Planning and Support Services)
59. 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	SOA	Head of Education (Inclusion and ASN)
	Maintain the number of individuals who engage effectively and confidently through the Youth Participation Network	SOA	
	Maintain the number of groups that engage effectively and confidently through the Youth Participation Network	SOA	

Connect objective: Collaborate with partners and communities to promote high quality, thriving and sustainable communities			
Resource objective: Ensure an effective contribution to the council's Sustainable Development Strategy			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
60. 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	SDS	Head of Education (Curriculum and Attainment)
	Continue to increase climate change awareness and sustainability in education establishments	SDS	
	Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools	SDS	
	Maintain 100% Eco School Scotland registration and increase percentage of establishments with bronze, silver and green flag awards	SDS	
61. Deliver targets within the school estate programme	Increase the number of primary school and nursery buildings built to modern, sustainable standards with improved technologies	SDS	Head of Education (Corporate Planning and Support Services)
62. 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)	Connect 6.12 ADM SDS	Head of Education (Corporate Planning and Support Services)
63. Implement the Climate Change Duties Compliance Improvement Action Plan	Implement actions within the Climate Change Duties Compliance Improvement Action Plan within the agreed timescales	ADM SDS	Head of Education (Corporate Planning and Support Services)

Connect objective: Collaborate with partners and communities to promote high quality, thriving and sustainable communities			
Resource objective: Improve the safety of our young people and their families			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
64. Provide a range of experiences and activities that equip young people with skills to	Sustain the range of Youth Learning Service experiences and activities which include learning involving risk management		Head of Education (Inclusion and ASN)

Connect objective: Collaborate with partners and communities to promote high quality, thriving and sustainable communities			
Resource objective: Improve the safety of our young people and their families			
consider risk, make reasoned decisions and take control			

Connect objective: Encourage participation in physical and cultural activities			
Resource objective: Engage children and young people in physical, cultural and social activities			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
65. 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		Head of Education (Curriculum and Attainment)
66. 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		Head of Education (Inclusion and ASN)
67. 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		Head of Education (Inclusion and ASN)

Delivering the Plan and achieving Best Value			
Resource objective: Deliver and communicate the Council Plan and ensure high standards of governance			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
68. Deliver the objectives of the Council Plan Connect	Deliver annual Resource Plan and review suite of measures for coverage and relevance	ADM	Head of Education (Corporate Planning and Support Services)
69. Ensure that high standards of governance are being exercised	Complete Resource Governance self assessment by due date and develop actions to address non-compliant areas	ADM	
	80% of risk control actions completed by due date	ADM	
	90% of audit actions completed by due date	ADM	
70. Promote high standards of information governance	Information governance self assessment audit checklist to be completed annually and all relevant actions to be implemented	ADM	Head of Education (Corporate Planning and Support Services)
71. 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	ADM	Head of Education (Corporate Planning and Support Services)
	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	ADM	
	90% of Data Protection Act (DPA) requests to be processed within 40 calendar days	ADM	
72. 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		Head of Education (Corporate Planning and Support Services)

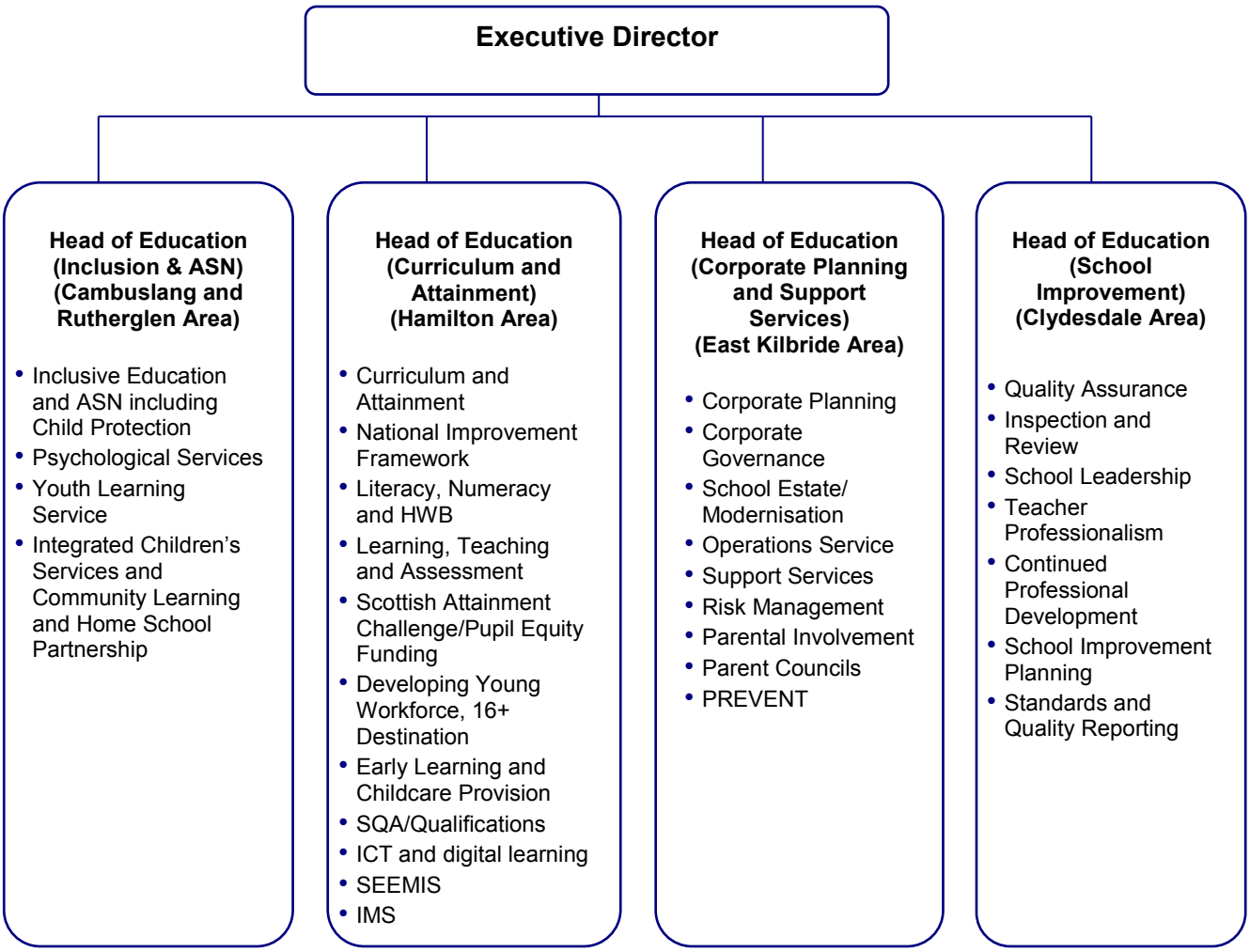
Delivering the Plan and achieving Best Value			
Resource objective: Promote equality and the wellbeing of staff			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
73. Develop and implement council wide equality performance measures and publish results in accordance 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	ADM EQA	Head of Education (Inclusion and ASN)
	Provide annual report to the Equal Opportunities Forum on uptake of service, based on the agreed equality outcomes	ADM EQA	

Delivering the Plan and achieving Best Value			
Resource objective: Develop improvement activity and promote scrutiny			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
74. 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	ADM	Head of Education (School Improvement)
	Use the results of benchmarking activity (including the Local Government Benchmarking Framework) to inform and improve service delivery	ADM	

Delivering the Plan and achieving Best Value			
Resource objective: Improve the skills, flexibility and capacity of the workforce			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
75. Ensure our commitment to employees through the development and implementation of personnel policies and employee learning and development opportunities	Labour turnover rate less than 5%	ADM	Head of Education (Curriculum and Attainment)
	100% coverage of Performance Appraisals (PAs) of employees in scope	ADM	
76. 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	ADM	Head of Education (Curriculum and Attainment)

Delivering the Plan and achieving Best Value			
Resource objective: Provide sound financial stewardship for the council			
Action	**Measures and Timescales**	**Connect Reference/ Links**	**Responsibility**
77. Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery	Cost per primary school pupil	LGBF	Head of Education (Curriculum and Attainment)
	Cost per secondary school pupil	LGBF	
	Cost per pre-school education place	LGBF	
78. 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		Head of Education (Corporate Planning and Support Services)
79. 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		Head of Education (Corporate Planning and Support Services)
	Develop effective solutions, funded via City Deal / Developer Contributions, for early years & primary school estate to meet the increasing pupil population as a result of Community Growth Areas		
80. Ensure the effective financial management of the primary school estate project	Ensure that the Primary Schools Modernisation Programme can be delivered within the agreed budget		Head of Education (Corporate Planning and Support Services)
81. 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		Head of Education (Corporate Planning and Support Services)

Annex 1 Education Resource Organisational Structure



Annex 2

Additional Performance Information

Achievement highlights during session 2016/2017 are detailed in section 4.2. Additional achievements are listed in the table below.

Council Objective 2012-17: Raise Educational Achievement and Attainment	
Resource Objective	**Achievement**
Progress approaches in respect of National Education Priorities	Support for staff was provided by the Curriculum & Quality Improvement Service, and partners including Grounds for Learning, Clyde & Avon Valley Landscape Partnership, Keep Scotland Beautiful, Scottish Natural Heritage, Forest Schools, the Ranger Service, the Scottish Advisory Panel for Outdoor Education and the Royal Highland Educational Trust. This enables opportunities for children to participate in outdoor learning, to improve their health and wellbeing.
Raise Educational Achievement and Attainment	Good progress has been made by schools and services in fully implementing Curriculum for Excellence. Courses and programmes for learners are now increasingly based on a wide range of experiences and outcomes across the key curricular areas.
	The average increase in the performance of school leavers across 8 measures of attainment and achievement was 1.6%.
	The figure for the percentage of pupils gaining 5 or more awards at Level 6 or better (SIMD), increased to 15% and is the highest level recorded in the last 5 years. This measure relates to pupils living in the most deprived areas.
	Approximately 185 additional teachers have been trained in French, Spanish and German during session 2016/2017. Three Modern Languages Assistants have been employed in the authority and they work with children and young people in both primary and secondary schools.
	A number of significant opportunities were taken for children and young people to showcase their achievement in instrumental music including: RSNO Children's Classics Concert and, of particular significance and acclaim, a performance by a pupil from Hamilton Grammar school at the Last Night of the Proms in London.
	Over 1,000 young people have participated in 84 youth work programmes providing support to young people affected by homelessness, unemployment and youth offending. The programmes impact positively on the inequalities young people experience when moving into the labour market.
	300 young people received an achievement award at the annual achievement award ceremony to celebrate children's success held at Hamilton Town Hall, 13 June 2016. Evaluations from the young people showed the impact for them was in terms of their sense of pride, achievement and being valued.

Council Objective 2012-17: Raise Educational Achievement and Attainment	
Resource Objective	**Achievement**
	Good progress continues to me made to support learning and raise attainment through the use of digital technology and through investment in our ICT infrastructure.
	The delivery of high quality continuous professional learning for staff is helping to meet our aim of providing excellent learning and teaching in all of our schools and services.
Progress recommendations to develop Scotland's young workforce	The new Aspire programme commenced 1 September 2016, offering support and aftercare for all young people at risk of not participating in a positive destination. The programme has also enabled a greater capacity for one to one support of vulnerable young people offering employability support for the last 6 months of school and through the transition of moving into education, training or employment once they leave school.

Council Objective 2012-17: Increase involvement in lifelong learning	
Resource Objective	**Achievement**
Deliver services and programmes through the Community Learning and Development Partnership to further improve literacy and numeracy skills among young people and adults	Over 2,200 young people have participated in 159 groups and programmes youth work programmes that improve literacy and numeracy, increasing resilience and personal development. These include Links-2-Life, top frame animation, Cognitive Behaviour Therapy, Money For Life inputs and enterprise groups, in addition to one-to-one work. Innovative programmes provide young people the opportunity to improve literacy and numeracy skills in safe and comfortable environments, supporting their continued education and increasing their resilience.
Increase levels of achievement through learning for young people and adults	Over 1,200 awards have been achieved by young people through Youth Learning programmes and projects. Through participation in Youth Learning programmes, young people have access to nationally recognised awards including: Youth Achievement and Dynamic Youth Awards, Duke of Edinburgh Awards Scheme (Bronze, Silver and Gold), Customer Service Skills, Food Safety Level 2, Cooking on Budget course and, SQA working with others and employability units. These awards provide learning and development opportunities in a range of contexts resulting in young people increasing their confidence, resilience and optimism for the future.

