

Education Resources

improve

Resource Plan

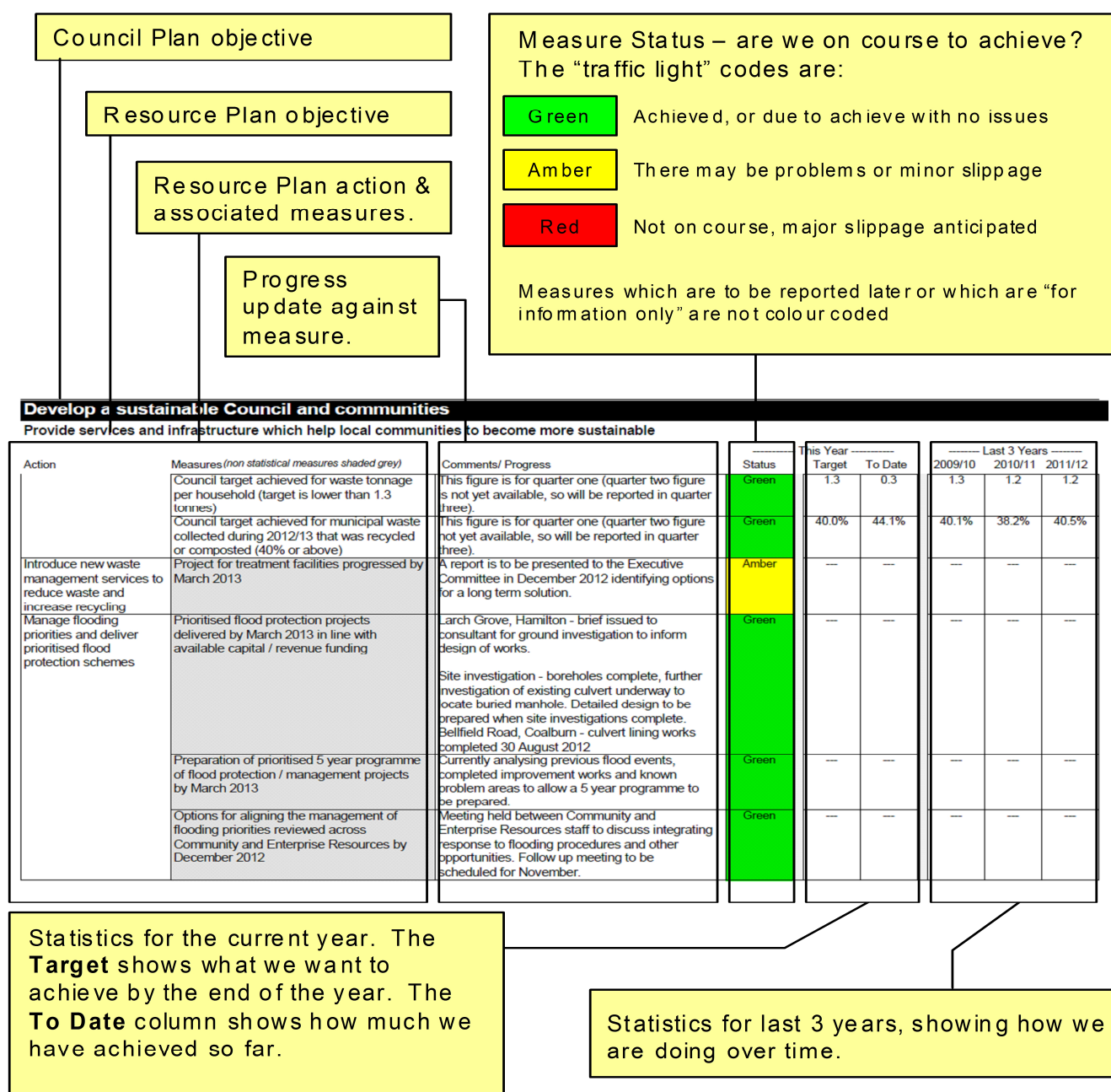
Performance Report 2017-18

Quarter 4 : April 2017 - March 2018

(This represents the cumulative position to March 2018)

How to use this performance report

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





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

Council Objective / Theme	Green	Amber	Red	To be reported later / Contextual	Total
<i>Improve services for older people</i>					
Protect vulnerable children, young people and adults	4				4
<i>Deliver better health and social care outcomes for all</i>					
<i>Improve the quality, access and availability of housing</i>					
<i>Improve the road network, influence improvements in public transport and encourage active travel</i>					
Work with communities and partners to promote high quality, thriving and sustainable communities	16				16
<i>Support the local economy by providing the right conditions for inclusive growth</i>					
Support our communities by tackling disadvantage and deprivation and supporting aspiration	4				4
Improve achievement, raise educational attainment and support lifelong learning	109	3			112
Ensure schools and other places of learning are inspirational	15				15
Encourage participation in physical and cultural activities	3				3
Delivering the plan and achieving best value	25				25
<i>Embed governance and accountability</i>					
Total	176	3	0	0	179

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	<p>The implementation of the SLC Literacy Strategy continues to be supported in a wide range of ways. 2017-18 Phase 1 schools' training package continues to be extensively supported by practitioner and Senior Management Team training, enhanced training and networking for Literacy Coaches in each establishment, literacy improvement visits for each school along with schools trio networks and ongoing support from SLC Active Literacy trainer. A new cohort of Phase 1 schools (2018-19) has been identified and an information session provided for Head Teachers.</p> <p>Catch Up Literacy training for Primary staff has been rolled out during August 2017, and January 2018. Trios of secondary staff have begun training and this will be completed by April 2018.</p> <p>Literacy guidance and support has been offered to Primary 1 practitioners in the form of five twilight sessions throughout 2017-18.</p> <p>SLC's Literacy Conference will take place on 14th May 2018 and the theme is Talk for Writing. The conference is open to Literacy Co-ordinators from all sectors.</p> <p>SLC Literacy and Languages Glow tile continues to be updated with support and guidance materials and updates communicated to establishments.</p> <p>SLC Literacy Strategy Implementation Group continues to meet termly. A key focus this session has been the development of guidance and support for school staff in supporting learners with literacy difficulties.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide a range of support, the primary aim of which is to consistently refresh learning and teaching skills in literacy resulting in high quality experiences for learners	A wide range of professional learning opportunities, including a planned, coherent, comprehensive training and support programme for our Phase 1 Active Literacy programme of 18 primary schools, has been offered to support establishments in providing high quality learning and teaching experiences in literacy. These are reviewed and refreshed regularly to ensure they are current and relevant. In preparation for a new Active Literacy Phase 1 2018-19 cohort of 9 primary schools, an information session was held for Head Teachers in March 2018. An opportunity for staff from the primary and secondary sectors to attend a professional learning session on the use of holistic assessments in literacy, took place in March 2018.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy	Working groups have been established to align the SLC Numeracy Strategy with the final benchmarks at Early, First and Second level. Work is also been done to provide skills planners to support the progression pathways at each of these levels. These pathways and planners will be launched in early June 2018.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide a range of support the primary aim of which is to consistently refresh learning and teaching skills in numeracy resulting in high quality experiences for learners	<p>Staff at all levels are using the How Good is Our School? 4 and How Good is Our Early Learning and Childcare? toolkit (with particular focus on the Quality Indicators which relate to Mathematics and Numeracy) to support self-evaluation for self-improvement. Schools have been supported in making best use of these documents through a series of events and whilst preparing for VSE activity and HMle inspection.</p> <p>Staff have opportunities to engage in high quality Career Long Professional Learning which is linked to raising attainment within their establishments.</p> <p>A series of in-service opportunities have been available, delivered by Lynda Keith, which have been well attended and received by practitioners.</p>	Green	---	---	---	---	---
	Provide support for establishments to implement new national assessments and guidance on how to interrogate the data they provide and use it to inform improvements in core areas	<p>Successful implementation of National Assessments in Numeracy and robust interrogation of data by staff which helps identify key strengths and development needs for each pupil.</p> <p>Lead staff from all establishments have been trained in line with the National Programme. Training in the interrogation of the data will be taken forward after the assessments have been completed.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Ensure the highest quality of experiences for all learners through implementation of learning and teaching approaches and strategies	The SLC Learning and Teaching group continue to develop materials to support and promote highly effective practice in this area. Additional materials will be available for schools to access through Glow next term.	Green	---	---	---	---	---
	Continue to provide a range of supports to all establishments to progress assessment, monitoring and tracking which confirms learners' achievement of levels	All schools provided with the opportunity to take part in Phase A and Phase B Training for the Scottish National Standardised Assessments (SNSAs). Additional training will be delivered to schools in May. These will be opt in sessions. The majority of primary schools have adopted the new SLC Tracking model and the third phase of training will be delivered in May 2019.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	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	A programme of moderation activity will be offered to schools in Term 3 to support teacher judgement and achievement of a level. Further work on holistic assessment was delivered along with input promoting the Education Scotland materials on the new Moderation Hub during Term 2. A moderation programme with the West Partnership Collaborative has been established and one Learning Community is trialling the approach this session. Feedback from practitioners who attended the collaborative event was positive.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Deliver services and programmes through the Community Learning and Development Strategic 3 Year Plan to further improve literacy and numeracy skills among young people	<p>To date, 1,193 young people have accessed 77 programmes supporting the development of literacy and numeracy.</p> <p>Activity undertaken by young people has included a Homework Club after school in Clydesdale, Strategy Games, completing a Managing Own Money Unit as part of the Personal and Social Development Award, a range of cooking workshops increasing skills in weight and measures to improve numeracy and literacy skills, programmes of solution-focused group work to promote improved mental health and personal development through goal setting, life skills and literacy based around life coaching philosophies – personality management and positive attitudes, the power of the spoken word and positive communication through Bridges programmes, SQA Employability and Working With Others awards with H2O+, and Script writing sessions with Vertigo 365 Theatre group.</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Continue to achieve equity by 'closing the attainment gap' and meeting the aspirations of the Scottish Attainment Challenge	Provide support to ensure all schools participating in the Scottish Attainment Challenge submit annual reports to the Scottish Government	All primary and secondary schools in the Scottish Attainment Challenge were supported in submitting their plans to Scottish Government for session 2017/18. All schools within the Scottish Attainment Challenge were supported to produce a comprehensive review of the work undertaken during school session 2016/17. This review and evaluation helped schools to inform their targets and interventions for school session 2017/18.	Green	---	---	---	---	---
	Provide training and support for staff in Scottish Attainment Challenge schools to assist meeting commitment in Scottish Attainment Challenge plans	All primary and secondary schools in the Scottish Attainment Challenge were supported in submitting their plans to Scottish Government for session 2017/18. These plans have been approved and schools are working with support, to deliver on these. Further training will be given to Head Teachers in setting outcomes, to help measure the impact of each school 's own plan. Support and training will be delivered to all teachers through the Tapestry Programme, to help close the attainment gap.	Green	---	---	---	---	---
	Overall Average Total Tariff	South Lanarkshire's performance in this measure has increased and is in line with the national figure of 886. This is a new Local Government Benchmarking Framework measure for 2017/18 and will set the benchmark for measuring future performance.	Green	-----	885	0	841	875

