

## **Education Resources**

# **improve**

## **Resource Plan**

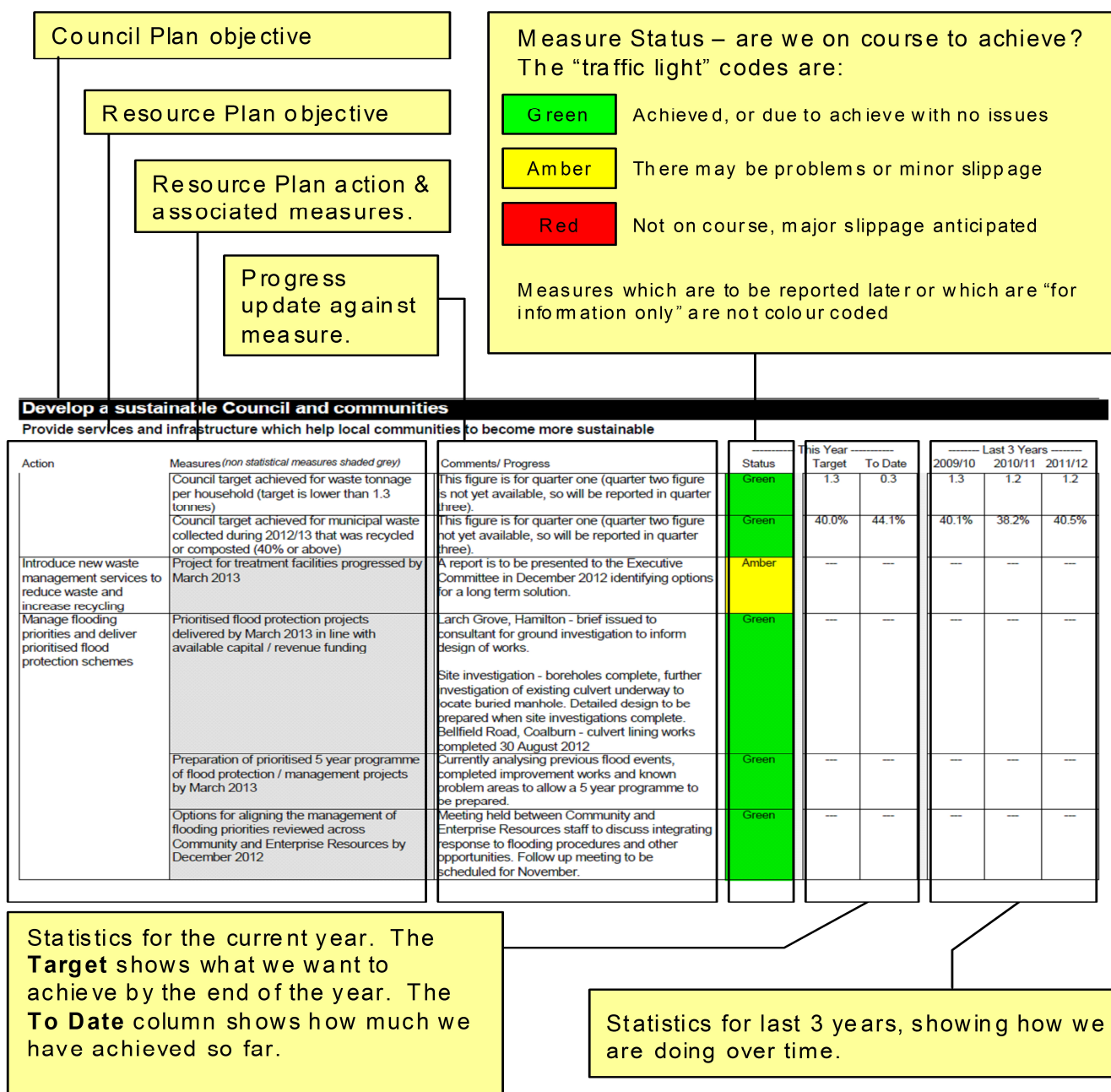
**Performance Report 2019-20**

**Quarter 2 : April 2019 - September 2019**

(This represents the cumulative position to September 2019)

## How to use this performance report

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



**Develop a sustainable Council and communities**  
Provide services and infrastructure which help local communities to become more sustainable