Council Objective 2012-17: Protect vulnerable children, young people and adults	
Resource Objective	**Achievement**
Ensure the current national priorities for vulnerable children and families are addressed	Over 3,000 vulnerable young people have been supported through 218 targeted one-to-one and group work sessions to improve skills for learning, life and work and health and wellbeing.

Council Objective 2012-17: Develop a sustainable Council and communities	
Resource Objective	**Achievement**
Ensure an effective contribution to the Council's Sustainable Development Strategy	South Lanarkshire continues to maintain its 100% registration with Eco-Schools Scotland engaging young people, pupils and the wider community in environmental education

Council Objective 2012-17: Promote participation in cultural activities and provide quality facilities to support communities	
Resource Objective	**Achievement**
Engage children and young people in physical, cultural and social activities	Over 160 pupils attended the Artsnet Festival project in February 2017 which involved 19 establishments, performing to an audience of over 700 people each night.
	Over 120 children participated in a 'Schools of the Future' conference designed to increase skills and confidence in cultural and creative activity.
	The Youth Learning Service continues to deliver innovative lifelong learning opportunities and increase opportunities for access to Mandarin and Chinese cultural activities.

Council Objective 2012-17: Strengthen partnership working, community leadership and engagement	
Resource Objective	**Achievement**
Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation	120 parents and carers attended the Parents Conference on 'supporting children's learning'.

Council Objective 2012-17: Provide vision and strategic direction	
Resource Objective	**Achievement**
Provide vision and strategic direction	A programme of comprehensive support is in place for establishments to engage in rigorous and robust self evaluation using How Good is Our School 4th Edition (HGIOS4). This has included production and distribution of a HGIOS4 Toolkit, presentations at Head Teacher meetings from our Area Lead Officer around the new inspection model and a number of support meetings for those pending inspection.

Additional performance information is also available in the introduction, at Section 4 of this Resource Plan.

Agenda Item

Report

7

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Review of Admissions Policy for Early Learning and Childcare Establishments**

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide an update on the review of the policy for admissions of children into early learning and childcare establishments in South Lanarkshire, including the process and outcome of consultation; and
- to seek approval for the admissions policy and process for the allocation of places to local authority and partner provider establishments from May 2018, to be implemented from the start of the new term in August 2018

2. Recommendation(s)

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

(1) that the priorities for admission to all early years' establishments, as detailed in Appendix 1, be approved;

(2) that the admissions policy and process for the allocation of places to all early years' establishments be implemented from the start of the new term in August 2018;

(3) that the Cross Boundary Inter-Authority Funding Protocol for parents/carers that are requesting Cross Boundary Funding for children aged 3-5 years placed in Private and Voluntary Provision, be noted; and

(4) that the admissions policy for early years' establishments be endorsed and referred to the Executive Committee for approval.

3. Background

3.1. On 31 March 1998, the Education Resources Committee approved a revised admissions policy in light of national policy development. The priorities took account of the new statutory duties of the Children (Scotland) Act 1995 which was implemented in April 1997, ensuring that priority places would be available for 'children in need'.

3.2. The Government issued guidance under the Standards in Scotland's Schools etc Act 2000 which requires Councils to review their admissions policies every two years. The last review was completed in March 2016 and implemented in May of that year.

3.3. The Children and Young People (Scotland) Act 2014 represents one of the biggest changes to children's legislation for over a decade and introduced a new concept of early learning and childcare (ELC).

3.4. The Act placed a number of duties on local authorities in respect of early learning and childcare. The duties include provision of 600 hours for all:-

- 3 and 4 year olds from August 2014
- looked after 2 year olds from October 2015
- 2 year olds who live in workless or job-seeking households known as families seeking work within the Council area from October 2015
- 2 year olds who would be eligible for a free school meal from August 2015

3.5. The Scottish Government outlined the eligibility dates for children aged 3 and 4 years accessing the 600 hours as follows:

- August Intake – child's qualifying birthday must be on or before 31 August.
- January Intake – child's qualifying birthday must be on or before 31 December.
- April Intake – child's qualifying birthday must be on or before last day in February.

Children aged 2 years who are eligible enter following their 2nd birthday

3.6. The current consultation was undertaken from November 2017 and concluded on 9 January 2018 and involved a range of stakeholders, including parents and staff from local authority nurseries, partner nurseries, private nurseries, playgroups and childminders, to evaluate the impact of the current admissions policy in meeting the needs of individual children and their families across South Lanarkshire.

3.7. The main issues to emerge from the consultation exercise outlined in the proposed policy are detailed in Appendix 2. Some of the findings included:

- The majority of responses confirmed the existing priorities with the admissions policy
- Strong opinions were expressed regarding flexible and accessible provision with a minimum of 3 hours but options to be available up to 8 hours. In addition, parents wish to have choices of sessions not only morning or afternoon but more full days of part week
- 'Free at three' – children should start nursery from the first day of the month following their third birthday
- Children who are catchment pupils for a primary school within the Council should be treated in the same way as other children who live in the Council area for early learning and childcare places

3.8. In moving the policy forward for implementation, it will maximise the use of management information and reduce the bureaucracy for managers of nurseries and ensure consistency of approach for local authority and partner nurseries from May 2018. All admissions will be administered from a central early years.

3.9. Inter-Authority Cross Boundary Funding Protocol April 2017.
Children and Young People (Scotland) Act 2014 placed a duty on local authorities to increase the entitlement of all eligible 3 to 5 year old children to 600 hours of early learning and childcare. The Act also asked local authorities to provide an appropriate level of flexibility to allow parents/carers some choice when deciding to access services.

3.10. A significant number of parents/carers are opting for this level of flexibility and choice to meet childcare and family requirements; in particular they are requesting early learning and childcare funding from a local authority that they are not resident in. This is now being referred to as host authorities.

The duty for providing early learning and childcare lies with the authority where a child resides. These authorities are referred to as resident authorities.

3.11. While it is clear there is no legislation requirement for local authorities to accept funding requests from non-residents, Glasgow City Council, East Renfrewshire Council, Renfrewshire Council, Inverclyde Council, East Dunbartonshire Council, West Dunbartonshire Council, South Lanarkshire Council, North Lanarkshire Council, South Ayrshire Council, North Ayrshire Council , East Ayrshire Council and Argyll and Bute Council have collaborated to produce clear guidelines and protocol that support the spirit of the Act and provide parents/carers and families with the opportunity to make such a request.

3.12. Parents/carers can ask a private and voluntary provider working in partnership with any of the named authorities to make a request on their behalf to the host local authority of a child for early learning and childcare funding. The timing of this request is important to ensure it complies with existing host local authority timelines for allocating funding to partner providers.

3.13. An Inter-Authority Cross Boundary Admission Panel, inclusive of representatives from all participating local authorities, will meet in May each year to review funding requests and agree levels of cross boundary funding for the new session, commencing August. Funding requests will be granted in the first instance on a reciprocal basis (i.e. the resident authority will match the host authority with funding requests, therefore, eliminating the need for payment between local authorities.

3.14. Where there is an imbalance of number of children placed between host and resident authorities, negotiation will take place to agree the level of cross boundary funding, with payment rates being invoiced at the rate of the host authority.

3.15. Levels of funding will be agreed within the constraints of resident local authority budgets and all places will be allocated in accordance with an agreed Inter-Authority Cross Boundary Admission Criteria which reflects all authorities' admissions priorities.

4. Proposals

4.1. The proposed admissions policy is outlined in Appendix 1, with the changes highlighted.

4.2. The admissions policy priorities will be used for the allocation of an early learning and childcare place. Once places are allocated, particular patterns of sessions are then matched wherever possible: morning, afternoon or full day.

4.3. Where there are too many requests for the preferred sessions than places available a ballot will be held in line with agreed procedures and places allocated in line with the admissions policy.

4.4. In relation to the proposed priorities for allocation of additional hours, a number of Early Learning and Childcare establishments may be able to offer additional hours and, as we move to implementing 1140 hours, this will increase. It may be that additional hours will be through the phased approach to 1140 hours, free for children who fall within the Council's exemption criteria and paid by other parents. The charge to parents and/or carers for this service is detailed within the Council's Nursery Fees' Policy.

Additional hours will be allocated in accordance with the following priorities:

Priorities	**Category**
Priority 1	All Priority 1 children
Priority 2	Children whose parents and/or carer are in employment or education
Priority 3	All children allocated a place in the nursery including those children returning to nursery for a further year which includes deferred children approved by the Council
Priority 4	All children resident outwith South Lanarkshire Council Area

4.5. The Annual Admissions' allocation is held in May each year. All applications for local authority and partner nurseries are considered with places allocated. Parents are informed of their child's early learning and childcare place in writing by the end of the first week in June each year.

4.6. Applications received after 30 April each year will not be processed until after the full Early Learning and Childcare admission process has been concluded in June each year. This may reduce the choice of Early Learning and Childcare establishment available to parents and/or carers if the nurseries they have chosen are oversubscribed.

4.7. Children will be allocated on a first come, first served basis into any remaining places in accordance with the Admissions Policy criteria.

4.8. If there are no places available at a particular Early Learning and Childcare establishment, then parents and/or carers will be offered an alternative nursery.

4.9. Deferred entry to Primary School
If a parent and/or carer applies for deferred entry to primary school for their child they may be able to access an additional year of funded Early Learning and Childcare. This will only be considered where either of the following apply:

- children whose 4th birthday falls in the January or February of the year they are due to start primary school.
- approval following a central Education Resources' review based on information submitted
- when parent/carers wish to be considered for deferred entry for their child where the 4th birthday falls between August and December and there is insufficient supporting evidence to approve this application, then the Council may approve a deferred year at nursery. However, first choice of nursery or preferred sessions cannot be guaranteed.

4.10. Currently, places for partner providers are allocated and approved centrally although, all heads of local authority establishments are involved in the annual admissions allocation meeting. To ensure greater consistency and equity, a new process will be followed for all early learning and childcare establishments from May 2018 with all admission being administered centrally managed by the early years' service.

4.11. The new process will involve a central meeting with nominated representatives held in May each year to allocate all places – local authority and partner providers. Places will be considered across the 4 geographical localities of the Council, Hamilton, East Kilbride, Clydesdale and Rutherglen/Cambuslang, and will be based on the information held in the NAMS system (Nursery Admissions Management System). The new process will be implemented in May 2018.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. The Nursery Charges Policy will apply to the allocation of nursery places where applicable.

7. Other Implications

7.1. The main risk associated with this report in taking forward the legislative requirements in the Children and Young People (Scotland) Act at this stage is that we still await further additions to the legislation.

7.2. To mitigate the risk, a further evaluation on the impact on the new legislation and the eligibility criteria to determine affordability and sustainability will be monitored.

8. Equality Impact Assessment and Consultation Arrangements

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

8.1. Consultation involved an on-line consultation for all stakeholders from the beginning of November 2017 until 9 January 2018. Focus discussions took place with identified groups.