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Average Total Tariff SIMD Quintile 1	South Lanarkshire's performance in this measure has increased and is in line with the national figure of 624. This is a new Local Government Benchmarking Framework measure for 2017/18 and will set the benchmark for measuring future performance.	Green	-----	622	0	521	550
	Average Total Tariff SIMD Quintile 2	South Lanarkshire's performance in this measure has increased and is in line with the national figure of 750. This is a new Local Government Benchmarking Framework measure for 2017/18 and will set the benchmark for measuring future performance.	Green	-----	785	0	709	722
	Average Total Tariff SIMD Quintile 3	South Lanarkshire's performance in this measure has decreased but is in line with the national figure of 880. This is a new Local Government Benchmarking Framework measure for 2017/18 and will set the benchmark for measuring future performance.	Green	-----	876	0	866	925

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Average Total Tariff SIMD Quintile 4	<p>South Lanarkshire's performance in this measure has increased and is in line with the national figure of 999.</p> <p>This is a new Local Government Benchmarking Framework measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	1,065	0	958	1,045

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Average Total Tariff SIMD Quintile 5	<p>South Lanarkshire's performance in this measure has increased and is in line with the national figure of 1207.</p> <p>This is a new Local Government Benchmarking Framework measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	1,177	0	1,172	1,163

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Impact of learning offers that address barriers to learning and which support young people not fully engaging with school	<p>A range of supports and programmes continue to provide young people with learning offers that meet their educational needs. These offers include supported access to Nurture groups, Mentors against Violence Programme, encouraging young people to make positive life choices and challenge behaviour (which includes work with parents) and remove barriers to participation, Soccerworx (a 12 week programme using soccer to build confidence and raise aspirations), Danceworx, and Flourish, PACE (Pathway to Alternative Curricular Education), 'Surviving School' Group for young people from Carluke High School in Carluke Universal Connections, the Jump Start Programme at East Kilbride Universal Connections.</p> <p>Almost all schools in South Lanarkshire Council are now offering Duke of Edinburgh as either a curricular or extracurricular option. South Lanarkshire Modern Apprentices are now participating in the award.</p> <p>Participants on programmes can gain nationally recognised qualifications and real life practical experience whilst being mentored by experienced youth workers.</p> <p>Impact of engagement has shown attendance rates of 85%, nationally recognised qualifications achieved, volunteering, additional advice and support given.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	<p>Advice and guidance was issued to all establishments to support the management of the Pupil Equity Fund (PEF). Establishments were asked to outline their plans for the spend in their School Improvement Plans. Curriculum and Quality Improvement Service Link Officers have been using this information to support schools.</p> <p>In addition to the initial advice given schools have been given further guidance about the on going monitoring of their spend and have been asked for updates as the session progressed.</p> <p>Schools that have opted into the newly established South Lanarkshire Council Tracking and Monitoring approach have also been able to access support in measuring the impact of PEF spend.</p>	Green	---	---	---	---	---
	Percentage of schools using Pupil Equity Funding to demonstrate progress in closing the gap	<p>100% of schools using Pupil Equity Funding to demonstrate progress in closing the gap.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	100.0%	100.0%	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	'Progression in learning' guidance materials have been successfully developed. The materials include a tool for Heads of Establishment and Managers to monitor progression. The tool has been trialled in an Early Learning and Childcare (ELC) setting. As a result, a few tweaks require to be made before all guidance is launched and made available to all ELC settings.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	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	'Together We Can and We Will' was launched at our conference in March 2018. Establishments have been advised to familiarise themselves with the document during the last term of this session. A training programme is being devised which will be rolled out from August 2018. Support materials are being devised and will be issued to all establishments by the end of term. We have received positive feedback from establishments in terms of the information contained within the document. As well as providing curriculum guidance the document will support establishments to develop their pedagogy.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	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	<p>The Early Years toolkit for self-evaluation has been updated and distributed to all Early Learning and Childcare (ELC) settings. The updated toolkit now covers all 15 How Good is Our Early Learning and Childcare (HGIOELC) Quality Indicators.</p> <p>Leaders and practitioners have participated in HGIOELC Training.</p> <p>An exemplar Early Years Standard & Quality Report has been created. Training has been delivered across all localities to support ELC Heads of Establishments and Managers in effectively planning for improvement, evaluating performance, demonstrating impact and writing a high quality Establishment Standards and Quality Report.</p>	Green	---	---	---	---	---
	Support the delivery of key aspects of How Good is our Early Learning and Childcare	<p>The Early Years Toolkit for self-evaluation has been successfully updated and now includes all 15 How Good Is Our Early Learning and Childcare (HGIOELC) Quality Indicators. The toolkit has now been distributed to all Early Learning and Childcare (ELC) settings.</p> <p>An exemplar ELC Standards and Quality Report had been created. Training has been delivered to all ELC Heads of Establishment and Managers in relation to HGIOELC and Standards and Quality Report Writing.</p>	Green	---	---	---	---	---
	Monitor and evaluate impact of new Early Learning and Childcare structure	New central structure evaluation complete with very positive impact on inspection outcomes.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Progress approaches in respect of national education priorities	Exclusion incidents per 1,000 pupils in primary schools	There was a slight increase in the number of exclusion incidents per 1,000 pupils. The figure recorded for 2017-18 remains very low. Exclusions in 2017-18 account for only 0.01% of possible attendances.	Amber	7	10	7	6	7
	Exclusion incidents per 1,000 pupils in secondary schools	There was a slight increase in the number of exclusion incidents per 1,000 pupils. The figure recorded for 2017-18 remains very low and is below the target set. Exclusions in 2017-18 account for only 0.09% of possible attendances.	Green	54	53	60	50	51
	Reduction in the overall number of days lost through exclusion in secondary schools	There was a slight increase was recorded in the number of exclusion incidents per 1,000 pupils but the target was met. The figure recorded for 2017-18 remains very low. Exclusions in 2017-18 account for only 0.09% of possible attendances.	Green	2,970	2,970	3,342	2,738	2,927
	Reduction in the overall number of days lost through exclusion in primary schools	There was minor slippage as a slight increase was recorded in the number of exclusion incidents per 1,000 pupils. The figure recorded for 2017-18 remains very low. Exclusions in 2017-18 account for only 0.01% of possible attendances.	Amber	455	545	451	390	460
	Reduction in the average number of half days absence per pupil in primary schools	There has been a slight increase in the average number of half days absence per pupil in primary schools. The overall absence level was 4.9% and this is below the national figure of 5.1% for primary schools.	Green	17.9	18.7	16.8	17.9	18.0
	Reduction in the average number of half days absence per pupil in secondary schools	There has been an increase in the average number of half days absence per pupil in primary schools. The overall absence level was 8.8% and this is equal to the national level.	Amber	27	32	27	29	28

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	% of pupils entering further or higher education	The proportion of leavers entering further or higher education increased from school session 2015/16 to 2016/17 and is slightly above the national average (67%).	Green	65.9%	68.0%	64.7%	67.3%	65.8%
	% of pupils entering employment or training	The proportion of leavers entering employment or training decreased slightly from school session 2015/16 to 2016/17 but is in line with the national average (24%). The increase in the proportion of pupils entering further or higher education indicates that more school leavers took that pathway to a positive destination.	Green	25.4%	23.0%	25.6%	24.3%	26.3%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Proportion of Pupils Entering Positive Destinations	The proportion of pupils entering positive destinations continues to increase and performance in SLC is above the national average (93.7%).	Green	93.1%	95.8%	92.3%	93.1%	94.0%

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Continue to take forward best practice arising from the Children and Young People Improvement Collaborative	Report the requirements of the Children and Young People Improvement Collaborative to the Community Planning Partnership	<p>Detailed reports for Early Years and school improvement projects are sent to the Scottish Government Children and the National Young People Improvement Collaborative (CYPIC) team. The main areas of focus continue to emerge as literacy in schools in the most deprived data zones, improving developmental outcomes across SIMD zones particularly speech, language and communication.</p> <p>In addition presentations are made to the Community Planning Partnership (CPP) Board on the improvement work focussed on financial inclusion.</p> <p>The Children and Young Peoples Improvement Collaborative priorities are almost all aligned to the Children's Services Plan or the continuous improvement group. The national outcome aims are around the partner improvement work to assist children and young people to achieve developmental milestones, in particular speech, language and communication, literacy, numeracy and wellbeing outcomes. We have five discreet pieces of work.</p> <p>1. The CQIS are working with 18 schools as part of an implementation project for active literacy. The work is varied and dependent on the focus for improvement and the needs of their pupils in their schools and is gathering data in a range of ways to measure their small tests of change.</p> <p>2. Work has commenced within Beckford Primary with a multi agency team including Education Psychology, Speech and Language and a primary class teacher working with</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
		targeted pupils on active listing skills.				---		
		3. Working with partners on two key areas around development speech, language and communication, including LAAC children and emotional and behavioural concerns.						
		4. Substance misuse, looking at implementing a Woman's Plan and improving GIRFEC substance misuse assessments.						
		5. Child protection. Improving Joint Chronologies. National data will be available in May 2018 to allow us to review where we are with the outcome aims.						