Action	Measures (non statistical measures shaded grey)	Comments/ Progress	Status	This Year		Last 3 Years		
				Target	To Date	2009/10	2010/11	2011/12
	Council target achieved for waste tonnage per household (target is lower than 1.3 tonnes)	This figure is for quarter one (quarter two figure is not yet available, so will be reported in quarter three).	Green	1.3	0.3	1.3	1.2	1.2
	Council target achieved for municipal waste collected during 2012/13 that was recycled or composted (40% or above)	This figure is for quarter one (quarter two figure not yet available, so will be reported in quarter three).	Green	40.0%	44.1%	40.1%	38.2%	40.5%
Introduce new waste management services to reduce waste and increase recycling	Project for treatment facilities progressed by March 2013	A report is to be presented to the Executive Committee in December 2012 identifying options for a long term solution.	Amber	---	---	---	---	---
Manage flooding priorities and deliver prioritised flood protection schemes	Prioritised flood protection projects delivered by March 2013 in line with available capital / revenue funding	Larch Grove, Hamilton - brief issued to consultant for ground investigation to inform design of works.  Site investigation - boreholes complete, further investigation of existing culvert underway to locate buried manhole. Detailed design to be prepared when site investigations complete. Bellfield Road, Coalburn - culvert lining works completed 30 August 2012	Green	---	---	---	---	---
	Preparation of prioritised 5 year programme of flood protection / management projects by March 2013	Currently analysing previous flood events, completed improvement works and known problem areas to allow a 5 year programme to be prepared.	Green	---	---	---	---	---
	Options for aligning the management of flooding priorities reviewed across Community and Enterprise Resources by December 2012	Meeting held between Community and Enterprise Resources staff to discuss integrating response to flooding procedures and other opportunities. Follow up meeting to be scheduled for November.	Green	---	---	---	---	---

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

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



Summary - number of measures green, amber and red under each Council

Council Objective / Theme	Green	Amber	Red	To be reported later / Contextual	Total
<i>Improve services for older people</i>					
<b>Protect vulnerable children, young people and adults</b>	<b>6</b>			<b>10</b>	<b>16</b>
<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>					
<b>Work with communities and partners to promote high quality, thriving and sustainable communities</b>	<b>16</b>			<b>1</b>	<b>17</b>
<i>Support the local economy by providing the right conditions for inclusive growth</i>					
<b>Support our communities by tackling disadvantage and deprivation and supporting aspiration</b>	<b>4</b>				<b>4</b>
<b>Improve achievement, raise educational attainment and support lifelong learning</b>	<b>66</b>	<b>3</b>		<b>26</b>	<b>95</b>
<b>Ensure schools and other places of learning are inspirational</b>	<b>15</b>				<b>15</b>
<b>Encourage participation in physical and cultural activities</b>	<b>6</b>				<b>6</b>
<b>Delivering the plan and achieving best value</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>15</b>
<i>Embed governance and accountability</i>					
<b>Total</b>	<b>120</b>	<b>5</b>	<b>2</b>	<b>41</b>	<b>168</b>

**Improve achievement, raise educational attainment and support lifelong learning****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

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>So far this session, Additional Support Needs Co-ordinators in schools have received training around South Lanarkshire's newly launched framework for assessing, identifying and support pupils with weak literacy skills and dyslexia.</p> <p>The Literacy Co-ordinators' Meeting scheduled for October 10th 2019 will provide support and guidance for Literacy Co-ordinators in primary and secondary sectors on South Lanarkshire's newly launched framework for assessing, identifying and support pupils with weak literacy skills and dyslexia, as well as Scottish Book Trust input on developing a reading culture and Education Scotland input on Scots Language.</p> <p>Secondary Literacy Co-ordinators will meet on October 28th where they will review support for learners and resources which will support literacy across curriculum subjects. In November 2019, primary and secondary Newly Qualified Teachers will experience sector specific literacy inputs from the Central Literacy Team as part of their core South Lanarkshire professional Learning.</p>	Green	---	---	---	---	---



## Improve achievement, raise educational attainment and support lifelong learning

### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
	Build on support to refresh learning and teaching skills in literacy resulting in high quality experiences for learners	Active Literacy Training for primary class teachers and senior leaders on effective practice around the teaching of phonics, spelling and reading which is research-informed, has taken place throughout August and September over nine days. Approximately two hundred staff attended and feedback was extremely positive, averaging 3.9/4. Twelve more schools have become part of the Active Literacy Project, receiving additional support via generic training, Literacy Coach training and bespoke support from the Central Literacy Team. Approximately one hundred staff attended Talk for Writing training for Nursery- Primary 3 on 25th and 26th September. Feedback was extremely positive, averaging 3.9/4. Representative cohort of ten primary schools across Cam-Glen, Hamilton and East Kilbride have taken part in training session one of a Talk for Writing Leadership group. This will be followed by another two sessions throughout session 2019-20 Feedback from session one was very positive. On October 7th-9th, thirty members of school staff will embark on Catch Up Literacy Training- a one to one reading intervention.	Green	---	---	---	---	---