Tony McDaid
Executive Director (Education Resources)

16 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References

- Education Resources Committee - April 2016

List of Background Papers
None

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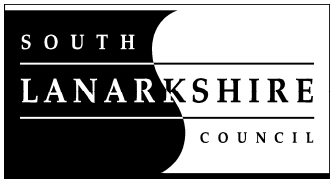

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2 EDUCATION RESOURCES

3 SOUTH LANARKSHIRE COUNCIL EARLY YEARS ADMISSIONS POLICY 2018

Proposed Policy ***Children aged 0-3 years***	***Proposed Policy*** ***Children aged 3-5 years***
Priority 1	***Priority 1***
1 i) Children affected by Abuse Children with additional support needs Looked after and Accommodated Children from birth up 2 years old Children who at any time from the age of 2 years have been a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the home *2 year olds as required by relevant legislation from time to time applying **1 ii)** **eligible 2 year olds resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area**	1 i) Children affected by Abuse Children with additional support needs Children who at any time have been a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the home **1 ii)** **eligible 3 and 4 year old year olds resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area**
Priority 2	***Priority 2***
2 i) New applications (0-3 year olds) **2 ii)** **New applications - eligible 2 year olds resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area**	2 i) Children in their pre-school year – new applications 2ii) Deferred entry children Sept/Dec 2 iii) Transfer application pre-school year children – change in circumstances **2 iv)** **children in their pre-school year resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area**

Priority 3	***Priority 3***
3 i) Transfer applications – change in circumstances **3 ii)** **Transfer applications – change in circumstances - eligible 2 year olds resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area**	3 i) Children in their ante pre-school year – new applications 3 ii) Transfer applications ante-pre-school year – change in circumstances **3 iii)** **children in their ante-school year resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area**
Priority 4	***Priority 4***
4 i) Transfer applications – parental choice **4 ii)** **Transfer applications – parental choice - eligible 2 year olds resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area**	4 i) Deferred entry children: Sept/Dec Parental Choice 4 ii) Transfer application pre-school year children - parental choice 4 iii) Transfer applications ante-pre-school year – parental choice **4 iv)** **children resident outwith South Lanarkshire Council but are within a catchment area of a primary school within the Council Area in 4i, 4ii, 4iii**
Priority 5	***Priority 5***
All children resident outwith South Lanarkshire Council Area	All children resident outwith South Lanarkshire Council Area

The allocation of any place within an early years establishment must be allocated using the following policy in line with the Central Admission Process and in conjunction with the well being assessment provided by the Public Health Nurse. Guidance pertaining to each priority will be contained in guidelines for staff.

- Priorities 1-4 are children who are resident within South Lanarkshire Council Area and those children who are catchment pupils for a Council Primary school
- All children residing outwith the Council no matter the circumstances are considered priority 5
- Eligible children will have access to Early Learning and Childcare regardless of age, gender, race, religion or need.
- Early Learning and Childcare will be provided on a non-denominational basis.
- Children with an identified and supported need (Priority 1) may be offered a place as soon as they reach their qualifying birthday.
- Securing a place in a school nursery class does not guarantee a primary school place within the primary school
- Children deferring entry from Primary 1 and staying at nursery where an additional year of funding has been agreed by the Council are considered returning children

Appendix 2

Consultation Responses

- The majority of responses confirmed the existing priorities with the admissions policy
- It was noted that children who are catchment children for primary schools within the Council should have greater status than children who are non catchment children
- A significant level of response (86%) confirmed that Early Learning and Childcare (ELC) sessions should operate for a minimum of 3 hours
- Strong views expressed the opinion for a greater focus and support for working parents and also those involved in or trying to engage in training or study particularly in relation to the costs of childcare which currently are a barrier to access
- Strong opinions expressed the need for full day provision to be available as a choice for parents rather than morning or afternoon sessions
- A majority of views expressed would prefer local nursery classes to operate 9am to 3pm to coincide with older children school hours but also to provide support for parents
- 71% of parents supported longer hours within 38 weeks with 29% of parents seeking 52 week provision. A further breakdown of the 71% identified that 39% of parents confirmed their wish for 38 week provision of longer hours with 32 % wishing longer hours but also additional weeks, e.g., 40 or 42 weeks depending on work commitments. The 32% felt 52 week provision is too much and costly when they do not require it.
- 7% of parents responding confirmed that at this time they would not wish to use the proposed ELC increased hours of 1140 however the remaining 93% would use the new entitlement
- Strong opinions were expressed regarding flexible and accessible provision with a minimum of 3 hours but options to be available up to 8 hours. In addition, parents wish to have choices of sessions not only am or pm but more full days of part week
- Siblings within the same family where possible should be allocated places in the same nursery
- Siblings within the same family where possible should be allocated the same session, e.g., morning or afternoon
- working parents and also those involved in training or study should be allocated full day or additional hours before other parents wishing additional hours
- Twins or multiple births (triplets) within the same family should be allocated places and the same sessions in the same nursery?
- Children should attend one provision for their funded place
- Once children are allocated the entitled hours additional hours, requests for additional hours detailed on the application form should then be considered and where there is insufficient hours to accommodate all requests then a ballot should be held.
- New applications for children in their pre-school year should get priority over transfer applications
- 'Free at three' – children should start nursery from the first day of the month following their third birthday
- nursery places continue to allocate places in accordance with parental choice and that nurseries should not operate 'catchment areas'
- Children who are catchment pupils for a primary school within the Council should be treated in the same way as other children who live in the Council area for early learning and childcare places
- All children residing outwith the Council and not considered catchment children for a Council primary school should be considered priority 5 no matter the circumstances

- The majority of responses confirmed that children should attend for a minimum of three sessions and be encouraged to use the 600 hours free early learning and childcare
- Funding cannot be split between nurseries within, or outwith, the Council
- The settling period for children starting nursery should be no longer than two weeks and in agreement with Parents
- Where Parents are not allocated their first choice nursery, then the second or third choice should be considered either in local authority or partner nurseries. Should Parents, in these circumstances, wish to submit a transfer application for consideration at their first choice nursery, the application should be considered as a 'change in circumstances'

Some of these areas for action are reflected in the review of the Admissions Policy.

SOUTH LANARKSHIRE COUNCIL

Report

Agenda Item
8

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Update of Education Resources' Risk Register and Risk Control Plan**

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide an update on the Risk Register and Risk Control actions for Education Resources

2. Recommendation(s)

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

(1) that the contents of the Resource Risk Register be noted;
(2) that it be noted that the outstanding Risk Control Actions will be progressed by relevant officers.

3. Background

3.1. The Council's Risk Management Strategy 2016 to 2019 promotes consideration of risk in service delivery, planning and decision making processes. The Strategy requires Resources to record and review risks and control actions regularly. Education Resources follows this guidance in developing, monitoring and updating the Resource Risk Register on an ongoing basis.

3.2. The purpose of the Register is to ensure that the Resource is fully aware of its top risks, that these risks are prioritised and that controls are in place to eliminate or minimise the impact of these risks.

3.3. The Resource scores these risks in accordance with the Council scoring mechanism based on likelihood and impact. This results in risks being scored between one and nine (low – high).

3.4. All risks will have an inherent score (risk if we do nothing) and a residual score (risk after applying controls).

3.5. The last update of the Education Resources' Risk Register was reported to the Education Resources Committee on 22 November 2016.

3.6. The Council's top Risk Register and Risk Control Plan has been reviewed.

3.7. The Central Risk Management Team review annually Resource compliance with the Council's Risk Management Strategy. The outcome of the 2016/2017 review identified that Education Resources achieved 100 % compliance, with a score of 42 out of a possible 42 areas.

4. Resource Risk Management Group

4.1. Each Resource has a Resource Risk Management Group which has responsibility for the promotion and management of risk.

4.2. The Education Resources' Risk Management Group meets on a quarterly basis as part of the Education Resources' Health and Safety Joint Strategy Group.

4.3. The work of the group over the last year has focused on the review and update of the Resource Risk Register, and ensuring that the Register reflects the improvement planning process.

5. Risk Register

5.1. The Resource Risk Register has now been reviewed and updated. The update takes account of risks at a Service level as well as strategic Council risks.

5.2. The Resource Risk Register is monitored on an ongoing basis to allow any new risks to be added and for the control measures and scores of the existing risks to be reviewed in light of any new information or developments.

5.3. Risks can result from internal or external influences including, for example, the impact of projected funding cuts, legislative changes or the impact of internal Service changes.

5.4. The development process for the Resource Plan requires a risk assessment process to be undertaken, as appropriate, resulting in some actions within the Resource Plan having a corresponding risk identified within the risk register.

5.5. The main changes to the risk register are summarised below:

- New risks added in respect of:
  - Potential Governance gaps in relation to Pupil Equity Funding (PEF)
  - Failure to adequately prepare for early years' expansion
  - Procurement practice fails to meet statutory requirements
  - Failure to work with key partners to achieve the outcomes of the Local Outcome Improvement Plan (LOIP)
  - Promote Positive Behaviour – in terms of increased reporting of 'violence at work' incidents ensure supports are in place to support employees and look at preventative strategies.

5.6. Risks scored seven to nine are considered to be high risks and these are monitored closely. Top risks identified for the Resource, i.e. those that are residually scored as being high, are attached at Appendix One.

5.7. A clear link has now been made to the Council's top risks. Top risk rankings and Resource specific risk implications are noted within the appendix.

5.8. Risks evaluated residually as being medium or low risk will be monitored to ensure that they continue to be adequately managed.

6. Insurance Hotspots

6.1. A review of claims carried out for the period 1 April 2014 to 31 September 2016 identified the following insurance hotspot areas for Education Resources:

- Claims recovery for property damage by third parties
- Water damage
- Falls from height
- Defective playground equipment

6.2. The following progress has been made with actions included in the action plan:

- Procedure in place for property damage reclaim
- Audit of water expansion valves in new schools
- Safe System of Work on working at height issued to all employees
- Procedure in place for regular playground inspection

6.3 A separate action plan has been agreed and actions to mitigate hotspot areas will be progressed over the forthcoming year.

7. Scope and appetite for risk

7.1. South Lanarkshire Council aims to be risk embracing, that is it will accept a tolerable level of risk in seeking service efficiencies and in agreeing control measures.

7.2. The level of risk facing the Council is measured both before (inherent risk) and after (residual risk) consideration of controls. The Council should never carry a high residual risk exposure as this would indicate instability, but a low residual risk exposure should also be avoided as this indicates lack of innovation.

7.3. South Lanarkshire Council's ideal risk exposure should be consistent with an acceptable tolerance of:

- No more than 20 per cent of residual risks at a high level
- Around 40 per cent to 50 per cent of residual risks at a medium level
- Around 30 per cent to 40 per cent of residual risks at a low level

7.4. Education Resources risk exposure is detailed in Table 1 below:

Table 1 – Education Resources' Risk Exposure

Residual risk score	Number of risks	Percentage of risks
High (7, 8 or 9)	4	22%
Medium (4, 5, or 6)	6	33%
Low (1, 2, or 3)	8	45%
	18	100%

7.5. Table 1 shows that Education Resources' risk exposure is broadly in line with the ideal profile outlined in para 7.3 above.

7.6. Education Resources has ensured that all inherent risks scored at a high level have cost effective control measures in place. Where further control measures are required, these are included within the Resource risk control plan.

8. Risk Control Actions

8.1. All risk control actions due for delivery between April and September 2017 have been completed on time.

8.2. Progress with completion of Resource Risk Control Actions is monitored on a monthly basis by the Central Risk Management team. This is also reviewed by the Resource Risk Group.

8.3. Any outstanding actions to mitigate risks within the Risk Control Plan will be progressed by the relevant officers.

9. Major projects, partnerships or change

9.1. Within Education Resources, five major partnerships have been identified (schools' modernisation primary programme, schools' modernisation secondary programme, Strathclyde Partnership for Transport, RM provision of managed ICT services and Early Years' Partner Provider framework). Mainly due to the high level of finance, all are considered to have a high inherent risk but robust control measures mean all have been assessed as having a low residual risk.

9.2. Appropriate risk management arrangements are in place for the high level partnerships.

10. Next steps

10.1. The Resource Risk Management Group will continue to meet on a quarterly basis. The risk register will be reviewed on an ongoing basis by the group to ensure that risks remain valid for the appropriate Service areas and to identify new areas of risk that affect the Resource. An update report will be provided to Committee on an annual basis.

11. Employee Implications

11.1. Time will be required by the Resource Risk Management Group in the management of the Resource Risk Register and Risk Control Plan.

12. Financial Implications

12.1. During the year, if any new initiatives are identified which would help mitigate any particular risk faced by the Resource, some financial assistance may be sought from the Risk Management Fund. This is managed through a bid being submitted and assessed against set criteria.

13. Other Implications

13.1. Failure to demonstrate that risk is actively considered and managed may lead to avoidable financial loss, but could also affect the delivery of services and affect the public reputation and credibility of the Resource.

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

14. Equality Impact Assessment and Consultation Arrangements

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

14.2. Consultation on the content of this report has been undertaken with members of the Education Resources Risk Management Group.