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Implement the duties of the Designated Managers / Named Persons with regard to Part 9 of the Children and Young People (Scotland) Act 2014	Take forward the Corporate Parenting Strategy and Action Plan 2016-2018 by ensuring that schools and establishments understand and fulfil the core commitments for Education	Educational establishments have received their Framework for Inclusion and Equality document and can access this information electronically on Glow. Within the Framework document there is information relating to the Corporate Parenting duties and important references. Schools will also receive a reminder of their corporate parenting responsibility and a sample of Additional Support Plans for Looked After Children (LAC) will be completed by June 2018. Guidance will also be issued to schools regarding partnership working with Social Work in relation to reviews for LAC.	Green	---	---	---	---	---
	Increase the percentage attendance for Looked After children	<p>All schools have been informed in the Inclusive Education briefing of the requirement to support Looked After Children with regards to promoting full attendance.</p> <p>The Framework for Inclusion and Equality document and the electronic version on Glow provides guidance to all schools.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	89.9%	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Reduce the percentage of exclusions in Additional Support Needs provision for Looked After children	<p>All schools have been informed in the Inclusive Education briefing of the requirement to support Looked After Children prior to any decision to exclude.</p> <p>The Framework for Inclusion and Equality document and the electronic version on Glow provides guidance to all schools.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	0.0%	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

Progress approaches in respect of national education priorities

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Support vulnerable young people and improve life chances through learning, personal development and active citizenship	Develop and deliver a range of targeted one-to-one and group work sessions, guidance and programmes to support young people broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups	<p>92 targeted one-to-one and group work sessions, guidance and programmes have engaged 1,471 young people to broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups. Places continue to be taken up by vulnerable young people on H2O+ developing effective group working, decision-making and risk assessment skills.</p> <p>Young people have participated in programmes such as Mentors Against Violence Programme (MVP), Give Us a Break, school Nurture groups, single gender groups, young carers and young adult carers, area based youth work provision, creative activities through drama, music and video production, PSD and Youth Achievement Awards, Health Issues In the Community, and addressed issues such as anger management, anxiety, and dealing with loss.</p> <p>Young people are trained and active as Year of Young People Youth Ambassadors to support youth organisations and young people plan and prepare activities.</p> <p>In addition to these activities and opportunities, staff have actively supported young people address negative lifestyle choices and poor mental health and wellbeing.</p> <p>The extent of this support has resulted in appropriate medical interventions being accessed by vulnerable young people with on-going support from Youth Learning Service staff, and young people reporting increased</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
		confidence/self-esteem and improved mental health and wellbeing as a result of one to one support.				---		
Use evidence-based literacy practices interventions to improve outcomes for learners	Evaluate and continue to support the two Literacy Intervention training programmes for early years and primary 1 practitioners	Pre-school sessions are on target for completion mid April as scheduled, covering 90% establishments, managers and literacy coordinators. Impact evaluation is planned and will be used to inform future training. Training targets and rollout strategy for 2018-19 have been identified. Primary 1 literacy training sessions have been completed as planned; very well attended; now articulated and compatible with authority Active Literacy initiative. Training support group well-established, well-populated, and locality-based, and training schedule and content planned for forthcoming session. Impact evaluation planned for late April 2018.	Green	---	---	---	---	---

Raise standards of educational achievement and attainment

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	The figure for the percentage of pupils gaining 5 or more awards at Level 6 or better, published in the Local Government Benchmarking Framework, increased to 35% and is the highest level recorded in the last 5 years. This measure is for performance by the end of S6.	Green	31.0%	35.0%	29.0%	31.0%	33.0%

Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	The figure for the percentage of pupils gaining 5 or more awards at Level 5 or better (SIMD), published in the Local Government Benchmarking Framework, increased to 43% and is the highest level recorded in the last 5 years. This measure is for performance by the end of S6 and relates to pupils living in the most deprived areas.	Green	32.0%	43.0%	33.0%	31.0%	38.0%
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	The figure for the percentage of pupils gaining 5 or more awards at Level 6 or better (SIMD), published in the Local Government Benchmarking Framework, increased to 19% and is the highest level recorded in the last 5 years. This measure is for performance by the end of S6 and relates to pupils living in the most deprived areas.	Green	13.0%	19.0%	11.1%	11.9%	15.0%
	Provide a range of supports to schools and establishments to implement the changes to national qualifications	Support has been available to schools and is constantly reviewed and refreshed in response to changing school needs. Impact is collated through the gathering of information on the use of data from Insight, the national attainment and achievement analysis tool. There is strong evidence that the professional learning opportunities in National Qualifications has led to increased teacher confidence in delivering these new courses.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in literacy	In 2016/17, 77.9% of pupils achieved the appropriate level for their stage or better in ALL 3 literacy organisers (Reading, Writing and Listening & Talking) in P1, P4, P7 and S3. This is a new measure for 2016/17 and will set the benchmark for measuring future performance.	Green	-----	77.9%	0.0%	0.0%	0.0%
	Increase the percentage of pupils at key stages meeting or exceeding the appropriate level for their stage in numeracy	In 2016/17, 81.9% of pupils achieved the appropriate level for their stage or better in numeracy in P1, P4, P7 and S3. This is a new measure for 2016/17 and will set the benchmark for measuring future performance.	Green	-----	81.9%	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide a range of support to establishments in order to take forward the implementation of the SLC Languages 1+2 Strategy	Approximately 140 additional primary teachers are currently being trained in French and Spanish. Opportunities are being sought for children and young people in primary and secondary schools to benefit from interaction with native language speakers. The web resource, Power Platform, continues to support staff in training and delivery of Modern Languages and now offers a bespoke support to individual schools in Primary Language Learning. Establishments are supported to enable children and young people to make connections with different people and their cultures, developing and enhancing the part they play as global citizens.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Raise standards of educational achievement and attainment

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Increase achievement in instrumental music tuition through the Youth Music Initiative	<p>Quarter 4 has once again evidenced significant and ongoing growth across all SLC's Youth Music Initiative (YMI) projects.</p> <p>The element of practical performance has impacted regularly and positively on the lives of young learners (and their teachers) during local community-based showcasing events. Musical representation at school assemblies, school openings, YMI school shows/performance and Easter concerts.</p> <p>Two primary school choirs participated as part of the Instrumental Music Service's flagship events - South Lanarkshire Schools' Big Band in Concert and the 2018 IMS Showcase. Many YMI musicians performed within the instrumental ensembles showcased at the South Lanarkshire Orchestral Society Grand Concert in March.</p> <p>Hugely favourable feedback has continued to be expressed by primary school staff members in regard to the invaluable benefits that music brings to the lives of young learners and the creative life of a school.</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Deliver an inclusive learning offer through Pupil Equity Funding to young people in S2/S3	<p>A range of offers have been presented to schools in support of the addressing the attainment gap.</p> <p>The offers include the Duke of Edinburgh Awards Scheme, Pathway to Alternative Curricular Education (PACE), Positive Learning with Universal Support (PLUS), Equate, Soccerworx and Danceworx, and various accredited learning offers such as HSK Mandarin, Youth Achievement Awards, Dynamic Youth Awards and Award Scheme Development and Accreditation Network (ASDAN) awards.</p> <p>The inclusive learning offers seek to engage young people through different learning styles that complement their abilities and styles of learning, supporting them to choose a path of learning that leads them to further learning opportunities, engagement with the curriculum and raised aspirations.</p>	Green	---	---	---	---	---
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	RM, in partnership with IT and Education, continue to work closely with schools to provide advice and guidance via Technical Account Manager visits and Sales Account Managers, to provide the most suitable digital solutions to meet school needs and to ensure that the service continues to meet stakeholders needs.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Implement the Education Digital Learning Strategy	Maintain, enhance and continue to develop a modern ICT environment in line with national and local priorities to ensure that the ICT environment can continue to meet learning and teaching needs	Refresh 2.1 in Primary, ASN and Nursery schools continues, delivering the latest hardware and operating environments. Technology drop in sessions have been delivered to all sectors during this period to inform staff about new technologies and to gather feedback on what digital solutions teachers are looking for.	Green	---	---	---	---	---
Promote and celebrate the achievements of young people	Organise the annual achievement award ceremony to celebrate children's success by June 2017	300 young people received an achievement award at the awards ceremony held in the Town House on 12 June 2017. The next annual achievement award ceremony is scheduled to take place in June 2018.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
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	Consultation events held with parents, staff and children completed in January 2018.	Green	---	---	---	---	---
	Support the training and deployment of up to 26 additional graduates in Early Years	26 staff commenced BA Childhood Studies in August 2017.	Green	26	26	0	0	0
	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	Partner contract reviewed and available for implementation from May 2018.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	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	With the £1.743m design funding approved by the Scottish Government, detailed design has been carried out on 5 projects. Awaiting final funding settlement which is expected May 2018.	Green	---	---	---	---	---
Ensure revised National Care Standards are implemented	Develop and deliver a professional learning programme to support the key aspects of the revised national care Standards for Heads/Owners and facilitators across all Early Learning And Childcare (ELCC) establishments	Training completed for all managers February 2018.	Green	---	---	---	---	---

Progress recommendations to develop Scotland's young workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Implement the Developing Scotland's Young Workforce Strategy, providing, promoting and valuing a	Continue to develop and Implement a range of supports to establishments to take forward Developing Scotland's Young Workforce	The South Lanarkshire Council Developing the Young Workforce (DYW) Delivery Framework continues to work with our partners to deliver the key aspirations of DYW for South Lanarkshire learners.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
range of learning, leading to a wide variety of jobs ensuring all young people have fair access to these opportunities	Continue to build and sustain strategic partnerships with local authorities, establishments, colleges and universities and business partners to widen the offer to young people in the Senior Phase	A successful bid has been awarded by Skills Development Scotland to SLC to enhance Foundation Apprenticeship opportunities for 2018-19. This has involved working with a range of partners to support this provision. SLC will deliver Early Years and Engineering Frameworks as well as using external providers that our young people can access. Applications are being invited from our young people for acceptance onto the programme within the range of frameworks.	Green	---	---	---	---	---
Develop employability skills and sustained, positive school leaver destinations for all young people	Carry out a strategic review of work experience models and implementation of the Standard for Work Experience	The strategic review has been completed with all schools scheduled to move towards the flexible pathway in session 2018/19. Meetings of the School Work Experience Impact Team continue to take place to support schools in implementing the recommendations of Developing the Young Workforce. These meetings will continue to take place during session 2017/18.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

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

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide a range of innovative, positive and sustained youth work opportunities that impact positively on the inequalities faced by young people	<p>To date, 1,151 young people are being supported to address inequalities that they face through participation in 64 innovative youth work opportunities.</p> <p>Vulnerable young people continue to participate on H2O+ developing life skills, core skills, and employability skills and have been aided in their move towards positive destinations directly through their participation on the programme.</p> <p>Skills Exchange Scotland (SES) have established the Moving On Project in Lanark for 16 to 18 year olds who require pre-employability support. SES are now also offering a limited targeted outreach programme in the most rural areas in Clydesdale to attempt to localise access to the service and remove the barrier of the lack of transport.</p> <p>South Lanarkshire College has established a base in Lanark to run the Rural Energy Academy providing training and employability opportunities in the energy and utility sector. The project has been operational since Feb 2018.</p> <p>Personal and Social Development youth work programmes with S3 and S4 pupils continue to provide life skills and literacy based around life coaching philosophies – personality management and positive attitudes, the power of the spoken word and positive communication.</p> <p>Young people are experiencing work experience and extended work placements within youth centres.</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
		<p>Programmes provide access to dual accredited learning awards with young people completing awards such as: Healthy Eating, Managing Social Relationships, Individual Rights & Responsibilities, and Healthy Living.</p> <p>Young people and volunteers have successfully complete the Achievement Generators project in conjunction with Youth Scotland.</p> <p>'The Street 8' has commenced and is actively engaging young people in the newly written scenarios. As with all previous years, young people write and act in these scenarios, supporting their peers understand the negative choices young people may make and the impact of these decisions on themselves and the people around them.</p> <p>All Youth Learning Services staff continue to offer young people support with employability, CV's, job searches, advice & sign posting to partner agencies for issues including benefits & housing advice.</p>				---		