## Improve achievement, raise educational attainment and support lifelong learning

### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy	Numeracy Co-ordinators have been advised at Co-ordinators events on how to use the refreshed SLC Numeracy Strategy to support planning and assessment. Schools have also received individual support as requested.	Green	---	---	---	---	---
	Build on support to refresh learning and teaching skills in numeracy resulting in high quality experiences for learners	Last session a number of staff received training in Maths Recovery. This approach is well researched and aims to strengthen pedagogical practice in Primary Schools. Evidence from this work suggests that it has a significant impact on learners problem solving skills.  Staff from across SLC have been trained on an intervention to support struggling learners in Numeracy. Data collected from school's indicates that this intervention is having a significant impact on learners.	Green	---	---	---	---	---
	Ensure the highest quality of experiences for all learners by supporting the implementation of learning and teaching approaches and strategies to ensure that every child achieves the highest standards in literacy and numeracy	The newly appointed Development Officer for Play Based Learning will organise a sub group that will focus on play based pedagogy.  Training is scheduled on effective learning and teaching approaches with all Newly Qualified Teachers throughout the session.	Green	---	---	---	---	---
	Continue to provide a range of supports to progress assessment, tracking and monitoring and moderation to enable all staff to have confidence in specifying teacher judgements within the Broad General Education	A robust plan is in place to deliver moderation training to all primary senior management teams and to a representative from each primary school. This training will also be supported by the West Partnership. Two further cohorts of secondary schools will also undertake training with the Development Officer for Literacy.	Green	---	---	---	---	---

**Improve achievement, raise educational attainment and support lifelong learning****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Literacy	Report to be provided at Quarter 3	Report Later	71.9%	-----	71.5%	72.2%	72.0%
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Numeracy	Report to be provided at Quarter 3.	Report Later	78.0%	-----	77.0%	78.2%	78.9%
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Literacy (S3, 3rd level or better)	Report to be provided at Quarter 3.	Report Later	90.1%	-----	87.0%	90.0%	93.2%
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Numeracy (S3, 3rd level or better)	Report to be provided at Quarter 3.	Report Later	89.0%	-----	86.0%	89.7%	91.2%
	Develop support materials and deliver training on literacy, numeracy and health and wellbeing for all Early Learning and Childcare establishments to ensure improved outcomes for children	Working groups are currently developing new support material for literacy, numeracy and health and wellbeing.	Unassigned	---	---	---	---	---

## Improve achievement, raise educational attainment and support lifelong learning

### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures (non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Continue to achieve equity by 'closing the poverty related attainment gap' and meeting the aspirations of the Attainment Scotland Fund	Provide support to all schools participating in the Scottish Attainment Challenge (SAC) to meet the commitments set in SAC plans and to submit annual reports reflecting their progress to the Scottish Government	The Scottish Attainment Challenge (SAC) funding continues to have impact across all our schools' programme schools for our most vulnerable children and young people. All primary and secondary schools involved in the SAC Schools' Programme, have been supported by the Equity Strategic Lead and Attainment Advisor to submit their final impact report for 2018-2019. A Career-Long Professional Learning event took place in August 2019. School visits have also taken place across almost all schools by the Equity Strategic Lead and/or Attainment Advisor. 'Clinics' are planned to further support schools during the school session.	Green	---	---	---	---	---
	Provide support to schools in effective use of Pupil Equity Funding to help close the poverty related attainment gap	Revised and updated Local Authority Pupil Equity Funding (PEF) Guidance has been issued to all schools and is being used across the authority. Clear governance framework remains in place for equity. PEF Post (Equity Bulletin) is issued termly to schools to update them on equity-related matters. @SLCAttainment Twitter feed continues to be utilised to share good practice across the authority. The #itsSLC Equity and Excellence Showcase event shared good practice across the local authority in May 2019.	Green	---	---	---	---	---