Tony McDaid
Executive Director (Education Resources)

15 January 2018

Link(s) to Council Values/Ambitions/Objectives
- Accountable, effective, efficient and transparent
- Ensure schools and other places of learning are inspirational

Previous Reference
- Education Resources Committee – 22 November 2016

List of Background Papers
- Risk Register

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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E-mail: des.dickson@southlanarkshire.gov.uk

Appendix One

Education Resources Risk Register (as at September 2017)
Extract of risks with residual score seven, eight and nine

Risk	Inherent score	Sample of controls	Residual score
Reduction in Council funding, resulting in difficulties maintaining front line services **(Council Top Risk)** • Reduced scope for efficiency savings • Increased risk to the delivery of core functions • Restricted ability to manage necessary change	9	• Embedded structure and systematic approach to savings identification • Robust processes in place to ensure effective partnership working with Finance Services • Comprehensive Asset Management Planning procedures • Impact of rising inflationary pressures mitigated within PPP contracts	8
Failure to maintain the required pupil/teacher ratio **(Council Top Risk)** • Potentially inadequate numbers of teachers recruited to meet increased pupil numbers. • Increased difficulty providing absence cover • Possible financial penalty and risk to the Council's reputation	9	• Embedded structure and systematic approach to planning for increases in pupil numbers • Robust processes in place to ensure effective partnership working with Headteachers, Support Services, Quality Improvement Officers and Personnel Services • Good governance arrangements around class configuration to ensure the effective and efficient deployment of teachers • Ongoing review of recruitment procedures for class teachers taking account of national initiatives including Governance Review	8
Lack of capacity and skills to meet increased service demands **(Council Top Risk)** • Reduced levels of staffing and employee development • Reductions in appropriately trained employees leading to poor performance, ineffective change management, reduced levels of provision, establishment closures, unsafe working	9	• Resource Learning and Development Board adopts an extensive and consistent framework for employee development across all sectors via a comprehensive Learning and Development Plan • Workforce and succession planning takes account of the need to promote leadership	7

Risk	Inherent score	Sample of controls	Residual score
practices, low morale and stress.		at all levels • An embedded and well established programme of self-evaluation is in place across all establishments • Extensive and effective partnership working with trade union colleagues through a range of formal and informal mechanisms. • The Resource works closely with corporate lead officers in relation to Health, Safety and Wellbeing • A Resource Stress Action Plan	
Failure to work with key partners to achieve the outcomes of the Local Outcome Improvement Plan **(Council Top Risk)** • Residents in identified data zones and rural communities not receiving any improvements including education. • Lack of positive outcomes results in increased pressure on existing services and Partner services. • Damage to the Council's reputation	9	• Educational outcomes are monitored continuously at primary and secondary levels and actions are taken by Curriculum and Quality Improvement Service to address any emerging issue within individual establishments. Attainment levels are progressing across both the primary and secondary sectors. • Schools and establishments are working to take forward priorities within the National Improvement Framework to raise attainment in literacy and numeracy, close the equity gap and provide more positive destinations. The HGIOS4 toolkit has been provided to all establishments to support self-evaluation and improve outcomes for learners. • A range of partnership arrangements with parents/carers and other stakeholders. • A Parental Involvement Strategy and Communication and Consultation Policy providing opportunities for parents/carers to become more involved in their child's learning.	7

Risk	Inherent score	Sample of controls	Residual score
		• Strong engagement with the LOIP process (Community Planning / SOA). Links to Neighbourhood/Locality Plans / Rural Taskforce.	

SOUTH LANARKSHIRE COUNCIL

Report

Agenda Item

9

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**West Partnership Update**

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide an update on the progress of the West Partnership and the initial improvement plan.

2. Recommendation(s)

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

(1) that the content of the initial improvement plan of the West Partnership be noted; and

(2) that regular updates on progress within the partnership be submitted to future meetings of this Committee.

3. Background

3.1. On 8 November 2017, the Executive Committee considered a report by the Executive Director (Education Resources) on Education Improvement Collaboratives (IC) and approved:-

- the agreed Scottish Government/COSLA position on IC
- officer participation in the West Partnership

3.2. Since that time, the Directors/Heads of Service have continued to meet and have developed an initial improvement plan. The structure and role of the Partnership aligns with the guidance issued in the Education Governance Strategic Report from the Scottish Government, Education Scotland, SOLACE, ADES and COSLA.

3.3. In seeking to develop the initial improvement plan, the Partnership, as agreed by the Glasgow City Region Cabinet, has been focusing on three priorities:

- Improvement
- Early Learning and Childcare
- Learner Journey

In addition, in October 2017, lead officers were agreed: Mhairi Shaw (ERC) as Regional Lead Officer; Maureen McKenna (GCC) as Improvement Lead; Laura Mason (WDC) as Early Learning and Childcare Lead; and Tony McDaid (SLC) as Learner Journey Lead. With the agreement of the Chief Executives, Graeme Hay was appointed as the Policy Officer to support the Partnership.

3.4. The development of the Partnership has sought to emphasise the importance of maintaining local democratic accountability through the regional partnership, with the Partnership seeking to enhance and support the existing improvement measures being implemented by education authorities.

4. Initial Improvement Plan

4.1. The West Partnership, along with the other regional improvement collaboratives across Scotland, is required to submit an initial improvement plan to the Chief Inspector of Education Scotland by the end of January 2018.

4.2. The initial improvement plan (appendix 1) seeks to complement and enhance the existing work being undertaken by the eight partner authorities. However, it is recognised that it will remain draft and will continue to evolve as the West Partnership extends its engagement activity to include more and more staff across the eight authorities.

5. Progress

5.1. In December 2017, Tony McDaid (South Lanarkshire Council) chaired a group of senior representatives, including headteachers from the eight authorities to discuss how to take forward the Learner Journey theme. The group's initial discussions focused on how the Partnership can:-

- extend and enhance the support that authorities provide to schools in order to support learning, particularly in literacy and numeracy
- share and build on examples of excellent practice
- consult with key groups to identify the areas that require greatest support for schools and teachers

5.2. In January 2018, Maureen McKenna (Glasgow City Council) chaired a group of senior representatives from the eight authorities to discuss how to take forward the Improvement theme.

5.3. Laura Mason (West Dunbartonshire Council) met with the already established early years' managers group and is working with them to extend their work.

5.4. From these meetings, actions are being developed. For example, it has been agreed that Education Scotland will develop a programme of support on improvement, such as, preparation for inspection and evaluative writing, which will be offered across the eight authorities in a planned and purposeful way.

5.5. As these actions develop further, updates will be provided to the Education Resources Committee.

5.6. In January 2018, the first meeting of the Education Convenors' Group took place. At this meeting, it was agreed that the Chair of the Convenors Group would be Councillor Jim Patterson, Renfrewshire Council.

5.7. It was also agreed that the Education Convenors' Group would initially meet on a quarterly basis and updates on progress within the Partnership discussed.

6. Employee Implications

6.1. There no employee implications arising from the recommendations in this report. Further information will be provided at a future date.

7. Financial Implications

7.1. There no financial implications arising from the recommendations in this report.

8. Other Implications

8.1. There are no significant risk implications in terms of the information contained within this report.

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

9. Equality Impact Assessment and Consultation Arrangements

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

9.2. Further consultation will take place before the end of the school session 2017/2018 with a range of stakeholders.

Tony McDaid
Executive Director (Education Resources)

16 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Raise educational achievement and attainment.

Previous References

- Executive Committee – 8 November 2017

List of Background Papers

- None

Contact for Further Information

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

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Foreword

As the Chair of the Glasgow City Region Education Improvement Collaborative, I am proud to present our initial Regional Improvement Plan, prepared for submission to the Chief Inspector of Education Scotland.

The establishment of regional improvement collaboratives across Scotland represents a step change in how local authorities, all over the country, seek to work together to bring about educational improvement. There are unquestionably challenges in seeking to align the views and priorities of different authorities, often with varying circumstances; however, we must recognise the strength that is to be achieved from co-operation across our region.

The Glasgow City Region Education Improvement Collaborative, known as the West Partnership, brings together authorities from across the Glasgow City Region, each with their own unique identity and aims. Through the development of the following plan, we have sought to reflect the aspirations of each, working closely with and drawing on the expertise of officers and staff in schools and centres from across the region, to deliver a truly ambitious plan.

The aim of the West Partnership is clear. We want to ensure we bring about excellence and equity in education across the entire region.

The Glasgow City Region is hugely varied, ranging from some of the highest performing schools in the country, to some working in the most challenging of circumstances. In a compact geographical area, with a significant proportion of Scotland's population, there can be huge gulfs in the educational outcomes of our children and young people.

This is not a new problem.

The challenges that many schools face across our region have long been recognised, but the gap doesn't simply exist in the relative performance of authorities, it exists at every level, across every learning community, every school and, indeed, across every classroom.

This plan represents the first steps in our journey to tackling the challenges that exist. It sets out our initial actions, under three identified priorities, measuring them against draft indicators to ensure we are making progress. If we are serious about closing the gap we must be serious about the difference we want our plan to make. Through a robust monitoring and evaluation process we will seek to record the impact of our plan to ensure we are improving the learning opportunities for our staff and the learning outcomes for our children and young people.

We also recognise the links that exist for the future economic prosperity of the Glasgow City Region. The Glasgow City Region Economic Strategy makes clear the skills and knowledge that our future workforce will require – education is key to its delivery. Ensuring our children and young people get the right start in life now will drive the economic growth of our region in the future.

Together, the West Partnership is ambitious in its plans to close the gap. Every child should be able to fulfil their potential and have the opportunity to do so. All 8 authorities share the aims set out in this plan and are committed to driving the actions required to ensure that, across the region, we can all seek to deliver excellence and equity in education.

CONVENER

1. Context

1.1. The following Improvement Plan from the Glasgow City Region Education Improvement Collaborative (GCREIC) has been developed following the guidance issued in the Education Governance Strategic Report from the Scottish Government, Education Scotland, SOLACE, ADES and COSLA.

1.2. It is recognised that the Scottish Government's ongoing consultation on the forthcoming Education Bill will likely impact on the role of the Regional Improvement Collaboratives

across Scotland and, where possible, the GCREIC has sought to reflect the potential for future change in the development of this initial plan.

1.3. Additionally, the timing of actions that will be undertaken by the GCREIC have sought to align with the draft proposals already issued by the Scottish Government to ensure the collaborative is prepared for any future changes.

2. Introduction

2.1. The Glasgow City Region Education Improvement Collaborative (GCREIC), known as the West Partnership, is one of six Regional Improvement Collaboratives established across Scotland in response to the Scottish Government's education governance review undertaken throughout 2017.

2.2. The West Partnership brings together eight local authorities who, collectively, make up the Glasgow City Region; East Dunbartonshire Council (EDC), East Renfrewshire Council (ERC), Glasgow City Council (GCC), Inverclyde Council (INV), North Lanarkshire Council (NLC), Renfrewshire Council (REN), South Lanarkshire Council (SLC) and West Dunbartonshire Council (WDC). The profile of each council area is diverse with East Dunbartonshire and East Renfrewshire being two of the most affluent areas in Scotland and with many of the country's least affluent areas in Glasgow, North Lanarkshire, West Dunbartonshire, Inverclyde and large areas of Renfrewshire – all of which are 'Challenge Authorities' within the Scottish Attainment Challenge. The Partnership sits across three regions as defined by the Developing the Young Workforce – Scotland's Youth Employment Strategy (DYW) and across three college regions; Glasgow City; West College Scotland; and, Lanarkshire.

2.3. The GCREIC was formally constituted through the August 2017 meeting of the Glasgow City Region Cabinet and subsequently through each authority's governance arrangements. Three initial priorities have been agreed upon: quality improvement; early learning and childcare; and the learner journey, each of which sit well with local and national priorities, the region's economic strategy and the National Improvement Framework.

2.4. Regional Lead Officer Mhairi Shaw (ERC) and senior officers have been appointed to lead on the formulation of the Improvement Plan and each of the priorities: Maureen McKenna (GCC) to lead on Improvement; Laura Mason (WDC) to lead on Early Learning and Childcare; and Tony McDaid (SLC) to lead on the Learner Journey.