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	<p>A total of 3,367 young people left school in South Lanarkshire in 2016-2017 and this year South Lanarkshire was ranked fifth for positive destinations in relation to all local authorities. It is also the 3rd consecutive year that the South Lanarkshire figure has been greater than the Scottish average. This year also sees the highest figure recorded for South Lanarkshire since the information has been collected.</p> <p>The positive destination rate for South Lanarkshire is 95.8%. This sits above the national average (93.7%)</p> <p>The unemployed (seeking) rate for South Lanarkshire is 2.8%. This sits below the national average (4.5%)</p> <p>The unemployed (not seeking) rate for South Lanarkshire is 1.2%. This sits below the national average (1.4%)</p> <p>The unconfirmed rate for South Lanarkshire is 0.02%. This sits below the national average (0.4%)</p> <p>In 2016-2017, the South Lanarkshire figure of positive destinations achieved by the young people in the 30% most deprived areas was 93%. This is the highest figure recorded since figures became available and it is above the national average of 90.3%, for the 30% most deprived areas. The difference in South Lanarkshire between the 30% most deprived areas and all other leavers is 4.5% and this is a smaller gap than the national average of 5.2%.</p>	Green	94.0%	95.8%	0.0%	93.0%	94.0%

Improve achievement, raise educational attainment and support lifelong learning

Progress recommendations to develop Scotland's young workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Maintain the percentage of children who are looked after entering and sustaining a positive destination	<p>The Aspire programme continues to prioritise Care Experienced young people as part of the service delivery model and all looked after young people are offered employability support through the programme.</p> <p>These young people are less likely than their peers to go on to further or higher education, training or to find employment. Despite recent improvements in leaver destinations for young people in general, the outcomes for this group have shown slower improvement.</p> <p>There is a multi-agency care experienced tracking and monitoring group which works to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required.</p> <p>89.8% of our care experienced young people who left school in 2017 entered a positive destination.</p> <p>Improvement work to continue increased positive destinations for this target group includes action to further develop the tracking and monitoring of employability support packages for care experienced young people with a particular focus on the supports required for young people who are looked after at home.</p>	Green	-----	89.8%	0.0%	91.0%	100.0%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually	Increase knowledge and confidence amongst practitioners in the use of benchmarks to assess pupil learning	Plans are in place to support schools with additional curriculum planning documentation in relation to the benchmarks. These have been presented to the Learning & Teaching Group and further work is required before presenting these to schools.	Green	---	---	---	---	---
	Provide professional learning activities which support the learning and teaching of Literacy and English for all children and young people	A wide range of professional learning opportunities has been offered to support establishments in providing high quality learning and teaching experiences in literacy, including quality practitioner and Senior Management Team training and support around active literacy methodology in primary schools. These are reviewed and refreshed regularly to ensure they are current and relevant.	Green	---	---	---	---	---
	Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people	Provision of targeted support for identified schools which will result in increased attainment at identified stages. Following the submission of predicted data from all establishments, school's will be identified for targeted support. Staff have opportunities to engage in high quality Career Long Professional Learning (CLPL) which is linked to raising attainment within their establishments.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide professional learning activities which support the learning and teaching of Health and Wellbeing for all children and young people	There has been a good uptake and positive feedback on the range of CPD offered to colleagues to support different aspects of HWB. This included Mental Health First Aid training, the Mentors in Violence Prevention scheme and HWB lessons relating to Substance Misuse. Colleagues from secondary establishments have engaged in networking opportunities to develop and update their Personal and Social Education programmes and a cross sectoral group has been established to examine personalised support for learners.	Green	---	---	---	---	---
	Provide a range of support to establishments which enhance professional learning in Languages 1+2	Primary/Secondary links continue to strengthen practitioner confidence and quality transition planning for young people. Primary language learning training continues to be a core component of Professional Learning. A range of network groups around elements of 1+2 provide forums for professional learning as we move towards 2021 implementation expectations.	Green	---	---	---	---	---
	Continue to support establishments to implement South Lanarkshire Council's Outdoor Learning Strategy	Throughout 2017/18 ongoing support is provided as requested to establishments to assist with the implementation of the Outdoor Learning Strategy.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Ensure the highest possible quality of educational provision for	Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school	At the end of Quarter 4, 100% of primary pupils consulted as part of HMIE process, expressed satisfaction with school.	Green	93.0%	100.0%	93.6%	94.7%	91.0%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
children, young people and communities	Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school	No secondary school inspections within this period.	Green	75.0%	0.0%	89.5%	0.0%	78.8%
	Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision	To date, 94% of parents of pre school pupils consulted as part of HMIE or Care Commission process, are satisfied with service provision.	Green	93.0%	94.0%	99.1%	96.0%	100.0%
	% of Adults satisfied with local schools	The percentage of adults satisfied with local schools, as reported by the Local Government Benchmarking Framework rolling 3 year averages, has fallen slightly but is above the national average (75%) which has also decreased.	Green	78.0%	76.0%	82.0%	79.0%	78.0%
	Following the publication of the National Child Protection Improvement Programme's findings and action plan, review and update or present policy to ensure best practice	This has been updated, with further updates to be completed to adhere to changes in information sharing coming into force in MAY 2018.	Green	---	---	---	---	---
Progress the key themes of	Increase the proportion of schools receiving positive inspection reports	To date 100% of school have received positive inspection reports.	Green	93.0%	100.0%	92.8%	92.3%	100.0%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
self-evaluation and leadership in all establishments and services	Provide support to establishments to adopt a revised model of improvement planning and reporting which lead to focused delivery of key priorities	The School Improvement Planning template was revised and updated to take full account of national and local priorities. Following a pilot year and phased implementation approach all establishments adopted the template for session 2017-18. This template supports establishments to plan and report on a focused number of relevant priorities. The plans are closely linked to the new Standards and Quality reporting format. Link Officers continue to support schools with the planning and reporting processes. The school improvement plans and standards and quality reporting formats were reviewed at a recent Head Teacher meeting and changes have been made to take account of the feedback provided.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide support for establishments to engage in rigorous and robust self evaluation using How Good is our School (4th Edition) HGIOS4, which results in improved outcomes for learners	A programme of comprehensive support for establishments to engage in rigorous and robust self evaluation using How Good is our School 4th Edition (HGIOS4) was implemented last session and has continued in session 2017-18. To date this support has included production and distribution of a HGIOS4 Toolkit, presentations at Head Teacher meetings and a number of support meetings for those establishments pending inspection. This has resulted in positive outcomes for schools i.e. of the establishments being inspected for the first time this session or last session (under the new inspection model), all have received "positive" outcomes i.e. a grade of satisfactory or above for all Quality Indicators.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide support for establishments and Services to engage rigorous and robust self-evaluation using How Good is the Learning and Development in our Community? which results in improved outcomes for learners	<p>Youth Learning Service has rolled out a revised Quality Indicator (QI) tool kit to complete establishment wide audits of the HMle QI 5.1 'Delivering the Learner Offer with Learners'.</p> <p>This is being used to provide profiles as well as providing staff with information, challenge questions, structure and worked example that can be used to aid in the completion of their own, individual self-evaluation forms, with a range of self-evaluations completed for Quality Indicators which support the partnership work within each of the 4 Community Learning and Development (CLD) Partnership Locality Action Planning Groups.</p> <p>Preparation for an inspection of CLD in South Lanarkshire has completed the first stage with the Strategic Inspection phase being completed and reporting as overwhelming strong. The place based inspection begins on 23 April for 5 days in the Rutherglen central area, as well as Whitlawburn and Springhall areas of Cambuslang.</p> <p>A new database management information system is in development to complement the HMle Quality Framework "How Good is the Learning and Development in Our Community?".</p> <p>This management system is moving towards incorporating the newly developed Community Learning and Development Partnership Impact Measures.</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Implement the requirements of General Teaching Council for Scotland's, Professional Review and Development and Professional Update	Continue to implement the new General Teaching Council for Scotland's paperwork and processes for Professional Review and Development and Professional Update	Processes and paperwork for Personal Review and Development (PRD) and Professional Update continue to be implemented. Staff informed of availability of material and guidance given to complete PRD. All staff eligible for professional Update successfully completed.	Green	---	---	---	---	---
	Continue to implement quality assurance systems for new Professional Review and Development and Professional Update	SLC staff liaised with General Teaching Council for Scotland (GTCS) to monitor implementation of professional update. SLC staff liaised with staff requiring sign off for session 2016-17. 100% of staff requiring professional update achieved re-registration.	Green	---	---	---	---	---
Provide high quality professional learning activities for practitioners based on the needs identified in the CQIS annual audit	Audit professional learning needs of practitioners and ensure the needs of establishments have been addressed by June 2018	A comprehensive programme of professional learning opportunities for practitioners is in place for Session 2017/2018.	Green	---	---	---	---	---
	Increase the overall percentage of staff participating in additional qualification opportunities	By the end of Quarter 4, an additional 59 members of staff were participating in opportunities that lead to additional qualifications.	Green	3.7%	5.6%	0.0%	2.5%	3.6%
Maintain Education Resources commitment to employees through the development and effective implementation of personnel policies and employee learning and development	Ensure Education Resources remains compliant with the IIP principles, to enable positive assessment outcomes	Education Resources remains compliant with Investors in People principles.	Green	---	---	---	---	---
	Maintain or improve performance in relation to national performance measures: The number and % of Head and Deputy Head teachers who are women compared with the % of all teachers that are women in: Secondary schools, Primary schools, ASN schools	The percentage of Head and Depute Head Teachers who are women in Secondary, Primary and ASN schools is 77.9%. This compares with 77.3% of all teachers in SLC. Figures are now calculated based on the staff census to provide a comparison with the national figure which for 2017/18 is 75.7% for HT/DHT and 76.8% for all teachers.	Green	78.6%	77.9%	79.0%	79.6%	78.6%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Ensure the Corporate Standards for People Connect are met by Education Resources within agreed timescales	Corporate Standards for People Connect are met by Education Resources within agreed timescales.	Green	---	---	---	---	---
Deliver adult learning programmes to promote positive health and wellbeing	Number of adult learning programme participants who report adopting healthier lifestyle practises	A range of physical and emotional family learning programmes were offered including Healthy Eating , Family Fun Time, Outdoor Learning, Forest Schools. The HSP service has also worked in partnership with Active schools to provide a range of physical games and activities. Of the participating families, 142 adults took part in Family learning activities have reported being better able to support their child's / family member's health and wellbeing	Green	-----	142	0	0	0
Deliver programmes to support literacy and numeracy	Number of parents who report feeling more confident to support their child's literacy	An additional 203 adults took part in family learning programmes that supported their child's literacy and numeracy and reported they are better able to support their child's / family member's learning in literacy and numeracy. 354 adults have participated to date.	Green	-----	354	0	0	0
Provide English for speakers of other languages (ESOL) classes in local communities from	Number of English for speakers of other languages (ESOL) learners accessing provision	The numbers of learners accessing provision have fluctuated over the year due to staffing issues. Plans are now in place for enhanced service with the Workers Education Authority (WEA) in the 2018 - 2019 session.	Green	-----	23	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Literacies to Intermediate level	Maintain number of English for speakers of other languages (ESOL) learners reporting increased confidence in applying skills to daily life	Class numbers have remained steady across 2017 - 2018 although there has been some progression by our Syrian families into college placements in Glasgow. A Partnership with the Workers Education Authority (WEA) provides the opportunity to offer an enhanced programme of delivery commencing in April 2018.	Green	-----	-----	0	0	363