## Improve achievement, raise educational attainment and support lifelong learning

### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures (non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	100% of schools to include a 'Cost of the School Day' position statement in their 2019-20 handbook	A 'Cost of the School Day' position statement will be incorporated into school handbooks by December 2019.	Green	100.0%	100.0%	0.0%	0.0%	0.0%
	Provide 'Cost of the School Day' training to all twelve SAC schools and all other establishments who request support during school session 2019/20	A training package has been prepared and offered to all SLC schools. To date 2 schools have taken advantage of this opportunity. One twilight course has run which was attended by 15 staff and 1 SAC school. Three more twilights are available to schools. 1 SAC school and 2 full Learning Communities (10 schools) have booked In Service training for the November In Service days. A presentation was made to all SAC Head Teachers on the 21st of September to share key messages and remind of training/support on offer.	Green	---	---	---	---	---
	Produce a 'Best practice Guide' for 'Cost of the School Day' for establishments based on results of staff, pupil and parent/carer surveys	Best Practice ideas are being collected by schools on the Cost of the School Day.  Currently schools are being given a Best Practice Leaflet guide collated from available literature on Cost of the School Day which will be replaced by a South Lanarkshire Council specific booklet when all information is gathered.	Green	---	---	---	---	---
	Overall Average Total Tariff	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	889	918	-----
	Average Total Tariff SIMD Quintile 1	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	622	603	-----



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Action	Measures (non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Average Total Tariff SIMD Quintile 2	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	786	793	-----
	Average Total Tariff SIMD Quintile 3	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	881	975	-----
	Average Total Tariff SIMD Quintile 4	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	1,071	1,089	-----
	Average Total Tariff SIMD Quintile 5	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	1,184	1,217	-----
	Percentage of pupils achieving 1 or more awards at SCQF level 4 or above (on leaving school)	Report to be provided at Quarter 4.	Report Later	96.3%	-----	96.6%	96.0%	96.2%
	Percentage of pupils achieving 1 or more awards at SCQF level 5 or above (on leaving school)	Report to be provided at Quarter 4.	Report Later	87.0%	-----	86.0%	87.8%	87.2%
	Percentage of pupils achieving 1 or more awards at SCQF level 6 or above (on leaving school)	Report to be provided at Quarter 4.	Report Later	65.9%	-----	65.4%	66.8%	65.6%
Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed	Percentage of pupils gaining 5 or more awards at Level 5	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	61.0%	63.0%	-----
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	43.0%	41.0%	-----

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Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Percentage of pupils gaining 5 or more awards at Level 6	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	35.0%	36.0%	-----
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	19.0%	17.0%	-----
Take forward key aspects of Curriculum for Excellence in all schools and	Improve the effective use of Benchmarks to assess pupil learning	As part of the moderation training staff will engage further with the benchmarks to support effective assessment and teacher judgement.	Green	---	---	---	---	---

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Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----			
			Status	Target	To Date			
establishments	Provide professional learning activities which support the learning and teaching of Literacy and English for all children and young people	Seven Primary Early Level Literacy training twilights for practitioners, throughout session 2019-20, are taking place in venues across Clydesdale, Cam-Glen and East Kilbride. A pilot programme of five professional learning sessions, exploring reading development and ways to support learners facing difficulties, beyond early level, is underway. South Lanarkshire Literacy Team and Psychological Service are collaboratively planning and presenting the sessions. The pilot will be evaluated rigorously by Psychological Service. A South Lanarkshire Teachers' Reading Group, consisting of twenty five practitioners, has been established with the aim of fostering children's reading for pleasure through supporting adults own reading for pleasure and research-informed practice.	Green	---	---	---	---	---

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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 Numeracy and Mathematics for all children and young people	<p>Numeracy Co-ordinators have been updated on advice from SLC and Education Scotland at Numeracy Co-ordinator events through out the session.</p> <p>Number talks training is also being offered this session with the first event being held in September.</p> <p>Catch Up Numeracy training continues to be offered to teaching and support staff.</p> <p>Schools and Early Years establishments are continuing to offer training for their staff in line with their improvement priorities.</p>	Green	---	---	---	---

**Improve achievement, raise educational attainment and support lifelong learning****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Continue to implement the actions in the Science, Technology, Engineering & Maths (STEM) Strategy to achieve better outcomes for learners	To further develop and coordinate STEM work across the authority, a consultation group has been set up by key officers in the Curriculum and Quality Improvement Service. This consultation group is made up of key leaders from establishments across the authority with an interest in developing STEM both within their schools and across the authority. This group will have involvement with initiatives such as - Primary STEM Leaders, Mission Discovery 2020 programme, Upstream Battle.	Green	---	---	---	---	---
Continue to support the implementation of Languages 1 + 2 through training for teachers	Continue to support establishments in delivering Languages 1 + 2 through professional learning	This session, fifty four primary teachers are registered for Primary Languages Learning in French/Spanish across eight twilight session. Five South Lanarkshire teachers are embarking on a thirty-two week module in either French, Spanish or Mandarin offered by Open University and Scotland's Centre for Languages. Representatives from seven primary schools attended an eTwinning twilight session for staff to find out about eTwinning and the added value on pupil learning/global citizenship. Plans are underway to support primary schools to take part in Euroquiz 2019-20.	Green	---	---	---	---	---
Provide high quality learning experiences for all	Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school	92.9% of primary pupils consulted as part of HMIE process express satisfaction with school.	Green	93.0%	92.9%	91.0%	100.0%	95.4%
	Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school	There have been no secondary school inspections as at Quarter 2.	Report Later	78.0%	0.0%	78.8%	0.0%	78.0%