2.5. As agreed at the Glasgow City Region Cabinet and subsequently between Scottish Government and CoSLA, the Partnership and its work will complement each member's Local Improvement Plan ensuring that it offers "additionality" to schools and nurseries. For example, since five of the eight local authorities are "Challenge Authorities" and a sixth has "Challenge Schools", each has developed specific plans to raise attainment and close the poverty related attainment gap, there is no need for the GCREIC's Improvement Plan to replicate this work. However, there is the opportunity to share and learn from best practice in raising attainment across all eight member authorities. As such the Partnership has focused on where they each would benefit from collaboration to bring about improvement for all.

2.6. We note at this time the national consultation on an Education Bill, which, depending on the outcome, could change the parameters within which the Partnership will plan for improvement and operate. However, since August 2017, the Partnership has been developing the initial Improvement Plan, in line with national guidance, with the intention that it will be updated annually following an evaluation of its progress and impact, both of which will be reported regularly to the Glasgow City Region Education Committee (see 3.2).

2.7. The early work of the partnership has enabled the establishment of networks across the region and lead officers have sought to work with existing groups, where these are in place, in developing the initial Improvement Plan, focussing on the three priority areas; a group has been formed which will establish indicators and systems to gather evidence to measure the impact of the Partnership's work and progress of the Improvement Plan.

3. Governance

3.1. Through the development of the GCREIC there has been a continued strong emphasis on the need to ensure local democratic accountability. On being established by the Glasgow City Region Cabinet in August 2017, it was agreed that the Glasgow City Region Education Committee would be constituted, providing oversight and support to the GCREIC.

3.2. Membership of the Committee will consist of Education Conveners or equivalent (or an appropriate substitute) from each of the local member authorities.

- East Dunbartonshire Council – TBC (Jan 2018)
- East Renfrewshire Council – Councillor Paul O'Kane
- Glasgow City Council – Councillor Chris Cunningham
- Inverclyde Council – Councillor Jim Clocherty
- North Lanarkshire Council – Councillor Frank McNally
- Renfrewshire Council – Councillor Jim Paterson
- South Lanarkshire Council – Councillor Katy Loudon
- West Dunbartonshire Council – Councillor Karen Conaghan

3.3. It will be the role of the Committee to consider and endorse the Improvement Plan and receive and scrutinise reports on the progress of the plan and its impact. The Terms of Reference for the Glasgow City Region Education Committee have been agreed through the City Region Cabinet and it is envisaged that the Committee will meet, as a minimum, twice annually – a summer meeting to agree the Improvement Plan, following the process set out above, and in January to discuss the development of the Improvement Plan and receive updates.

3.4. The Chair of the Committee, to be selected from amongst its membership, and the Regional Lead Officer, Mhairi Shaw, will report as required on the work of the GCREIC to the Glasgow City Region Cabinet, providing oversight of actions.

3.5. The associated actions and improvement plans of each local education authority will continue to be overseen through existing governance arrangements, maintaining local government accountability for the delivery of education services to each community and council area. This approach also allows for the very good partnership working already established in each council for children's services to continue to contribute positively to the wellbeing of children and families and in so doing, support educational improvement.

4. Aims of the GCREIC

4.1. GCREIC is committed to ensuring that all learners have access to consistently high quality learning experiences that lead to improved outcomes across all measures. Through the following improvement plans, and as indicated above, the Partnership seeks to build on the existing work being undertaken by member authorities, through their own plans.

4.2. Specifically, within each of the priority areas, the GCREIC has outlined the following aims:

4.2.1. Quality Improvement

- Systems in place which support schools and nurseries to improve continuously
- Data is being used across the region to bring about sustained improvement.

4.2.2. Early Learning and Childcare

- All children have equal access to high quality Early Learning and Childcare experiences
- Early Learning and Childcare service delivery is shaped to meet the needs of children and families in the context of flexibility, quality, affordability and accessibility.

4.2.3. Learner Journey

- Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports children and young people to develop skills for learning, life and work.

5. Improvement Plan Development

5.1. The GCREIC's initial Improvement Plan has been prepared as three driver diagrams, one for each of the priority areas, setting out the range of critical activities proposed to deliver on the aims of the collaborative set out above.

5.2. The priorities outlined in the GCREIC Improvement Plan align with the Scottish Government's National Improvement Framework drivers, seeking to deliver a cohesive system of improvement support and to complement the existing improvement actions of individual member authorities.

5.3. This initial Improvement Plan is wide in scope and is designed to serve as a three year plan, 2017 – 2020, with an annual monitoring and revision process being built in to the GCREIC's own governance structures. The use of three year plans enables the Improvement Plan to be wide in scope and, given this new, more formal way of working, enables evaluation of the effectiveness of the initial plan across a multi-year period.

6. Future Plan Development

6.1. GCREIC is committed to ensuring that stakeholders from across the region can contribute to the development of the work of the collaborative, in particular the development of the Improvement Plan. In particular, the GCREIC is committed to engaging with schools across the region, ensuring coherence between the improvement plans of individual schools and the regional Improvement Plan as set out in this document, each reflecting the annually updated National Improvement Framework and Improvement Plan.

6.2. The Glasgow City Region represents a significant proportion of the Scottish population, significantly larger than comparator Regional Improvement Collaboratives. There are 773 schools across the region, in addition to the hundreds of Early Years settings, both local authority and partner providers. Consulting with such a large number of individual settings will present numerous challenges and it is not possible to have this completed for the initial Improvement Plan.

6.3. It is envisaged that the GCREIC future Improvement Plans, and revisions to the existing Plan, will consult with the schools across the region on an ongoing basis, being informed by and complementing their own individual Improvement Plans which will reflect the priorities and drivers as set out in the National Improvement Framework.

6.4. The following process has been identified for future plan development and revision:

Period	Action	Outcome

December	Publication of the Scottish Government's annual National Improvement Framework (NIF)	Informs the development of individual local authority improvement plans (LIP) and school improvement plans (SIP) within each of the eight partner authorities.
Jan – March School Term	Individual local authorities and schools develop improvement plans taking account of the Scottish Government's NIF	SIP priorities feed into the GCREIC Improvement Plan, complementing LIPs
April – Summer School Term	GCREIC develops an Improvement Plan, in preparation for the coming school year	The GCREIC Improvement Plan endorsed by the June meeting of the Regional Education Committee and submitted to Education Scotland.

6.5. In addition, the GCREIC proposes to engage with a number of additional stakeholders from across the education sector, including HE and FE establishments, Trade Unions, Education Scotland and the Care Inspectorate.

7. Resources

7.1. The initial Improvement Plan sets out a number of critical activities, many of which will require a significant staff resource. An initial scoping exercise is underway to identify the resources available across all eight partner local authorities. This consists of staff who provide quality improvement support and challenge to schools, and school staff, including those who are Associate Assessors with Education Scotland. It is also expected that Education Scotland will support the work of the Partnership.

7.2. The Partnership will seek to utilise the existing expertise that exists across the eight partner authorities' existing workforce. It is anticipated that a cost sharing mechanism will be established at an early opportunity to ensure that no one local authority is being overburdened. This approach will ensure that all staffing costs are apportioned across the eight partners.

7.3. It is recognised that a longer term solution will have to be developed to ensure that strain is not placed on existing resources across the partner authorities. It is proposed that a request for additional funding be made to the Scottish Government to support the operation of the West Partnership. Such a bid will be prepared and shared with the Convener of the Regional Education Committee before submission to the Scottish Government with the plan by the due date of 30 January 2018.

8. Next Steps

8.1. Each of the subsequent driver diagrams, one for each of the priorities, sets out a number of key activities to be undertaken to achieve the GCREIC's initial aims.

8.2. In addition to the key activities, it is also recognised that there will require to be a number of systems established to enable the GCREIC to work in supporting improvement across the 8 member authorities.

8.3. The Partnership will seek to identify an appropriate method in which schools and staff will be able to access the support available. The demands for this support will increase as the role and scope of the Partnership becomes more widely known.

8.4. It is anticipated that an appropriate IT solution be developed, enabling schools and staff to access courses and training opportunities, as well as drawing on best practice and other kinds of support that we will seek to make available.

Theme	Intermediate Outcome *We will know we are making good steps along the way WHEN....*	Our contribution *So we need to ...*	Critical Activities *By.....*
Improvement	There are systems in place across the region which support schools and nurseries to improve continuously	• Improve approaches to self-evaluation and continuous improvement among all services. • Increase opportunities for the sharing of good practice in learning and teaching across local authorities, schools and nurseries. • Provide high quality CLPL. • Improve leadership of change. • Ensure high quality HR advice guidance is available and consistent across the region.	• Working with schools, devise a system which ensures guidance, support and opportunities to drive improvement is available. • Building capacity of staff and establishing a self-improving system, verified by internal and external quality assurance, ensuring an intelligence-led approach to support and challenge. • Reviewing aspects of pupils' experiences across the region starting with Early Level learning in 2018. • Shaping and delivering CLPL opportunities across the region reflecting demand as indicated by data / other indicators. • Devising a programme which encourages and facilitates collaboration amongst schools across the region based on professional enquiry, including sharing best practice in closing the poverty related attainment gap. • Developing a programme to improve leadership at all levels of the system. • Reviewing all LNCT agreements to share best practice. • Training school senior managers in application of LNCT agreements to bring
	Data is used across the region to bring about sustained improvement	• Measure performance at regional, local authority and school / nursery level using key equity data • Ensure data is used intelligently at all levels to drive improvement	• Identifying data available and current performance to establish baselines and develop a range of key performance measures and targets. • Targeting support at local authority and school level • Delivering training for local authority and school staff on the effective use / analysis of data; planning for improvement; and, writing evaluatively.
	Critical Indicators 1. % of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy and numeracy 2. % of S3 pupils achieving third level or better in literacy and numeracy 3. % of S5 pupils achieving 1 or more awards at SCQF Level 6 or better 4. % of S6 pupils achieving 5 or more awards at SCQF Level 6 or better. 5. % of school leavers achieving SCQF Level 5 Literacy and Numeracy 6. Average complementary tariff score of leavers (Stretch aim targets based on SIMD deciles) 7. Evaluations of professional learning opportunities provided to staff 8. % of establishments evaluated as good or better for leadership of change through Education Scotland inspections, regional reviews and establishment self-evaluation		

	Indicator	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
I.1	% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Baselines to be established				
I.2	% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy					
I.3	% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)					
I.4	% of S3 pupils achieving third level or better in numeracy					
I.5	% of S5 pupils achieving 1 or more awards at SCQF Level 6 or better					
I.6	% of S6 pupils achieving 5 or more awards at SCQF Level 6 or better					
I.7	% of school leavers achieving SCQF Level 5 Literacy and Numeracy					
I.8	Average complementary tariff score of leavers (Stretch aim targets based on SIMD deciles)					
I.9	Evaluations of professional learning opportunities provided to staff					
I.10	% of establishments evaluated as good or better for leadership of change through Education Scotland inspections, regional reviews and establishment self-evaluation					

Theme	Intermediate Outcome *We will know we are making good steps along the way WHEN....*	Our contribution *So we need to ...*	Critical Activities *By.....*
Learner Journey	Schools across the region are delivering a cohesive and consistently high quality curriculum which has a range of pathways and supports children and young people to develop skills for learning, life and work.	• Improve specialist curriculum support to schools and nurseries. • Provide high quality opportunities for staff to develop curricular delivery to meet the needs of all learners. • Improve the design, alignment and cohesion of the learner journey at key points of transition. • Work to widen the access to Higher Education, especially for under-represented groups of learners. • Ensure the curriculum is aligned with the future employability and skills needs of the City Region.	• Identifying resources and expertise across all eight authorities and Education Scotland. • Consulting with key groups to identify areas that require greatest support. • Building on existing local models of practice, provide CPD which will support staff to design the curriculum to ensure it is relevant to the needs and interests of pupils. • Extending opportunities for professional collaboration and sharing of best practice across the Partnership. • Focussing on support for high quality learning, teaching and assessment across curricular areas within the BGE and Senior Phase. • Developing the use of digital technology to support the sharing of practice. • Extending the range of moderation and assessment activities for school leaders and class teachers. • Improving approaches to monitoring and tracking pupil performance at every level to ensure curriculum continuity. • Take forward the recommendations from *A Blueprint for Fairness* from the Widening Access Commission. • Working closely with the City Region teams to identify the skills needed to deliver sustained economic growth. • Work with DYW partners to improve the range of curricular pathways for young people following an audit of the range of courses available in the Senior Phase