Improve achievement, raise educational attainment and support lifelong learning**Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	<p>Through analysis of local level data, learner consultation and national policy changes, provision has been redirected to take account of roll out of Universal Credit. While generic Adult Literacy and Numeracy classes support learners with Individual Learning Plans to meet their goals, which often take account of employability and work related learning, specific provision has been offered in a range of areas.</p> <p>Short term support is offered via drop in IT provision that provides support with Universal Job Match and CVs etc. Employability provision is offered in partnership with Department of Work and Pensions in Hamilton, whereby staff are requesting training on specific learning disabilities and accessing support for literacy for clients. There is on going discussion with Lightbody's as a local workplace to establish potential for workplace learning.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning**Deliver services and programmes through the Community Learning Partnership to further improve literacy and numeracy skills among young people and adults**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	Learners continue to engage in 33 generic 39 and 52 week Adult Literacy and Numeracy (ALAN) provision that is Individual Learning Plan led. This has been further supported by 16 one off events to increase uptake of learning opportunities, including; World Book Night celebrations; Summer programmes; Reading Ahead Challenge, Walk A Mile For Literacy events etc. to increase awareness and challenge stigma around literacy learning. Additional support seeds classes are offered in each of the 4 localities and are supported by widening participation in other learning via partnership provision.	Green	-----	67	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Promote and support the role of volunteering within local communities	Number of volunteers supporting activities	<p>260 volunteers are currently supporting Service delivery. Volunteers continue to supported to engage in activities that suit their skill set. Training and learning opportunities are offered to develop the capacity of volunteers to contribute to better outcomes for communities, this is formalised through standard processes of Sharing Practice Sessions.</p> <p>During 2017 - 2018, 36 volunteers have progressed onto employment and a further 143 have accessed learning and training opportunities that meet their needs, as identified through Personal Support Plans.</p>	Green	-----	260	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Maintain number of volunteer hours delivered in local communities	14,743 volunteer hours have been contributed directly to Community Learning and Home School Partnership provision. In addition, relationships with partner agencies and appropriate progression and referral routes has led to a range of additional volunteering opportunities being taken up in local communities, including through the Discovery Award programme.	Green	-----	14,743	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Engage young people in influencing service design and delivery, reflecting youth issues in their community	Increase the annual percentage of young people that express their voice and demonstrate social commitment	<p>To date, 4,047 young people have actively expressed their voice to date and demonstrated social commitment.</p> <p>Young people have actively participated in a range of dialogues to support the planning of spring break programmes and are based programmes, the development of mental health and wellbeing provision for teenagers, Our Place Our Plan, Year of Young People 2018 events, a new youth environmental project at Carlisle supported by funding from TESCO Bags of Help fund to develop the outdoor space at the side of the facility, and the planning of a youth summit in August 2018 as part of Year of Young People 2018, funded through a successful bid by young people to the Create18 Fund.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	-----	0.0%	0.0%	0.0%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Increase levels of achievement through community capacity building	Provide volunteering opportunities for young people in their communities that enhance social commitment	<p>During 2017-2018, 782 young people have contributed 22,907 hours through volunteering.</p> <p>Activity has included undertaking weekly volunteering duties within programmes such as Carluke Sports Club, Vertigo 360 Youth Theatre, Money For Life, South Lanarkshire Youth Council (South Lanarkshire Young Peoples' Sports Panel, Health Issues In the Community, South Lanarkshire Disability Access Panel, and the Clydesdale area 3rd Sector Forum), facility programmes, taster sessions, and whilst on the H2O+ programme through the community challenge, breakfast clubs supporting the community during the summer holidays, social enterprise through delivering holiday break youth club sessions within communities, the planning and delivery of celebration events such as Youth Action Plan and the Year of Young People 2018, and in completing their Duke of Edinburgh Awards section through a variety of settings.</p>	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Increase levels of achievement through learning for young people and adults

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Provide opportunities for young people to achieve awards through the Youth Learning Service	Maintain the number of awards accessible to young people	<p>The Hi5 Award developed by Youth Scotland has been added to the list of 47 Awards that continue to be made available to young people.</p> <p>These awards include: Duke of Edinburgh Awards Scheme, SQA Steps to Work, Working with others, and employability units, Youth Chinese Test (YCT) Awards, HSK level 1 Awards, John Muir Award, JASS Award, ASDAN Youth Achievement Award Gold / Silver / Bronze, ASDAN PSD Award, and Level 1 Customer Services Award.</p> <p>To gain a Hi5 Award, young people choose a challenge, complete a minimum of 5 hours of activity, think about and comment on their achievements, record time spent on their activities and gather evidence of their participation. They will then receive a certificate showing their name, their challenge, hours completed and a statement of their 'special achievements'.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	48	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Number of young people participating in awards	There are currently 1,852 young people actively participating in awards schemes through Youth Learning Services. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Green	-----	1,852	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Number of awards achieved	<p>325 awards were achieved during Q4; 991 in total to date.</p> <p>These include Hi 5 Awards, Duke of Edinburgh (Bronze, Silver and Gold), Food Hygiene, Lvl 1 Customer Services, Saltire Awards and SQA Employability and, Working With Others, Sports leaders level 4 Dance leaders level 4 & 5, and Horticulture.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	991	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	0	0	0
Provide accreditation opportunities for learners	Maintain number of participants who achieve an accredited award	<p>A range of accreditation opportunities are delivered for learners across the Community Learning Home School Partnership Service (CLHSP) service. Learners benefit from nationally recognised certificated programmes such as REHIS, First Aid, SQAs courses and Award Scheme Development and Accreditation Network (ASDAN) courses. Personal goals of individual learners vary, but accredited programmes increase employability, confidence and self-esteem as well as enabling learners to develop a wide range of skills, knowledge and capacities that improve life chances. 169 adult learners have achieved a national recognised award or qualification through direct participation of adult learning programmes. At the Adult celebration 367 adults have received awards for their achievements.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	169	0	0	0

Improve achievement, raise educational attainment and support lifelong learning

Improve outcomes for individual children and families in South Lanarkshire

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	Staff continue to assess and plan for children in line with the GIRFEC Practice Guide with interim guidance on the information sharing sections. A revised practice guide will be issued when final guidance is received from GIRFEC National Team.	Green	---	---	---	---	---
	Implement key elements of the Wellbeing legislation across Education Resources and wider partners	All staff have been advised on the use of the GIRFEC Wellbeing Tool and this is now being incorporated into assessments when required. Additional training will be provided on the use of the new SEMMIS Wellbeing tool throughout the year.	Green	---	---	---	---	---
	Develop revised guidance and regulations concerning the Children and Young People(Scotland) Act 2014, implement the structures required for the Named Person Service within Education Resources	The training programme is now progressing and has been well received by practitioners across Education resources. To date 248 members of staff have received training and further tailored events are being planned. Revised guidance will be issued following further discussions with the Scottish Government regarding what advice the guidance should contain.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve outcomes for individual children and families in South Lanarkshire

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	The group have met and there will be two subsequent meetings before June 2018 to provide guidance on strategies that may be used with pupils with a demand avoidant profile. This information will be available to schools	Green	---	---	---	---	---
	Continue to promote and raise awareness of the value of the Autism Lens / Consultation work using a new Learn Online resource	The autism consultation is being rolled out in all SLC schools and early years establishments. Link psychologists are working with schools to arrange and deliver training to all staff in primary schools and key staff in secondary schools. Authority wide training sessions are delivered annually to ensure that new staff have an opportunity to receive the training. Psychological Services and the Inclusive Education Service continue to liaise on developing updates and improvements to the rollout and delivery. A training session was held in February for Partner Provider nurseries and this is being followed up with a half day session in April. To facilitate this for partner providers, Early Years Specialist Support Teachers are receiving training and support in coaching and mentoring these establishments.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
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	Partnership working has supported establishments to embed Health and Wellbeing (HWB) in the curriculum with NHS colleagues supporting the alignment of Relationship, Sexual Health and Parenthood benchmarks with current resources. Feedback from the Realigning Children's Services programme has enabled establishments to obtain current data showing trends and statistics on various aspects of HWB from children and parents within their learning communities. This is being used to set targets and support plans for improvement in this area.	Green	---	---	---	---	---
Ensure revision of Admissions policy for Early Learning and Childcare to meet the requirements outlined in The Children and Young People (Scotland) Act 2014	Undertake consultation with all stakeholders in the revision of the current admissions policy for all Early Learning and Childcare establishments and develop a revised policy	Revised admissions policy reported to Education Resources committee in February 2018.	Green	---	---	---	---	---
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	Results of the Healthy Living Survey maintained 100% of primary establishments undertaking 2 hours of Physical Education. In Secondary Schools, Broad General Education (S1-3), all pupils receive a minimum of 2 periods of Physical Education; Senior Phase (S4) the majority of pupils receive 2 periods of Physical Education.	Green	-----	100.0%	0.0%	100.0%	100.0%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Continue to deliver a range of professional programmes for practitioners, with partners, focused on the quality of provision of Physical Education	Professional programmes for practitioners have been organised in a wide range of areas including athletics, gymnastics, volleyball, netball. These CPD courses continue to be well attended by colleagues from both primary and secondary establishments.	Green	---	---	---	---	---
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	Training has been provided for staff from Partnership early Years provisions. A follow up session has been arranged for April 2018. Early Years Specialist Support Teachers have been trained in Coaching and Mentoring through the ASD Consultation Framework with a view to them supporting staff in this approach. Discussion with staff from Early Years and Inclusive Education are ongoing to ensure this is embedded effectively in practice.	Green	---	---	---	---	---
Deliver family learning programmes to promote positive health and wellbeing	Number of family learning programme participants who report adopting healthier lifestyle practices	A range of physical and emotional family learning programmes were offered including Healthy Eating , Family Fun Time, Outdoor Learning, Forest Schools. The HSP service has also worked in partnership with Active schools to provide a range of physical games and activities. Of the participating families, 142 adults took part in Family learning activities have reported being better able to support their child's / family member's health and wellbeing	Green	-----	142	0	0	0