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### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures (non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision	91.2% of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, express satisfaction with service provision. Only 4 pre-school inspections have taken place as at Quarter 2.	Amber	93.0%	91.2%	100.0%	94.0%	93.0%
	Percentage of adults satisfied with local schools	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	75.7%	73.3%	-----
Progress the key themes of self-evaluation and leadership in all establishments and services	Provide support for establishments to engage in rigorous and robust self-evaluation using How Good is our School (4th Edition) which results in improved outcomes for learners	The Curriculum & Quality Improvement Service continue to provide support for establishments in using 'How Good is our School' (HGIOS) 4 to achieve improved outcomes. A Validated Self Evaluation programme - is in place for 2019/20.	Green	---	---	---	---	---
	Provide support to establishments on improvement planning and reporting which leads to focused delivery of key priorities	Quality Link Officers provide 1:1 support for establishments through their annual visit schedule. These visits are shaped by both local authority and school improvement priorities. The service also runs a programme of training for Head Teachers (and other relevant colleagues) called 'Improving our Schools'. Schools are able to opt in to sessions to suit their Improvement Planning priorities.	Green	---	---	---	---	---
	Percentage of funded Early Years provision which is graded good/better	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020.	Report Later	-----	-----	95.2%	0.0%	-----

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Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Proportion of schools receiving positive inspection reports	At Quarter 2, 100% of schools have received a positive inspection report.	Green	-----	100.0%	100.0%	100.0%	100.0%
Implement the requirements of General Teaching Council for Scotland's, Professional Review and Development and Professional Update	Continue to ensure Professional Review and Development and Professional Update takes place in all schools in line with GTCS standards	Continued engagement with staff to complete Professional Update by GTCS deadline set by GTCS. We have liaised with GTCS and staff to monitor staff engagement and completion of Professional Update. Continued dialogue with the GTCS to monitor staff movement into the Authority and their position with regards to their professional Update.	Green	---	---	---	---	---
Progress leadership development at all levels, within schools and all learning establishments	Continue to develop leadership for Newly Qualified Teachers (NQTs)	A programme of Professional Learning in commenced in September 2019 for newly qualified teachers. The focus is on National and Local priorities and delivered by a range of professionals including Lead Officers and Educational Psychologists. All probationers will engage in a Practitioner Enquiry which will concluded in May 2020. Throughout the session the progress of NQTs will be monitored closely and additional support will be provided as appropriate.	Green	---	---	---	---	---

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Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----			
			Status	Target	To Date			
	Continue to develop leadership at all levels through the Leadership Framework	Education Scotland have developed their online resource to incorporate the former SCEL framework and the Career Long Professional Learning opportunities offered within South Lanarkshire Council align with these to support leadership at all levels. So far this session we have had a good uptake and very positive feedback on the delivery of our Aspiring Heads course and excellent feedback from the Coaching & Having Difficult Conversations input.	Green	---	---	---	---	---
	Continue to develop leadership capacity through our programme of 'Professional Learning Trios'	The Head Teacher professional Learning Trios continue to support school improvement through local authority guided peer support and challenge. The professional dialogue and sharing practice which is afforded through this opportunity has been very well received.	Green	---	---	---	---	---
Ensure the roll out of the new Shared Inspection Framework	Deliver a programme of training and directed support for Early Years staff to all Early Learning and Childcare establishments on key aspects of new Shared Inspection Framework by June 2020	Education Scotland and the Care Inspectorate have recently announced that the launch of the new Shared Inspection Framework is on hold until after the early learning and childcare expansion (August 2020). Work will commence on this target as soon as the new Shared Inspection Framework is launched.	Amber	---	---	---	---	---