Critical Indicators

1. Primary exclusion rates
2. Secondary exclusion rates
3. Primary attendance rates
4. Secondary attendance rates
5. Initial and sustained school leaver destinations of senior phase pupils
6. % of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation
7. Evaluations of professional learning opportunities provided to staff

Learner Journey Theme - Indicators

	Indicator	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
L.1	Primary exclusion rates (rates per 1000 pupils)	Baselines to be established				
L.2	Secondary exclusion rates (rates per 1000 pupils)					
L.3	Primary attendance rates					
L.4	Secondary attendance rates					
L.5	Initial and sustained school leaver destinations of senior phase pupils (Target based on % in positive destinations)					
L.6	% of establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation					
L.7	Evaluations of professional learning opportunities provided to staff					

Theme	Outcome *We will know we are making good steps along the way WHEN....*	Our contribution *So we need to ...*	Critical Activities *By.....*
Early Learning and Childcare	All children have equal access to high quality Early Learning and Childcare experiences. ELC service delivery is shaped to meet the needs of children and families in the context of flexibility, quality, affordability and accessibility. **Critical Indicators** 1. % of children achieving their West Partnership defined milestones when starting school. 2. % of ELC establishments being confirmed as good and above as part of the regional Validated Self-Evaluation process. 3. % of ELC establishments evaluated as good or better for leadership of change , quality of staffing through Education Scotland inspections, Care Inspectorate reports, regional reviews and establishment self-evaluation. 4. % of ELC establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation. 5. Evaluations of professional learning opportunities provided to staff. 6. % uptake of 1140 hours.	Build Leadership Capacity Develop Curriculum, Learning and Teaching across all environments Source, develop and support the ELC workforce	• Supporting early learning and childcare settings to revisit practices in self-evaluation and self-improvement. • Creating a Quality Assurance Framework based on regional validation which provides support and challenge to all early learning and childcare settings (including Partner Providers, Childminders, Community Led and Local Authority) to achieve consistently high standards. • Supporting staff to provide a curriculum which is well matched to the stages of development of babies, toddlers and young children. • Providing guidance on curricular elements affected by the increase in entitlement to 1140 hours, e.g. structure of the day, core period, embedding learning. • Ensuring continuity and progression in learning across blended placements and early level, including Primary 1. • Promoting greater use of the physical estate – focusing on increased no. of children - lunch provision, flexible areas, using community resources, etc. • Establishing and promoting West Partnership's strategic approach to outdoor learning. • Creating and implementing consistent tools to track and monitor progress in communication, early language, mathematics and health and wellbeing. • Establishing links with colleges, universities and training providers. • Developing a regional CLPL leadership pathway to support effective leadership of ELC at all levels. • Share CLPL opportunities for new and existing staff across the region.

Early Learning and Childcare Theme - Indicators

	Indicator	2017-18 Value	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
E.1	% of children achieving their West Partnership defined milestones when starting school.	Baselines to be established				
E.2	% of ELC establishments being confirmed as good and above as part of the regional Validated Self-Evaluation process.					
E.3	% of ELC establishments evaluated as good or better for leadership of change , quality of staffing through Education Scotland inspections, Care Inspectorate reports, regional reviews and establishment self-evaluation					
E.4	% of ELC establishments evaluated as good or better for learning, teaching and assessment through Education Scotland inspections, regional reviews and establishment self-evaluation					
E.5	Evaluations of professional learning opportunities provided to staff					
E.6	% uptake of 1140 hours					

SOUTH LANARKSHIRE COUNCIL

Report

Agenda Item

10

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Achievement of Curriculum for Excellence Levels 2016/2017**

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide an update on the most recent reported Curriculum for Excellence levels in literacy and numeracy at the stages of P1, P4, P7 and S3 across all South Lanarkshire schools.

2. Recommendation(s)

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

(1) that achievement of Curriculum for Excellence levels for 2016/2017, based on teacher judgement levels, be noted.

(2) that future reporting will take place through Education Resources' planning mechanisms, linked to both the Council Plan and Resource Plan through Improve, be noted.

3. Background

3.1. The Scottish Government has released the Achievement of Curriculum for Excellence (CfE) Levels 2016/2017. The information is based on teacher professional judgements as at June 2017.

3.2. This paper provides analysis on results for South Lanarkshire and the national level for the literacy organisers (reading, writing, listening and talking) and numeracy and reports the percentage of pupils who have achieved the expected CfE level relevant to their stage based on the following:

CfE Level	Stage
Early	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework Level 4. The Fourth Level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the Fourth Level outcomes.

3.3. It is worth highlighting that a very small percentage of pupils have long term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data. Children for whom a teacher has been unable to make professional judgements, and who are recorded as 'not assessed', are not included; for example, if a pupil has recently moved to a school and the teacher feels there has been insufficient time for them to make a professional judgement of a pupil's performance.

3.4. Results for 2016/2017 are not directly comparable to those for 2015/2016 as they continue to be based on a new and developing data source and caution must be applied in interpreting the results.

3.5. This update presents a summary of the performance of pupils in South Lanarkshire Council and, where appropriate, provides data at the national level, for:

- Percentage of primary pupils (P1, P4, P7) achieving expected CfE levels; (Appendix 1) and
- Percentage of secondary pupils (S3) achieving expected CfE levels (Appendix 2).

4. Assessment and Moderation

4.1 Achieving a level within CfE is judged not on a single piece of assessment or evidence but rather on a holistic view of a child's achievements. Some schools use standardised assessments as part of the process and all build up a picture of progress over the years of the Broad General Education (S1-S3).

4.2 As part of a school's quality assurance process, CfE teacher judgement levels are moderated. Moderation may be internal, across schools or Learning Communities, or involve Quality Link Officers (QLOs). All schools have access to external materials to aid moderation e.g. resources published by Education Scotland. Curriculum and Quality Improvement Officers are trained as Quality Assurance and Moderation Support Officer (QAMSO's) and they provide centrally-led support events for schools to attend as part of their moderation processes.

4.3 Schools will use this data to inform next steps in progress for their children and young people. This data will be used to inform the school's annual Standards and Quality report which is published and shared with parents each session.

4.4 The Scottish Government has published these 'experimental statistics' relating to the Attainment of Curriculum for Excellence Levels 2016/2017. Information has been published at national, local authority and individual school level.

The information can be accessed on the Scottish Government's website at: http://www.gov.scot/Topics/Statistics/Browse/School-Education/ACEL

5. Summary of results

5.1 Although this data is still considered as "experimental" and therefore should be treated with a degree of caution, it is recognised that positive progress is being made across almost all indicators and school stages. Almost all reported figures have increased from last year and all measures are sitting above the National average.

6. Next steps

6.1 The data being collected on children's progress continues to help inform a shared understanding at local and national level on areas where focused action is required to further improve standards.

6.2 The evidence being gathered would suggest that teachers are becoming increasingly confident about making judgements on achievement of a CfE level, and the use of national standardised assessments going forward will help to support consistency in the approach to assessment within the broad general education.

6.3 Education Resources will continue to provide support for schools to continue to raise attainment through the work of the Curriculum and Quality Improvement (CQIS) service. Work to provide additional support for schools in literacy and numeracy and in assessment is ongoing.

6.4 This data will continue to be reported on through Education Resources' planning and reporting mechanisms linked to both the Council Plan and Resource Plan at quarters 2 and 4.

7. Employee Implications

7.1. None

8. Financial Implications

8.1. None

9. Other Implications

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

10. Equality Impact Assessment and Consultation Arrangements

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

10.2. Consultation, dialogue and engagement has taken place with schools, headteachers, teachers and the trade unions on achievement of attainment levels. Support has been provided through professional learning at school and learning community level.

Tony McDaid
Executive Director (Education Resources)

16 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning

Previous References

- Education Resources Committee – 14 February 2017

List of Background Papers

None

Contact for Further Information
If you would like further information, please contact:-

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Appendix 1

Primary Results

Percentage of primary pupils (P1, P4, P7) achieving expected CfE levels

Percentage of P1 pupils achieving Early Level (or better)

	Primary 1					
	National		SLC		Change	
Organiser	**15/16**	**16/17**	**15/16**	**16/17**	**Nat (+/-)**	**SLC (+/-)**
Reading	80.8	80.2	81.5	84.0	-0.6	2.5
Writing	78.2	77.1	79.7	82.5	-1.1	2.8
Listening & Talking	85.0	85.3	85.5	88.5	0.3	2.9
Numeracy	83.9	83.4	84.6	86.8	-0.5	2.2

- Achievement in 2016/17 in South Lanarkshire is above the national level in all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in all organisers

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Percentage of P4 pupils achieving First Level (or better)

	P4					
	National		SLC		Change	
Organiser	**15/16**	**16/17**	**15/16**	**16/17**	**Nat (+/-)**	**SLC (+/-)**
Reading	75.2	76.9	76.7	80.0	1.7	3.4
Writing	69.3	71.1	69.6	75.2	1.9	5.6
Listening & Talking	80.9	83.0	83.9	86.4	2.1	2.5
Numeracy	73.1	74.8	72.5	75.9	1.8	3.4

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in all organisers

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Percentage of P7 pupils achieving Second Level (or better)

	Primary 7					
	National		SLC		Change	
Organiser	**15/16**	**16/17**	**15/16**	**16/17**	**Nat (+/-)**	**SLC (+/-)**
Reading	72.3	76.0	73.7	79.5	3.7	5.7
Writing	65.1	68.6	64.2	72.3	3.5	8.0
Listening & Talking	77.4	81.2	81.1	86.2	3.8	5.1
Numeracy	67.8	70.5	69.2	75.1	2.7	6.0

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in all organisers

Secondary Results

Percentage of secondary pupils (S3) achieving expected CfE levels

Percentage of S3 pupils achieving Third Level (or better)

	S3 Third Level (or better)					
	National		SLC		Change	
Organiser	**15/16**	**16/17**	**15/16**	**16/17**	**Nat (+/-)**	**SLC (+/-)**
Reading	86.0	90.0	88.5	93.3	4.0	4.8
Writing	84.3	88.8	88.7	92.4	4.5	3.7
Listening & Talking	86.7	90.8	91.1	93.4	4.1	2.4
Numeracy	85.8	88.2	86.2	90.0	2.4	3.8

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national level in 2 out of 4 organisers

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Percentage of S3 pupils achieving Fourth Level (or better)

	S3 Fourth Level					
	National		SLC		Change	
Organiser	**15/16**	**16/17**	**15/16**	**16/17**	**Nat (+/-)**	**SLC (+/-)**
Reading	39.5	51.1	49.0	63.9	11.6	14.8
Writing	37.4	48.5	48.1	60.0	11.0	12.0
Listening & Talking	40.8	51.5	51.5	64.4	10.6	12.9
Numeracy	49.1	55.7	51.0	55.9	6.6	4.9

- Achievement in 2016/17 in South Lanarkshire is above the national level for all organisers
- In South Lanarkshire achievement levels increased from 2015/16 to 2016/17 in all organisers
- The change in achievement between 2015/16 and 2016/17 was higher in South Lanarkshire than the national for literacy but below for numeracy.

SOUTH LANARKSHIRE COUNCIL

Report

Agenda Item

11

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Literacy Strategy – Catch up Literacy**

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide a progress update on the Council's Literacy Strategy and of the actions taken to help improve the literacy skills of young people.

2. Recommendation(s)

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

(1) that the progress update on the Council's Literacy Strategy and the actions taken to help improve the literacy skills of young people, be noted.

3. Background

3.1. The Council's Literacy Strategy was launched at a Conference aimed at education leaders from across South Lanarkshire on 4 October 2012.

3.2 The Literacy Strategy is divided into a number of sections which reflect the different groups that need to be targeted and the roles and responsibilities of various practitioners who are part of Education Resources:-

- Overarching aims
- Roles and responsibilities of Extended Management Team and Local Authority
- Early years and pre-school roles and responsibilities, transitions and partnerships
- School aged children roles and responsibilities, transitions and partnerships
- Children and young people with additional support needs in literacy
- Youth learning service
- Library service
- Adults' roles and responsibilities, transitions and partnerships
- Evaluating the impact of the Strategy
- Research and bibliography
- Appendices

3.3 A Literacy Strategy Implementation Group was established to work on the development of activities, approaches and resources that could be used to support the development of the Strategy.