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Continue to engage with parents/carers to involve them in family learning activities and experiences with their children to support the improvement of reading, writing, skills for lifelong learning and the promotion of positive health and wellbeing	Number of parents who report feeling more confident to support their child's learning in identified curricular areas	<p>354 adults have reported that they are better able to support their child's curricular learning.</p> <p>Parents have participated in programmes such as Tea with the Teacher, Rhyme Time and the Families and School Together (FAST) programme for families who previously had little or no contact with the school.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	354	0	0	0

Ensure schools and other places of learning are inspirational**Implement the schools modernisation programme**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Progress the council's Schools Modernisation Programme	Continue to progress the building of new schools/establishments during 2017-18 to achieve the target of 129 primary schools	Tinto PS and Crawford PS opening in May 2018 before the end of school session 2017/18.	Green	4	2	104	114	120
Modernise all nursery facilities	Number of nursery classes modernised in session 2017/18	Tinto PS nursery class opening May 2018 before the end of school session 2017/18.	Green	2	1	4	5	2

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Support learning and raise attainment through the use of digital technologies and the ICT infrastructure	Continue to support schools to implement national and local digital learning strategies in order to embed the use of digital technologies and lead to increased attainment	ICT coordinators meetings, led by the Digital Support Officer for primary establishments, have provided positive feedback. In addition several establishments have been supported with embedding their digital learning strategies. Very positive feedback was received from the information event held to support Head Teachers with their school ICT refresh and to support strategic planning.	Green	---	---	---	---	---
	Ensure that the NGLS2 contract with RM maximises performance and availability of ICT across all establishments	Contract performance continues to be high and all SLAs have been achieved over this year. Benchmarking has also confirmed that pricing remains highly competitive and advantageous.	Green	---	---	---	---	---
	Ensure that the ICT infrastructure is fit for purpose and supports the evolving needs of learners and practitioners	Primary, ASN and nursery refresh 2.1 ongoing, and will deliver over 3000 devices, upgrading to Windows 10 and Office 2016. Mobile Device Management (MDM) for ipads continues to grow with nearly 2000 devices enrolled.	Green	---	---	---	---	---
	Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching	Provision to schools continues to evolve to meet changing needs with Chromebooks still a popular and flexible choice in all sectors. Schools also continue to invest in technology, increasing mobile and one to one use of devices, and use of online resources.	Green	---	---	---	---	---
Deliver high quality continuous professional learning to support all staff in achieving excellent learning and teaching and service delivery	Continue to deliver a high quality programme of professional learning opportunities across a range of themes e.g. Learning and Teaching and the Curriculum	The Curriculum and Quality Improvement Service (CQIS) continues to deliver a high quality programme of professional learning opportunities across a range of different themes, for example: Leadership, Curriculum and Learning and Teaching. The service has also been responsive to the needs of establishments, taking cognisance of the most recent CQIS audit.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	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	All settings will be consulted with by the end of April 2018. Information gained will be used to support the new training plan for session 18/19.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	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	<p>Across the Service staff have participated in over 1100 CPD opportunities to enhance their learning and practice.</p> <p>Staff continue to be encouraged to access Community Learning and Development Standards Council Continuing Professional Development (CPD) website, iDevelop, and participate in planned CLD events such as the 'Empowering CLD' by West CLD Alliance</p> <p>Staff have accessed several external training opportunities including 'Workshop to Raise Awareness of Prevent' (WRAP) training on the Prevent Strategy, New Psychoactive Substances and Drugs, Resilience, and various through Learn-On-Line, Child Trafficking, delivered Safe Talk, British Sign Language, Champion Training Making Life Easier – NHS, Scottish Peer Education Network, NHS Mental Health in Scotland Impact Measures, MIDAS / Mini MIDAS, First Aid 3 Day and Emergency First Aid.</p> <p>In addition to this, 7 members of staff are currently enrolled on the University of the West of Scotland BA Community Education whilst 9 members of staff are currently progressing through their SVQ Level III Youth Work qualification.</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Equip staff to deliver high quality learning and teaching, inspire learners, improve attainment and	Continue to provide a range of supports to all establishments to promote the delivery of high quality learning experiences for all learners	The SLC Learning and Teaching group continue to develop materials to support and promote highly effective practice in this area. Additional materials will be available for schools to access through glow next term.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
celebrate success	Organise a range of Youth Learning celebration events and/or awards ceremonies that recognise the achievements of young people	<p>To date, 33 celebrations have taken place with 9 events taking place during Q4.</p> <p>These events included the Duke of Edinburgh's Awards Scheme ceremonies over 2 nights, 2 young people showcased in the national publication on Youth Achievement Awards by Youth Scotland https://www.youthscotland.org.uk/about-us/youth-scotland-s-awards-their-stories/</p> <p>Vertigo Theatre reaching the finals of YouthLink Scotland's national Youth Work Awards for the category 'Time to Shine' supported by Creative Scotland, the Confucius Hub Showcase 2018 celebrating the success of 13 young people achieving accredited qualifications in Mandarin which included HSK 1 award, YCT 1 award and SQA National 5, and on Wednesday 14th March SLYC members, YOYP ambassadors and YLS staff successfully launched South Lanarkshire's YOYP celebration event in the Council Offices, celebrating young people's achievements and contributions to their communities. A mixture of live music, drama and various stage entertainment was complimented by other stalls including a selfie mirror, our events bus, climbing wall and portable skate ramp all provided free in what was a very successful and fun event.</p> <p>Work continues to progress plans for events across South Lanarkshire during the Year of Young People 2018.</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Progress leadership development at all levels, within schools and all learning establishments	Continue to develop leadership at all levels from Newly Qualified Teachers (NQTs) to serving Head Teachers, through our Leadership Framework	<p>South Lanarkshire Council (SLC) provides a wide range of opportunities for all staff to participate in leadership opportunities at an appropriate level.</p> <p>All Newly Qualified Teachers (NQTs) are deployed and appropriate training in place. Each NQT undertakes a professional enquiry between February and May. The format of this was devised by group of Head Teachers and Depute Head Teachers in association with the Curriculum and Quality Improvement Service.</p> <p>All NQTs have submitted an 'Interim 1' profile to the General Teaching Council for Scotland and these contain professional learning plans for January to June. NQT's who required an 'Interim 2' profile have submitted this. Acting Depute Head Teacher and Head Teacher opportunities made available to primary staff and successful staff identified and deployed where appropriate.</p> <p>SLC facilitates the participation of school leaders in Scottish College for Educational Leadership programmes.</p> <p>Expressions of interest sought from staff for Master Levels Opportunities through the West Partnership Programme.</p> <p>SLC provides support for staff undertaking postgraduate leadership qualifications.</p>	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide support to establishments to participate in a phase 2 of 'Professional Learning Trios'	Phase 1 of Professional Learning Trios was a great success with over 40 schools participating in session 2016-17. An information event was held in August 2017 to encourage schools to join Phase 2 of the programme. This resulted in a good response with over 50 new schools signing up to Trios. This means that during session 2017-18 we have had 100 schools in total participating from across the Primary, Secondary and Additional Support Needs sectors.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Provide professional learning programme for Early Learning and Childcare Managers to enhance the quality of provision being delivered to all young children	Through Head Teacher's meetings, support visits, our Early Years Conference and partner meetings managers have received relevant information and training. Professional learning trios are supporting Head's of Early Years Establishments operating independently from primary schools. We have worked with University West of Scotland to secure 90 places for Masters modules for all registered managers. this rolling programme will begin in August 2018. All managers have received training on the new transition materials and Standards and Quality Report writing.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Ensure schools and other places of learning are inspirational

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	<p>Young people continue to actively participate in planning and evaluation of youth work provision in their facility.</p> <p>Young people accessed a variety of opportunities during 2017 – 2018 including the development of holiday programme provision, Mix United LGBTI provision, Scottish Youth Parliament campaign delivery, development of social enterprise activity, and the creation of the new script and scenarios for 'The Street 8.</p> <p>Young people from all Universal Connections (UCs) are actively involved in the organisation of local Year of Young People events, and young people from Street Level with UC are actively involved in all aspects of the new youth environmental project at the facility which is funded by Street Level after they received £4000 from TESCO Bags of Help fund to develop the outdoor space at the side of the facility.</p> <p>In addition to this, 200 young people were consulted to develop the programme for the Confucius hub showcase event. Discussing the content of the programme and activities to be undertaken.</p> <p>These processes ensure that programmes meet the needs of young people and that they themselves, are fully involved, including in delivery where applicable, building their confidence, skills and commitments to others.</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Ensure current national and local priorities for vulnerable children, young people and families are addressed	Review and develop the Education Resources guidelines on Promoting Positive relationships/ Respect for ALL and Exclusion Policy to reflect principles set out in Scottish Government's forthcoming position paper	The review is underway taking into account the most recent Scottish Government guidance, Included, Engaged and Involved Part 2. The review of operating procedures for exclusions will be concluded soon and new guidelines will be distributed to educational establishments in the summer term.	Green	---	---	---	---	---
	Review and develop the Education Resource guidelines on Accessibility Strategy and in particular the duty to consider reasonable adjustments within the Equalities Act 2010	The Accessibility Strategy will be contained in the Framework for Inclusion and Equality.	Green	---	---	---	---	---
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	No requirements during Quarter 4 although dialogue is ongoing with Inclusion Services to ensure any emerging issues are addressed as appropriate. Plan to review ASN accommodation 2018/19 with Head of Service to ensure accommodation supports Inclusion Strategy (presumption of mainstreaming where possible).	Green	---	---	---	---	---
Review secondary estate to meet developing needs of ASN pupils	Undertake a programme of adaptations of current secondary accommodation to meet pupil needs, as determined by ongoing review	No requirements in Quarter 4 although dialogue is ongoing with Inclusion Services to ensure any emerging issues are addressed as appropriate. Plan to review ASN accommodation 2018/19 with Head of Service to ensure accommodation supports Inclusion Strategy (presumption of mainstreaming where possible).	Green	---	---	---	---	---

Support our communities by tackling disadvantage and deprivation and supporting aspiration