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Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----			
			Status	Target	To Date			
Develop awareness raising, training and support materials for all Early Learning and Childcare establishments	Ensure implementation of the new Scottish Government 'National Standard' for Early Learning and Childcare by December 2019	Implementation on-going. Briefings with managers/designated staff to be completed December 2019	Green	---	---	---	---	---
Report on the outcome of inspections of Early Learning and Childcare as part of the improvement planning framework	Support the delivery of key aspects of 'How Good is our Early Learning and Childcare?'	An SLC 'How Good Is Our Early Learning and Childcare' Toolkit has been successfully developed and issued to all early learning and childcare establishments ( local authority and funded providers).  All Early Learning and Childcare Locality Lead Officers and Quality Officers are currently involved in supporting establishments through the process of Validated Self-Evaluation (VSE) using 'How Good Is Our Early Learning and Childcare' (HGIOELC) Quality Indicators.	Green	---	---	---	---	---

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Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----				
			Status	Target	To Date				
	Implement monitor and evaluate a range of supports for leaders and practitioners in managing change towards 1140 hours to ensure sustainment and improvement of the quality of provision	Termly 1140 hours Early Learning and Childcare Showcase Events are taking place to support practitioners and leaders to ensure sustainment and improvement of quality provision during a period of change. A first event was held in June 2019 and a second is planned for October 2019. Evaluations from our first Showcase event were very positive.  An ELC Bulletin (Sway) is now created and issued monthly to all early learning and childcare establishments. The comprehensive Bulletin contains relevant, current national and local advice and guidance to ensure sustainment and improvement of quality early learning and childcare provision.	Green	---	---		---	---	---
Ensure the delivery of an action plan to implement the new Scottish Government 'National Standard' for Early Learning and Childcare	Develop an action plan for validation/evaluation process for the implementation of the new national standard for Early Learning and Childcare	Funded providers will be delivered through procurement process. Outcomes will be known January 2020. Local Authority database established and action plans will be established for those required.	Green	---	---		---	---	---
Ensure the implementation of the revised curriculum guidance Building the Ambition	Deliver a programme of training and directed support to all Early Learning and Childcare establishments on the revised curriculum guidance Building the Ambition	Training will be devised and delivered when the revised document is launched by Education Scotland.	Green	---	---		---	---	---



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Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Ensure the delivery of Scottish Government Additional Graduate commitment in line with national and local priorities	Ensure additional graduates are targeted to specific nurseries within SIMD areas leading to improved outcomes for children	Targeted work on-going. Positive outcomes being realised.	Green	---	---	---	---	---
Build sustainable confidence and capacity in Quality improvement arising from the Children and Young People's Improvement Collaborative	Present a progress report on building capacity and capability within the children's services workforce to the Community Planning Partnership	A progress report and presentation were provided for the Community Planning Partnership Board in September 2019 on behalf of the Children's Services Partnership. The CPP Board also benefited from a paper highlighting work to progress the Children's Rights agenda by children's services partners.	Green	---	---	---	---	---
	Support the local implementation of effective changes in the Children and Young People's Collaborative and engage with national events	The Children and Young People's Improvement Collaborative National Learning Event is scheduled for November 12th and 13th. South Lanarkshire have been nominated in three award categories and children's services partners will be represented at the event. A further update will be provided at Q3.	Green	---	---	---	---	---
Review and revise the attendance operating procedure	Implement revised Operating Procedure on promoting attendance in establishments	The revised operating procedure on promoting and recording attendance is in the process of being drafted for consultation and is on target to be published by the end of 2019.	Green	---	---	---	---	---
Effectively manage the planning, delivery and performance of projects and services defined within the Education ICT Managed Service Contract	Ensure that the ICT managed service supports the delivery of digital learning and teaching in a safe and secure manner	Over 100 head teachers and senior staff attended the 'on-line safety' training event in October 2019 hosted by RM, with key speakers from NSPCC, Police Scotland, Child Protection Officer and the UK's Safer Internet team to demonstrate how we keep learners safe.	Green	---	---	---	---	---

**Improve achievement, raise educational attainment and support lifelong learning****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Promote and celebrate the achievements of young people	Organise the annual achievement award ceremony to celebrate children's success by June 2019	over 300 pupils attended the Pupil Award Ceremony on 3 June 2019 in the Town House Hamilton	Green	---	---	---	---	---
Assess the impact of a maths assessment and intervention programme on raising attainment in numeracy and closing the poverty related attainment gap	Evaluate and report on improvements in attainment scores for children with lower levels of numeracy in SIMD Deciles 1 and 2 catchment areas	The impact of the Maths Recovery Programme has been measured, achieved and report available. Research has found that at a whole class implementation level Maths Recovery has raised attainment scores in the area of problem solving for primary 1 children in schools in SIMD 1 and 2 catchment areas.	Green	---	---	---	---	---
Progress plans to create a tool to support parental engagement, confidence and knowledge in developing children's emerging numeracy skills	Produce a parental leaflet and run workshops on early numeracy skills development	A parental leaflet has been drafted. Wider consultation to take place to inform final leaflet.	Green	---	---	---	---	---
Implement the Council's accommodation strategy to achieve the increase of nursery hours for three and four year olds and eligible two year olds to 1140 hours by August 2020	Identify accommodation projects to ensure strategic number of places for three and four year olds and eligible two year olds are met	Building projects and refurbishments at design and construction phase in partnership with Housing & Technical Resources with the target date of August 2020.  Schedule in place to take forward the Council's plans with robust monitoring and evaluations mechanisms in place.	Amber	---	---	---	---	---