3.4 A supplement to accompany the Literacy Strategy titled 'Literacy Practice and Approaches' was launched in 25 May 2015.

4. Progress to date

4.1. The Literacy Strategy Implementation Group now has a number of sub groups which focus on different key aspects of literacy e.g. Early Years, Literacy Interventions, P1 Literacy Implementation, Secondary Implementation, Primary Implementation

4.2. A robust training programme which promotes an active literacy methodology is underway. As a pilot, 18 schools have been selected this session, 2017/2018, to receive intensive training and support. Their progress is being monitored and evaluated to help plan and inform the next steps.

In addition to the targeted support which pilot schools are receiving, there has been a generic training programme offered to all primary schools this session.

4.3. Education Resources has worked in partnership with Catch Up Literacy, a widely acclaimed literacy intervention programme to support pupils experiencing difficulties with aspects of literacy. To date, approximately 78 staff have been trained across 26 establishments.

4.4 Education Resources are also currently working in partnership with Catch Up Literacy to provide 'train the trainers' for 2 members of staff. This will result in Council staff being the first accredited Catch Up Trainers in Scotland.

4.5 The Council was invited by Dyslexia Scotland, as one of 3 Local Authorities, to participate in a pilot programme, 'Dyslexia Ambassadors' Outreach Programme'. 4 schools volunteered to be involved. This will involve awareness raising for staff, parents/carers and pupils and will culminate in the production of a range of interactive resources which will support pupils with persistent literacy difficulties.

5. Next Steps

5.1. The Literacy Strategy Implementation Group and its sub groups will continue to support literacy development across the authority.

5.2. Curriculum and Quality Improvement officers will continue to support the existing cohort of 18 schools in Phase 1 of the pilot and invite a new cohort of schools to receive intensive, targeted support beginning session 2018/2019.

5.3 In response to the success of the Catch Up Literacy programme, further training is planned for primary staff in February 2018. This training package will be extended to include secondary school staff in February 2018.

5.4 Catch Up Training in session 2018/2019 will be co-delivered by our own trained staff and trainers from Catch Up. Further training opportunities will be offered in order to build capacity within South Lanarkshire establishments.

5.5 The Dyslexia Scotland programme will be monitored and evaluated in partnership with colleagues from Dyslexia Scotland and the findings used to help provide better outcomes for children.

6. Employee Implications

6.1. None

7. Financial Implications

7.1. Costs are being met from within existing budgetary resources.

8. Other Implications

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

9. Equality Impact Assessment and Consultation Arrangements

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

9.2. Whilst there was no requirement to undertake any formal consultation in terms of the information contained within this report, a range of stakeholders were engaged in the development and roll-out of the strategy.

Tony McDaid
Executive Director (Education Resources)

12 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning

Previous References

- Education Resources Committee – 27 November 2017

List of Background Papers

Literacy Strategy

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Stewart Nicolson, Head of Education (Curriculum and Attainment)
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Agenda Item

12

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Update on Vocational Programmes**

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide an update on the vocational programme made to devise and support young people being "at risk" of not moving to our sustaining positive destination.
- provide an update on South Lanarkshire Council's delivery of the Foundation Apprenticeship programme for school session 2018/2019.

2. Recommendation(s)

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

(1) that the proposals to deliver the employability programmes be noted; and
(2) that the proposals to deliver the Foundation Apprenticeship programme be noted.

3. Background

3.1. Work has taken place to consolidate and align the management of Youth Employability supports to Education Resources. This allows for a coordinated approach to service provision and a greater ability to use intelligence to target resources to the areas of greatest need effectively and quickly.

3.2. The funding sources from the Scottish Government and the European Social Fund (ESF) have also been aligned and matched to core Education funds to facilitate provision that meets the needs of all "at risk" young people across the authority. Previously, the targeted supports were only available to the Data Zone areas which included six of the secondary establishments, due to restrictions of ESF funding. The revised structure and changes to the funding criteria now allows the offer of identified services to all secondary establishments and all young people identified as requiring support to enter and sustain a positive destination until the age of 19.

4. Planned Provision

4.1. Identification of young people who are thought to be "at risk" of not achieving or sustaining a positive post school destination, takes place with schools and with colleagues from Skills Development Scotland, for all those aged 15 to 19.

4.2. Regular tracking and monitoring meetings take place which ensures staff are aware of the needs of young people and have provision in place to meet those needs. Aftercare supports are also in place for all young people involved to enable them to sustain their positive destination and, if required, support them into an alternative

positive destination. There is a range of programmes planned for 2018/2019 which are detailed below. The development of bespoke programmes for S5 Winter leavers who require support into employment and education when they leave school also continues.

5. **ASPIRE (in school project)** - Anticipated 450 Young People will be supported during 2018/2019.

5.1 Through an intelligence-led model used in school (the16+Matrix) young people who are six months from their official leaving date and who need additional support to achieve and sustain a smooth transition to a positive destination, are identified. The programme includes:

- 1 to 1 support from a dedicated vocational development worker to address the barriers they face and to engage them in different learning opportunities
- work experience tasters, and if suitable, a longer term work experience placement 1 to 2 days per week
- support to attend counselling session if required or the young person supported to widen their social supports (this might be for addiction issues or bereavement supports)
- supporting parents and carers is part of the action plan and home visits are an essential part of the support package
- assistance to apply for college, if relevant. This will include early visits and some support in the initial few weeks of a course starting
- where appropriate, a reduced timetable in school with some additional support for the remaining subjects.
- assistance to apply for employment and preparation for interviews in terms of skills required/coaching. Aftercare Support.

6. ASPIRE (post school project) - Anticipated 400 Young People will be supported during 2018/2019.

6.1 Through the School Leaver Destination Reports from the Scottish Government and Skills Development Scotland, young people are identified who have not achieved a positive destination and, in partnership with SDS through Locality Case Management meetings, are offered support. Referrals are also received, such as from Social Work Resources and youth mental health services, who feel an employability plan would support the work they are already engaged in with the young people. The programme includes:

- 1 to 1 support from a dedicated vocational development worker to address the barriers young people face and to engage them in different learning opportunities
- work experience tasters and, if suitable, a longer term work experience placement 1-2 days per week
- support to attend counselling session if required or the young person supported to widen their social supports (this might be for addiction issues or bereavement supports)
- supporting parents and carers is part of the action plan and home visits are an essential part of the support package
- assistance to apply for college, if relevant. This will include early visits and some support in the initial few weeks of a course starting
- assistance to apply for employment and preparation for interviews in terms of skills required/coaching.

7. Training for Trades Anticipated 100 Young People will be supported during 2018/2019.

7.1. This is targeted at young people at school who will benefit from an amended curriculum to allow access to work experience. These training programmes feature sessions ranging from initial taster days through to longer term vocational programmes requiring more commitment which are 3-5 days per week.
This programme has developed, in partnership with colleges and local training providers, programmes that engage young people, support them with vocational learning and confidence building. The opportunities allow young people in the senior phase to increase their skill set and develop the transferable skills required by employers – commitment, time keeping, attendance.

Courses planned for next year are:

- Greenkeeping Intro. To Work Place Skills-SCQF Level 3
- Personal Development – Self and Work
- Brakes Supplier Cert
- Catering: REHIS Elementary food hygiene, food and health, SVQ level1

8. GradU8 - Anticipated 300 Young People will be supported during 2018/19.

8.1. South Lanarkshire Council GradU8 offers senior phase students an opportunity to study towards a qualification in an area of work they may wish to pursue after leaving school. It is a vocational learning experience they undertake as part of their school curriculum. The purpose of the GradU8 courses is to provide an additional choice for our senior phase students by allowing them to study for a vocational or nationally recognised qualification. As well as learning new skills relevant to the individual options, each course provides transferrable skills such as health and safety, problem solving, communications, working with others and time keeping which are the key employability skills in high demand by employers. The award level is at National 4/ 5.

8.2. These awards are designed to help students to enter the world of work.
Students will be able to apply for a place on a variety of different vocational options which include:

- Child Care and Education
- Construction Crafts
- Beauty Skills
- Hairdressing
- Hospitality
- Engineering Skills
- Uniformed and Emergency Services

8.3. The courses are delivered by South Lanarkshire College, New College Lanarkshire and a variety of other local training providers. They last for one year and will be delivered within the normal school hours consisting of one half day or one full day per week.

9. Foundation Apprenticeships (FA)

9.1. One aspect of the employability programme is Foundation Apprenticeships. This programme has been developed by Skills Development Scotland (SDS) with support from the European Social Fund. The objective of Foundation Apprenticeships is to help young people gain valuable, real-world work experience and access work-based learning while they are still at school. The focus is to give young people earlier

exposure to the world of work and equip them with the skills, experience and knowledge they will need when they leave school. The programme is developed to be part of the senior phase curriculum in school and gives a greater opportunity for young people to develop their vocational skills and qualifications alongside the more traditional academic qualifications.

9.2. For young people it is the chance to get a head start on their careers by gaining an industry-recognised qualification, work on real projects and broaden their career options when they leave school.

9.3. For employers, it is the chance to attract highly motivated and committed young people who are willing to learn, identify young people who are right for their business and ensure their organisation has people with the skills they need.

9.4. South Lanarkshire schools became involved in the Foundation Apprenticeship programme in 2017. There are currently 44 young people placed on the programmes being delivered by local colleges.

9.5. In 2017, South Lanarkshire Council made a successful bid to deliver Foundation Apprenticeships as a lead provider starting August 2018. The ambition is to increase the number of South Lanarkshire pupils involved in the programme to 250 young people for 2018. Nationally the ambition is to achieve 3000 starts across Scotland in 2018, rising to 10,000 starts in 2021. A great deal of work has taken place to raise the awareness of the availability and provision available with young people, their families and employers.

9.6. The Foundation Apprenticeship is made up of 12 Frameworks that are linked to industry needs and areas of growth. Foundation Apprenticeships allow pupils to gain vocational qualifications that combine sector-specific skills alongside the knowledge that underpins these skills in a workplace setting while still at school. This award is set at is SCQF Level 6 (the same level of learning as a SQA Higher).The areas include:

- Social Services & Healthcare
- Social Services Children and Young People
- Civil Engineering
- Financial Services
- Software Development
- Hardware/System Support
- Engineering
- Business Skills
- Creative Digital Media
- Scientific Technologies
- Accountancy

9.7. The successful bid for South Lanarkshire to deliver Foundation Apprenticeships has two key elements to it. The first sees South Lanarkshire take a lead on the delivery of two of the FA Frameworks, Engineering and Social Services Children and Young People (Early Years and Child Care). This will include the direct delivery and sub-contracting of core components as required. We plan to offer 80 Places on the two year programme which will take place during S5 and S6.

- 60 places for Children and Young People (Early Years' Child Care) (Hub Schools: Trinity, Lesmahagow, Holy Cross)
- 20 Places for Engineering (This will be contracted to a local training provider)

9.8. In addition, 20 places will be on offer on the one year programme for Children and Young People (Early Years Child Care) which can be for either S5 or S6 pupils. (The Hub school for this programme will be Calderglen High School).

9.9. The second part of the bid sees South Lanarkshire taking on the full coordination role for all Foundation Apprenticeships offered to pupils in our schools. This provides funding for a FA Management and Delivery Team who as well as supporting the lead South Lanarkshire bid will also support and integrate the wider FA provision on offer to South Lanarkshire pupils. This will include the coordination of provision on offer from South Lanarkshire College, New College Lanarkshire, North Lanarkshire Council, West Lothian College and The Glasgow FA Consortium (Glasgow Clyde, Glasgow Kelvin and City of Glasgow colleges). We believe this will be essential to improve communication, coordination and most importantly take-up of the FA opportunity. This year there are 44 young people on the FA programme and we plan to increase this to at least 250 young people. The development of a single point of contact with dedicated school staff aligned to it will significantly improve uptake and sustainment rates.