Improve the life chances of children & families

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Ensure the implementation of Pupil Equity Funding to target the most deprived children and promote equity	Issue advice and guidance to establishments to support their management of Pupil Equity Funding	<p>Advice and guidance was issued to all establishments to support the management of the Pupil Equity Fund (PEF). Establishments were asked to outline their plans for the spend in their School Improvement Plans. Link Officers have been using this information to support schools.</p> <p>In addition to the initial advice given schools have been given further guidance about the ongoing monitoring of their spend and have been asked for updates as the session progressed.</p> <p>Schools who have opted into the newly established South Lanarkshire Council Tracking and Monitoring approach have also been able to access support measuring the impact of PEF spend.</p>	Green	---	---	---	---	---

Support our communities by tackling disadvantage and deprivation and supporting aspiration

Improve the life chances of children & families

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Monitor the impact of Pupil Equity Funding through our revised Standards and Quality reporting framework	<p>The revised Standards and Quality reporting framework is designed to incorporate a section for establishments to review the impact of the Pupil Equity Fund (PEF). Establishments are aware of this requirement and how it links to the plans set out in their School Improvement Plans.</p> <p>Advice provided to schools about the ongoing monitoring of PEF and schools will provide updates by June 2018.</p>	Green	---	---	---	---	---

Support our communities by tackling disadvantage and deprivation and supporting aspiration

Improve the life chances of children & families

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	The Education Resources Mental Health Improvement Network has been established to progress a coherent and consistent approach to support vulnerable children and young people in health related matters. Terms of Reference for this group have been drawn up and approved by the Education Management Team (EMT). The group will continue to meet over the course of 2018-19 and an update will be provided to the EMT in 2019 with regard to the effectiveness of the group.	Green	---	---	---	---	---

Support our communities by tackling disadvantage and deprivation and supporting aspiration

Improve the life chances of children & families

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Continue to further develop strategies to support and include young people, tackling local and national disadvantage and deprivation	Provide supportive opportunities to young people regarding issues such as housing, financial literacy, homelessness, life skills, mental health and accessing services	<p>To date, 1,518 young people have been supported to tackle issues affecting their life chances and life choices.</p> <p>Young people on the H2O+ programme have benefited from supportive opportunities relating to financial literacy and life skills. The Money for Life (MFL) Group continues to work in partnership with Lanarkshire Credit Union (LCU).</p> <p>Activities provided enable staff to engage positively with young people offering support, guidance and sign posting to those in need.</p> <p>Key interventions and crisis supports have included individual young people who are experiencing homelessness receiving crisis support; young people completing the 'Managing own Money' unit as part of the Personal and Social Development (PSD) award; young people involved in one-to-one support regarding mental health, homelessness, anti-social behaviour, alcohol and substance misuse, gambling, and employment and training.</p> <p>An emerging issue has been young people and addictive behaviour (gambling which is negatively affecting families) resulting in a new programme to support young people to understand the risks and associated impacts.</p> <p>In addition, young people and their respective families who are affected by food poverty have received support and food parcels through a partnership agreement with Greggs.</p>	Green	---	---	---	---	---

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

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Review the Education Resources Parental Involvement Strategy	Review Parent Involvement Strategy	Stakeholder group established to review the parental involvement strategy in line with National Improvement Framework and legislation.	Green	---	---	---	---	---
	Organise an annual parents conference in partnership with parents	Conference took place in November 2017.	Green	---	---	---	---	---
	Engage with the Parents' Focus Group to share information on the curriculum and learning	Quarterly meetings with Focus Group to consider Impact of Family Learning.	Green	---	---	---	---	---
Strengthen partnership working to promote a consistent focus on learning when shaping and delivering services	Maintain and update annually a register of Education Resource partnerships	Highly effective working relationships continue with Higher Education, Further Education and other external partners to strengthen joint working and to support learning and increase opportunities for young people to move towards training and employment. A register of partnerships is kept and regularly updated.	Green	---	---	---	---	---

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

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	East Kilbride Community Growth Area. Contacted stakeholders on outcome of the statutory consultation - majority of consultations received were in favour of the new primary school at Jackton being aligned with Calderglen High School. Report to the Executive Committee 28 March 2018 recommending that Option One above be approved.	Green	---	---	---	---	---

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

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Further enhance partnership working with young people and other stakeholders to promote a consistent focus on local and national democratic learning, as defined within the Youth Strategy	Increase awareness of the democratic decision making processes that give young people opportunity to express their voice, develop confidence and resilience, and optimism for the future	<p>To date, 3,893 young people have engaged in learning and application of democratic decision-making processes in different contexts. These contexts included new opportunities such as the South Lanarkshire Disability Access Panel and the Young People's Sports Panel, Clydesdale 3rd Sector Forum, young volunteers voted into office as a management committee for Calderglen Youth Club, Health Issues in the Community (HIIC), and the Confucius Hub Scottish Dragons.</p> <p>In addition to this, All South Lanarkshire Members of the Scottish Youth Parliament (MSYP) continue to promote and consult with local young people on their current Scottish Youth Parliament (SYP) campaign – "Youth rights", Clydesdale area Youth Council members successfully applied to 'Year of Young People' (YOYP) Create18 team for funding to host a rural youth summit. The team were awarded £840 and plan to host the summit in the Biggar learning community in late August or early September 2018, and on Wednesday 14th March SLYC members, YOYP ambassadors and YLS staff successfully launched South Lanarkshire's YOYP celebration event in the Council Offices, part of which started a dialogue on what it means to be a young person in South Lanarkshire in 2018.</p>	Green	---	---	---	---	---

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

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Maintain the number of individuals who engage effectively and confidently through the Youth Participation Network	<p>2,874 young people have engaged through the Youth Participation Network to date.</p> <p>Engagement has included consultation with young people on their knowledge and experiences of local youth mental health services, with the aim of improving and increasing local service provision, Mentors Against Violence Prevention Programme, Members of Clydesdale area youth council attended their first Clydesdale 3rd Sector Forum meeting in New Lanark, Year of Young People Youth Ambassadors actively developed and planned the successful launch of Year of Young People (YoYP) 2018 in South Lanarkshire with young people attending and helping shape the YoYP 2018 legacy for South Lanarkshire, Health Issues in the Community part 1 is being delivered to a class of S6 pupils in Uddingston Grammar School. The course receives a credit rating on the SCQF. The school is currently recruiting up to 12 pupils and the course will run for the duration of the academic session.</p> <p>This is a new measure for 2017/18 and will set the benchmark for measuring future performance.</p>	Green	-----	2,874	0	0	0

Work with communities and partners to promote high quality, thriving and sustainable communities**Ensure effective partnership working with parents, carers, learners and other stakeholders in order to provide leadership and engagement that enables a clear focus on learning and participation**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Maintain the number of groups that engage effectively and confidently through the Youth Participation Network	32 groups have engaged through the Youth Participation Network to date. Amongst these are the South Lanarkshire Disability Access Panel and the Young People's Sports Panel. Members continue to promote, consult and inform youth groups, schools and other young people in South Lanarkshire. This is a new measure for 2017/18 and will set the benchmark for measuring future performance.	Green	-----	32	0	0	0

Work with communities and partners to promote high quality, thriving and sustainable communities**Ensure an effective contribution to the Council's Sustainable Development Strategy**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes	Further embed climate change awareness and sustainability in Curriculum for Excellence	Increasingly, schools will incorporate sustainability content into their curriculum, using programmes and initiatives to support their work. The SLC Glow site has been updated to include access to Learning for Sustainability resources. This will be supported by the Curriculum and Quality Improvement Service throughout school session 2017-18.	Green	---	---	---	---	---

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

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Continue to increase climate change awareness and sustainability in education establishments	Schools will incorporate climate change awareness content into their curriculum, using programmes and initiatives to support their work. Links and resources will be added to the SLC Glow site and the SLC Education twitter site. This will be supported by the Curriculum and Quality Improvement Service throughout school session 2017-18.	Green	---	---	---	---	---
	Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools	Schools continue to support involvement in programmes and initiatives that help reduce climate change. This will continue to be supported by the Curriculum and Quality Improvement Service throughout session 2017-18.	Green	---	---	---	---	---
	Maintain 100% Eco Schools Scotland registration and increase percentage of establishments with bronze, silver and green flag awards	SLC continues to maintain its 100% registration with Eco-Schools Scotland. Currently 168 schools are registered: 133 have bronze awards; 119 have silver awards and 73 have Green Flag awards. Those schools with Green Flags are maintaining their standards to meet Green Flag level at each check up. In addition an increasing number of Early Years Partner providers have registered with Eco Schools: 40 are registered; 23 have bronze awards; 17 have silver awards and 8 have Green Flags. Young people in SLC are very aware of their eco responsibilities and share what they have learned with their parents.	Green	100.0%	100.0%	100.0%	100.0%	100.0%

Work with communities and partners to promote high quality, thriving and sustainable communities**Ensure an effective contribution to the Council's Sustainable Development Strategy**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Deliver targets within the school estate programme	Increase the number of primary school and nursery buildings built to modern, sustainable standards with improved technologies	Tinto PS and Crawford PS opening May 2018 before the end of school session 2017/2018.	Green	124	122	0	10	6
Deliver a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target	Implement fuel efficiency measures to achieve a 4% reduction in vehicle emissions by March 2018 (relative to baseline year of 2014/15)	By the year end a 17.5% reduction in vehicle emissions has been achieved. Education has a very low fleet usage in comparison with other Resources.	Green	4.0%	17.5%	0.0%	0.0%	3.7%
Implement the Climate Change Duties Compliance Improvement Action Plan	Implement actions within the Climate Change Duties Compliance Improvement Action Plan within the agreed timescales	All actions within the Climate Change Duties Compliance Improvement Action Plan progressed within agreed timescales.	Green	---	---	---	---	---