**Improve achievement, raise educational attainment and support lifelong learning****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Roll out Breakfast Clubs to all schools	Increase the number of Breakfast Clubs during school session 2019/20 from 40 to 77	Report to be provided at Quarter 3.	Report Later	77	40	0	0	40

**Improve achievement, raise educational attainment and support lifelong learning****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Deliver services and programmes to further improve literacy and numeracy skills among learners	Number of learners that have improved their literacy, numeracy, IT skills and budgeting skills	<p>To date, 765 learners improved literacy skills; 593 learners have improved numeracy skills; 601 learners have improved IT skills; and 206 learners have improved budgeting skills.</p> <p>A range of services and programmes such as the Reach Forward @ UC, a partnership group between Rutherglen High and Youth, Family and Community Learning Service whereby the most disengaged pupils out of school are offered an alternative curriculum in a community based setting, aiming to improve attainment and support the pupils re-enter education; the Strategy Games Group in East Kilbride Universal Connections where young people participate in board, card and table top strategy games which enables them to work on their core skills in literacy, numeracy, problem solving and other youth literacies and social/emotional literacy; and the ASDAN Personal Social and Development Programme with adult learners in Whitehill Universal Connections, where learners have developed and written a children's book, has provided socially isolated learners vital opportunities to develop their numeracy and literacy skills base as well as improve their social skills and mental health and wellbeing.</p>	Green	-----	2,165	0	0	0

## Improve achievement, raise educational attainment and support lifelong learning

### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----			
			Status	Target	To Date				
Provide opportunities for learners to achieve awards through the Youth, Family and Community Learning Service	Number of learners that have achieved a nationally recognised award, qualification or received an award to recognise their achievements	<p>841 leaners achieved nationally recognised awards or qualifications.</p> <p>These include: formal qualifications, Duke of Edinburgh (Bronze, Silver and Gold); Food Hygiene; Lvl 1 Customer Services; Lvl 2 Food Hygiene, Saltire Awards; Dynamic Youth Awards and Youth Achievement Awards.</p> <p>653 learners received awards to recognise their achievements to date including: Youth Scotland Hi5 awards; 5 Step Fitness programme; participation certificates for their involvement in programmes and HeartStart.</p> <p>Participation in nationally recognised awards support learners work towards their aspirations, recognise their abilities and plan towards work outcomes, further education or to support others in the community access the opportunities that they have experienced.</p> <p>The impact of recognition of achievement sees improvement in self-esteem and self-belief in learners and raises aspirations.</p>	Green	-----	1,494		0	0	450



**Improve achievement, raise educational attainment and support lifelong learning****Improve health and wellbeing to enable children and families to flourish**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	Target	To Date	----- Last 3 Years -----		
Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually	Provide professional learning activities which support the learning and teaching of Health and Wellbeing to help improvement outcomes for children and young people	The authority wide Attachment Strategy Implementation Group is working towards a programme of training to launch this with all colleagues working in schools. The Mentors in Violence Prevention scheme is established in 11 secondary schools. This is being widened out this session to include other schools including ASN establishments.	Green	---	---	---	---	---
Progress the Scottish Government's commitment to increase nursery hours for three and four year olds and eligible 2 year olds by August 2020	Lead a range of consultation events to ensure the planning and delivery of flexible 1140 hours meets the future needs of children, families and communities for implementation over the period to August 2020	Consultation continues to be carried out with parents, carers and partners on the delivery of 1140 hours.  South Lanarkshire Council establishments are providing more than 600 hours of Early Learning and Childcare. In addition, funded providers are providing up to 800 hours of Early Learning and Childcare. Children now access their funded place from the Monday following their third birthday. We continue to monitor and evaluate uptake to inform planning for August 2020.	Green	---	---	---	---	---
Ensure the commitment of Early Learning and Childcare to the Foundation Apprentices Programme	Develop and deliver training and support programme for Early Learning and Childcare Foundation Apprentices	Training is devised and delivered to the Early Learning and Childcare Foundation Apprentices as required.	Green	---	---	---	---	---