9.10. This central team will deliver a strong publicity campaign as well as an improved communications approach for schools involved, Parents and Carers and all young people interested in FA. It will also greatly assist employer engagement as there will be clear points of contact and we will develop guidance and procedures to support effective work placements.

9.11. In preparing the bid, several discussions have taken place to coordinate what may be offered across South Lanarkshire, taking account of the demand indicated from schools as well as streamlining the FAs offered by all providers.

9.12. There is a coordinated timeline for implementation including, information sessions, communication materials and regular meetings. We will identify dedicated school staff to support the programme, as well as a 4 locality model for our schools that will assist with improved engagement and the ability to meet local needs and local solutions. This centralised team and the improved transport options will make the FA programme more accessible to young people across South Lanarkshire.

9.13. The current Early Years' expansion and the increase in Modern Apprenticeships being developed provide a strong pathway from the Foundation Apprenticeship. We are also considering ways in which we could explore similar options for the Engineering Foundation Apprenticeship to have a pathway to the Council's recruitment programme.

10. Employee Implications

10.1. There is core staff in place to deliver the programme and the revised funding has meant we are able to recruit 6 additional members of staff.

11. Financial Implications

11.1. As identified in the December 2017 and January 2018 Executive Committee meetings, the funding available for the planned programmes for 2018/2019 is as follows:

Scottish Government	£205,000
ESF	£600,000
Skills Development Scotland	£405,000
South Lanarkshire Council	£754,000
Total	**£1,964,000**

11.2 This funding will support the Employability and Foundation Apprenticeship programmes outlined in the report during 2018/19.

11.3. Due to the short term nature of some of the funding streams, the staff have been recruited on temporary contracts. We hope that next year we will be able to secure funds for delivery over the next 3 years which will provide longer term employment for staff.

12. Other Implications

12.1. These programmes run annually across the school term and we have been able to work with the main funding sources to operate programmes during these time frames.

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

13 Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid
Executive Director (Education Resources)

12 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning

Previous References

- Executive Committee - Foundation Apprenticeships – 31 January 2018
- Executive Committee – Youth Employability Service – 6 December 2017
- Executive Committee – ASPIRE Youth Employability Project – 6 July 2017

List of Background Papers

None

Contact for Further Information

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

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SOUTH LANARKSHIRE COUNCIL

Report

Agenda Item

13

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Year of Young People 2018**

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide an update on the aims, objectives, themes and local developments in relation to the Year of Young People 2018, recognising and celebrating the talents and achievements of young people across Scotland.

2. Recommendation(s)

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

(1) that the aims, objectives and themes of the Year of Young People 2018; be noted; and

(**2**) that the arrangements for a launch event to be held on 14 March 2018, to showcase and celebrate the talents of young people, as outlined in paragraph 5, be noted.

3. Background

3.1. Year of Young People (YoYP) 2018 is an opportunity to celebrate the young personalities, talents and achievers that make up Scotland. It is all about inspiring our nation through its young people's ideas, attitudes and ambitions.

3.2. An in-depth engagement process was undertaken by young people in 2015 and 2016, through which young people made recommendations for what the aim, objectives and priority themes should be for the Year of Young People 2018. These are detailed in paragraphs 4.2 and 4.3. All activity delivered through Year of Young People 2018 is expected to be developed with a clear focus on meeting these aims and objectives.

4. Year of Young People 2018 aims, objectives and themes

4.1. YoYP 2018 aims to inspire young people, celebrate their achievements, value their contribution to communities and create new opportunities for them to shine locally, nationally and globally.

4.2. The objectives set out for YoYP 2018 are:

- provide a platform for young people to have their views heard and acted upon
- showcase the amazing talents of young people through events and media
- develop better understanding, co-operation and respect between generations

- recognise the impact of youth workers, teachers and other supporting adults on young people's lives
- provide opportunities for young people to express themselves through culture, sport and other activities

4.3. YoYP 2018 activities and events focus on 6 themes that young people identified as most important for young Scots:

- Participation – looking at how young people can influence public services and decisions which affect their lives
- Education – creating a stronger role for young people in shaping their learning
- Health and Wellbeing –supporting young people to lead healthier, active lives and have opportunities to learn about and improve their mental health and resilience
- Equality and Discrimination – broadcasting the value of young Scots, challenging negative perceptions of young people, and supporting young people to take leading roles in challenging discrimination in all its forms.
- Enterprise and Regeneration – celebrating young people's role in innovation, entrepreneurship and the Scottish economy, as well as making Scotland a greener and more pleasant place to live
- Culture –celebrating young people's talent and contribution to Scottish culture and arts.

4.4. To support the development of activity across Scotland, Young Scot has supported the call for young people to act as ambassadors to ensure that young people and organisations in communities know about YoYP 2018 activities, and together with other ambassadors, lead on projects and activities within their area to create new opportunities for young people to shine locally, nationally and globally.

4.5. There are 8 YoYP 2018 Ambassadors in South Lanarkshire including members of South Lanarkshire Youth Council/Scottish Youth Parliament.

5. South Lanarkshire YoYP 2018 launch

5.1. A working group of the Youth Partnership, chaired by Councillor Julia Marrs, Spokesperson for Youth, has taken forward the planning of a full day of events on 14 March 2018, in the Banqueting Hall at Council Headquarters, to officially launch YoYP 2018 in South Lanarkshire.

The event provides an opportunity to showcase and celebrate the talents of young people and to let them know about the activities taking place across South Lanarkshire during 2018.

The event will be held in 3 stages across the day:

- Morning event – Secondary schools
- Afternoon event – Primary schools
- Evening event – stakeholders, including public and other agencies

5.2. Educational establishments and partners have been approached to nominate young people to take part at each of the events across the day. Through this, as many young people will have the opportunity to showcase their talents such as singing, music, poetry, drama, video production etc.

5.3. The Minister for Childcare and Early Years, Maree Todd MSP, will be attending the morning event to formally present the diary of events and to help celebrate the talents of young people from across South Lanarkshire.

5.4. The Minister will be supported by YoYP 2018 Youth Ambassadors from South Lanarkshire to introduce and compere the events.

6. YoYP 2018 events

6.1. 2018 is a big year for Young People in South Lanarkshire. Not only is it the opportunity to further recognise and celebrate young people, it is also the:

- 20th Anniversary of Universal Connections facilities across South Lanarkshire
- 21st Birthday of South Lanarkshire Youth Council; and
- launch of the 6th South Lanarkshire Youth Strategy

Developed from the issues identified by young people from across South Lanarkshire, the current Youth Strategy celebrated the successes of the annual action plan that accompanies the strategy, highlighting a range of impacts such as:

- 75,904 opportunities accessed across the partners within the Youth Partnership
- Over 33,500 positive lifestyle choices made through engagement with one-to-one support, youth centre based group work, areas based youth groups, street work and partner programmes;
- 2,839 young volunteers give over 50,000 hours of their time to help others and support communities;
- 1,249 young people gain at least 1 of 47 nationally accredited awards such as the Duke of Edinburgh's Awards and Youth Achievement Awards, helping them prepare for life after school;
- 6,223 votes cast to elect 9 representatives to the Scottish Youth Parliament

The full presentation and videos from the day can be viewed through this link: https://tinyurl.com/YAP2017-18.

6.2. Across South Lanarkshire, young people are working with the Council and partners on funding applications to support events that reflect the 6 themes of YoYP 2018 and showcase the talents and achievements of young people across South Lanarkshire.

6.3. The examples below give an idea of the breadth of activities taking place across South Lanarkshire across the year in different areas of South Lanarkshire. In addition to this, 2 South Lanarkshire wide events are planned by Youth Learning Services; one a festival to showcase music, drama, and performance arts, and one to celebrate wider achievement of young people, recognising the wide skill base of young people.

Events include:

- Scottish Dragons' Chinese New Year Showcase – February
- Duke of Edinburgh's Awards Scheme awards celebration – February
- Vertigo Theatre for Youth/Vertigo 360 theatre group showcase and performance events – March/November
- South Lanarkshire Young Sports Panel 2 fun days of different taster sessions – June

- Carluke Young Farmers' 75th Anniversary Event – June
- Open air live music event presenting bands and solo acts from across South Lanarkshire – July

A comprehensive diary of events that will inspire young people to participate in new opportunities, develop their aspirations and increase their confidence to try new things will be launched at the event on 14 March 2018.

6.4. Events will be promoted widely across the Council, partner organisations and through, social media and the Council website. Local and national activity can be followed and shared on Twitter with the hashtag #YOYP2018.

7. Employee Implications

7.1. None

8. Financial Implications

8.1. Funding bids are being made by young people to the CREATE2018 fund, administered by Young Scot, which can provide up to £1,000 for delivering events. There are 2 funds within this; one for events during January – June 2018, and one for events during July – December 2018.

8.2. 3 bids have been funded to date. These are:
- Scottish Dragons Chinese New Year Showcase
- South Lanarkshire Young Sports Panel 2 fun days of different taster sessions
- Carluke Young Farmers 75th Anniversary Event

Feedback on the success of bids for the July to December fund has not been received as yet. The deadline for submission is 22 January 2018.

9. Other Implications

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

10. Equality Impact Assessment and Consultation Arrangements

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

10.2. Young people have been actively engaged in helping to set the aims and objectives for the 'Year of Young People' and in planning events to celebrate this occasion.

Tony McDaid
Executive Director (Education Resources)

11 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Increase achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- Support our communities by tackling disadvantage and deprivation and supporting aspiration
- Encourage participation in physical and cultural activities

Previous References
None

List of Background Papers
None

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

Report

Agenda Item

14

Report to:	**Education Resources Committee**
Date of Meeting:	**6 February 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**World Book Day - 1 March 2018**

1. Purpose of Report

1.1. The purpose of the report is to:-

- advise members of Education Resources' plans to mark and celebrate World Book Day on 1 March 2018.

2. Recommendation(s)

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

(1) that Education Resources' plans to mark and celebrate World Book Day on 1 March 2018, as detailed in the report, be noted.

3. Background

3.1. Education Resources, through its nurseries and schools, has a commitment to raise attainment in literacy and develop the reading and writing skills of children and young people.

3.2 Research evidence shows that reading is vital for developing literacy, a good vocabulary and a creative imagination. We want to improve and develop the reading skills of children and young people and to provide them with opportunities to experience the enjoyment of reading for pleasure both in, and outwith, school.

3.3 Early years establishments throughout South Lanarkshire play a key role in supporting families to read with young children. Equally, our primary and secondary schools are involved in a variety of programmes and initiatives which encourage and develop the reading skills and knowledge of children and young people, to help prepare them for the world of work and lifelong learning.

3.4 Children who are good readers tend to achieve better outcomes at school and outwith school.

4. World Book Day 2018

4.1. World Book Day 2018 takes place on 1 March 2018 and provides an opportunity to celebrate the love, passion and creativity that reading can bring to young people and adults.

4.2 The Executive Director (Education Resources) has invited members of staff to volunteer to take part in a reading event on World Book Day, or during that week.

4.3 This will take the form of visiting a nursery, school or youth learning centre to read to a group of children/young people.

4.4 This will build on the work already taking place in our nurseries, schools and youth learning facilities. The idea is to enable staff to act as role models and be active participants in encouraging children and young people to read more widely, and to explore a range of books and develop a love for reading.

4.5 This exciting opportunity for adults to become involved in reading to young people will complement the activities which nurseries, schools and youth learning/activities organise in support of the national 'Reading Challenge' and to build and sustain a reading culture.

4.6 Many of our schools are involved in the 'Reading Challenge'. Notably, St. Andrew's and St Bride's High School in East Kilbride was the venue for the launch of the 'Secondary School Reading Challenge' by the First Minister, Nicola Sturgeon. This was in recognition of the work the school is doing to involve young people in reading all subject areas throughout the school.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. None

7. Other Implications

7.1. There are no significant risk implications in terms of the information contained within this report.

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

8. Equality Impact Assessment and Consultation Arrangements

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

8.2. Engagement will take place with a range of stakeholders, including staff, schools and services over the coming weeks.

Tony McDaid
Executive Director (Education Resources)

11 January 2018

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning

Previous References

None

List of Background Papers
www.worldbookday.com

Contact for Further Information
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