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

Improve the safety of our young people and their families

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Provide a range of experiences and activities that equip young people with skills to consider risk, make reasoned decisions and take control	Sustain the range of Youth Learning Service experiences and activities which include learning involving risk management	<p>To date, 3,849 young people have accessed 679 experiences and activities.</p> <p>A range of activities across Youth Learning Services support young people in different settings and in different ways. Such programmes seek to support young people develop the skills, experience and confidence to make the right decision in a critical situation.</p> <p>Activity challenged their practical experience of risk assessment, both planned and dynamic, or challenged their skills to make reasoned decisions and take control of their lives through programmes such as alternative curriculum programmes, Duke of Edinburgh expeditions, creation of behaviour support plan and risk assessments, completion of challenges set to reduce anger, anti-social behaviour and risk talking behaviour.</p>	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Provide opportunities for young people to engage in cultural activities both within and out with the school environment	Continue to develop partnership working with South Lanarkshire Leisure and Culture (SLLC) Cultural Co-ordinators and external partnerships to afford young people further opportunities to participate in cultural activities both within and out with the school environment	A range of cultural activities were undertaken in partnership with SLLC including the 'Big Stampede' which involved schools designing their own version of animal artwork for display in their local community.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
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	Children and young people are involved in a range of cultural and creative activities aimed at improving their health and wellbeing.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Broaden the perspectives of young people through new experiences and thinking, through participation in physical and cultural activities	Increase access to learning opportunities for individuals and communities such as Chinese language, theatrical learning and performance, sport, dance and music, through innovative approaches such as the Confucius Hub	<p>Young people have experienced and engaged in a variety of theatrical, sporting and cultural learning experiences over 2017 - 2018.</p> <p>This has included young people involved in the Big Music Project, participation in outdoor teambuilding at Wiston Lodge and educational cultural excursions to Kelvingrove Art Gallery and Glasgow Transport Museum, a new music group in Lanark Universal Connections (UC) with the aim to teach young people various instruments and work towards a live performance as part of the Year of the Young People 2018, and through theatre, benefits including learning in performance skills, improvisational skills, stage management, costume making and design, budgeting, improvisation, voice, movement and experience in the development of drama workshops for peer education.</p> <p>Douglas UC has Hagshaw Wind Farm funding for the purchase of Music equipment and other material to enhance 'Arts' learning offer for young people in the local area.</p> <p>Over 2,000 young people have engaged in Mandarin and Chinese cultural learning opportunities across the authority area with 15 young people attending Cantonese lessons delivered by the Lanarkshire Chinese Association in the Whitehill Community Learning Hub. 20 families have been identified to participate in a pilot family learning programme using Mandarin and Chinese cultural activities, and 260 people including the Provost, elected members partner agencies and pupils attended the Confucius Hub annual</p>	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
		<p>showcase event showcasing the learning being undertaken across the authority.</p> <p>The Scottish Dragons delivered a Chinese new year event at UWS which was attended by over 200 people.</p> <p>Launching the Year of Young People 2018, 42 acts performed for young people from across South Lanarkshire expanding their experiences to different cultural music and drama.</p> <p>Various opportunities are planned for 2018 under the Year of Young People that will allow diversity in accessing opportunities, understanding different cultures and showcasing talents.</p>				---		

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Deliver the objectives of the Council Plan Connect	Deliver annual Resource Plan and review suite of measures for coverage and relevance	The Education Resource Plan and suite of measures were approved by the Education Resources Committee on 6 February 2018. The plan set out the priorities and actions to be taken to support the delivery of the Council Plan Connect.	Green	---	---	---	---	---
Ensure that high standards of governance are being exercised	Complete Resource Governance Self Assessment and declaration by due date and develop actions to address non-compliant areas	<p>The Resource Governance Self Assessment was completed in April 2018.</p> <p>Advice and guidance was provided to strengthen awareness of information governance and training on the General Data Protection Regulation (GDPR).</p>	Green	---	---	---	---	---

Delivering the plan and achieving best value

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	80% of risk control actions completed by due date	Risk register completed and presented to the Education Resources Committee 6 February 2018.	Green	80%	80%	100%	100%	100%
	90% of audit actions completed by due date	Audit actions are implemented and new procedures are put in place where required to effect improvement.	Green	90.0%	60.0%	100.0%	50.0%	100.0%
Promote high standards of information governance	Information governance self assessment audit checklist to be completed annually and all relevant actions to be implemented	The Information Governance Self Assessment Audit checklist was completed in April 2018 and submitted to the Information Governance Board within the required timescale and in line with legislation. Good governance practices were reviewed and monitored throughout the year and improvements implemented.	Green	---	---	---	---	---
Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA. Note: results should be considered in the context of the number of requests received	90% of Freedom of Information (FOISA) requests to be processed within the 20 working day period	During Quarter 3, 61 FOI Requests were received by Education Resources. Target met with 95.1% of responses made within the 20 working day period.	Green	90.0%	95.1%	0.0%	93.5%	83.9%
	90% of Environmental Information (Scotland) Regulations EI(S)R requests to be processed within the 20 working day period unless extended to 40 working days in exceptional circumstances	There were no requests made to Education Resources under the Environmental Information (Scotland) Regulations.	Green	90.0%	-----	0.0%	100.0%	0.0%
	90% of Data Protection Act (DPA) requests to be processed within 40 calendar days	By the end of Quarter 3, 11 Data Protection Act (DPA) requests were received. Target met with 100% of Data Protection Act (DPA) requests processed within 40 calendar days.	Green	90.0%	100.0%	0.0%	4.0%	100.0%

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Take forward the statutory requirements that arise in the General Data Protection Regulation	Prepare an implementation plan and guidance for all establishments on the General Data Protection Regulation	Implementation Plan and Guidance on the General Data Protection Regulation is on track to meet requirements within agreed timescales.	Green	---	---	---	---	---

Promote equality and the wellbeing of staff

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Develop and implement council wide equality performance measures and publish results in accordance with Public Sector Equalities Duties	Number of policies recommended, not recommended or piloted as a result of Equality Impact Assessments undertaken for all relevant policies, strategies and procedures	EQIA Impact assessments done as and when required.	Green	-----	11	21	17	20
	Provide annual report to the Equal Opportunities Forum on uptake of service, based on the agreed equality outcomes	The Equalities Forum report was presented to the Equalities Forum in February 2018 and the progress and work being undertaken by Education Resources and the content of the report were accepted.	Green	---	---	---	---	---

Delivering the plan and achieving best value**Develop improvement activity and promote scrutiny**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery	Engage in self evaluation activity and take forward any improvement actions	The Curriculum and Quality Improvement Service (CQIS) conducts an annual audit which is then used for self evaluation activity and to inform improvement actions. Using the audit, the team produces an improvement plan with key priorities identified for each work stream. These are made available for establishments to access and are subject to regular review. An interim review of the plans was carried out in January 2018. An end of session review of 2017-18 plans and creation of 2018-19 plans will take place by July 2018. In addition to the plans produced, CQIS Lead Officers have also contributed to the South Lanarkshire Council National Improvement Framework Improvement Plan for Scottish Education submitted to the Scottish Government in September 2017. As a follow up to this, they will contribute to the South Lanarkshire Standards and Quality Report to be produced in Summer 2018.	Green	---	---	---	---	---
	Use the results of benchmarking activity (including the Local Government Benchmarking Framework) to inform and improve service delivery	Results from benchmarking activity are used by staff teams to inform and improve service delivery.	Green	---	---	---	---	---

Improve the skills, flexibility and capacity of the workforce

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Ensure commitment to employees through the development of personnel policies and	Absence rate less than 4.5%	The overall staff absence rate based on the average figure for April 2017 to March 2018 is 3.2% which is below the Council target level (4.5%).	Green	4.5%	3.2%	3.4%	3.6%	3.3%

Delivering the plan and achieving best value**Improve the skills, flexibility and capacity of the workforce**

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
employment learning and development opportunities	Labour turnover rate less than 5%	The labour turnover rate for April 2017 to March 2018 is 3.9% which is below the Council target level (4.9%).	Green	4.9%	3.9%	2.2%	3.8%	2.1%
	100% coverage of Performance Appraisals (PA's) of employees in scope	100% of teacher Professional Review and Development completed and aligned to professional update.	Green	100.0%	100.0%	100.0%	95.0%	85.7%
Implement the council workforce strategy toolkit and continue the cyclical reporting framework	Complete review of workforce plan and develop actions to respond to workforce changes and meet future needs	The review of the workforce plan is complete and relevant actions developed to respond to workforce changes and meet future needs. The South Lanarkshire Council, Workforce Plan 2017-2020: Right people, right place, right time report was put to Executive Committee on 8 March 2017.	Green	---	---	---	---	---

Provide sound financial stewardship for the council

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Implement effective Best Value management arrangements to ensure continuous improvement and effective and efficient service delivery	Cost per primary school pupil	The cost per primary school pupil remained consistent due to a sustained level of spending on education during a challenging economic period. The cost per primary school pupil in SLC is in line with the Scottish average (£4,788). The data published in 2017/18 in the Local Government Benchmarking Framework relates to the financial year 2016/17.	Green	-----	£4,774	£4,539	£4,607	£4,775

Delivering the plan and achieving best value

Provide sound financial stewardship for the council

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Cost per secondary school pupil	<p>The cost per secondary school pupil increased slightly due to a sustained level of spending on education during a challenging economic period. The cost per secondary school pupil in SLC is slightly below the Scottish average (£6,806).</p> <p>The data published in 2017/18 in the Local Government Benchmarking Framework relates to the financial year 2016/17.</p>	Green	-----	£6,430	£6,034	£6,152	£6,230
	Cost per pre-school education place	<p>The cost per pre-school education place increased due to a sustained level of spending on education during a challenging economic period. The cost per pre-school place in SLC is below the Scottish average (£4,246).</p> <p>The data published in 2017/18 in the Local Government Benchmarking Framework relates to the financial year 2016/17.</p>	Green	-----	£3,754	£2,499	£2,611	£2,968
Monitor the efficient use of the secondary school estate to meet developing needs	Maximise funding streams through City Deal / Developer Contributions to meet increasing pupil population in the secondary school estate as a result of Community Growth Areas	Requirements for Hamilton Community Growth Area (CGA) are being developed. Discussions are ongoing regarding the accommodation requirements for Larkhall CGA dependent on the scale of the development. Consultation completed on catchment realignment of secondary accommodation for East Kilbride CGA.	Green	---	---	---	---	---

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

Action	Measures(<i>non statistical measures shaded grey</i>)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
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	Review after new P1 intake numbers complete. Additional works required at Lanark PS now being costed - will be funded from Growth & Capacities budget. Growth & Capacities update paper to be presented at future CMT meeting to discuss current and emerging pressures.	Green	---	---	---	---	---
	Develop effective solutions, funded via City Deal / Developer Contributions, for early years and primary school estate to meet the increasing pupil population as a result of Community Growth Areas	Discussions over educational accommodation requirements as a result of the Hamilton Community Growth Areas (CGA) are ongoing. Larkhall CGA requirements are dependent on scale of the development. A consultation has been completed on the realignment of secondary school catchment areas in East Kilbride CGA.	Green	---	---	---	---	---
Ensure the effective financial management of the primary school estate project	Ensure that the Primary Schools Modernisation Programme can be completed within the agreed budget	In conjunction with Finance Services, and through maximising external funding, a balanced Primary School Modernisation Programme budget has been achieved for 2017/18.	Green	---	---	---	---	---
Maximise developer contributions to mitigate the impacts of housing developments on education accommodation	Work collaboratively with Planning Services to negotiate the maximum external funding contributions via developers using Education Resources' agreed methodology	Liaison with Planning Services to ensure appropriate contributions are requested from developers to meet the emerging need for educational facilities as a result of additional house building.	Green	---	---	---	---	---