**Improve achievement, raise educational attainment and support lifelong learning****Improve health and wellbeing to enable children and families to flourish**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Complete an evaluation of Phase 1 & 2 of the rollout of additional hours for Early Learning and Childcare 1140 hours	Evaluate and report on the outcomes and impact for children and parents of the 1140 hours across 12 nursery classes and 12 stand-alone establishments	Evaluation outcomes extremely positive on 1140 hour implementation.	Green	---	---	---	---	---
Complete the implementation of Phase 3 and beyond of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments	Report on progress on Phase 3 and beyond 1140 hours Early Learning and Childcare by December 2019	Report to be provided at Quarter 3.	Report Later	---	---	---	---	---
Develop an implementation plan for Free at 3 from August 2019	Develop and implement an action plan for Free at 3 for all Early Learning and Childcare providers	Implementation plan achieved. All eligible children accessing places for the coming year.	Green	---	---	---	---	---
Deliver change through implementing improvement methodology on a partnership basis	Implement the Children and Young People's Health and Wellbeing in Education Quality Improvement Practicum and ensure all partners contribute appropriately	The work to implement the Children and Young People's Health and Wellbeing in Education Practicum has now moved into delivery phase. Initial data is being gathered around wellbeing using the Strengths and Difficulties Questionnaire (SDQ scores) and a bespoke outcome tool devised with strong engagement with the group of (now) S4 girls. The partners are engaging well in the National Practicum training days and are currently building a 'storyboard' around the progress made so far in implementing the improvement model.	Green	---	---	---	---	---

## Improve achievement, raise educational attainment and support lifelong learning

### Improve health and wellbeing to enable children and families to flourish

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----			
			Status	Target	To Date			
Maintain the Children's Services Partnership commitment to implementing parts one and three of the Children and Young People's Scotland Act 2014	Publish a Children's Services Plan annual report by October 2019	The annual report for the Children's Services Plan 2018/19 has now been published and submitted to the Scottish Government as per legislative duty. The report has been shared with all partners.	Green	---	---	---	---	---
	Produce suitable materials for children and young people that reflect key themes contained in the Children's Services Plan	Work is on-going through partners to discuss including the Council's engagement and participation team, the engagement of children, young people and parents in building the 2020-23 Children's Services Plan. The intended outcome is that the 'Final Report' of the 2017-20 plan will incorporate an animation of highlights from the preceding three years, in a more child and family friendly format.	Green	---	---	---	---	---

## Improve achievement, raise educational attainment and support lifelong learning

### Improve health and wellbeing to enable children and families to flourish

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Maintain the Children's Services Partnership commitment to addressing poverty, inequality and disadvantage	Implement Education Resources linked aspects of the Child Poverty Action Plan	This is on-going and lead Education staff have contributed to the building of a data tool to support reporting at the end of 2019/20.	Green	---	---	---	---	---
Through partnership working access the capacity of schools to use nurture strategies focussing on the indicators set out in the document "Applying nurture as a whole school approach"	Develop and implement a comprehensive nurture/attachment training programme for schools to support the embedding of attachment informed practice with staff	<p>Nurture</p> <p>A series of training events around nurture and attachment have been put in place:</p> <p>Lego ABC (01/10/2019), Lego ABC (12/12/2019), Wellbeing Toolkit for Teens (02/10/2019), 3 day Accredited training - 24/25 October 2019 and 15/11/2019), Emotion Coaching (28/10/2019) and Emotion Coaching 28/02/2020).</p> <p>Attachment</p> <p>The attachment strategy group has completed the strategy, is finalising the poster and concertina for launch in November 2019. Training programmes are being developed to be run initially in each locality then as Learn on Line modules. These will be completed in March 2020. A presentation will be delivered to Newly Qualified Teachers with a 'Questions &amp; Answers' afterwards. The final step being a document for schools to support their self evaluation of attachment informed practice.</p>	Green	---	---	---	---	---

**Improve achievement, raise educational attainment and support lifelong learning****Improve health and wellbeing to enable children and families to flourish**

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Plan and implement revisions to the Promoting Positive Relationships and Behaviours (PPRB) guidance in collaboration with Education Resources partners	Consult with key Education Resources partners to review revised Promoting Positive Relationships and Behaviours (PPRB) guidance and training plan	The Promoting Positive Relationships: Understanding Distressed Behaviours (PPRB) pack has been produced and a report on progress was presented to the Education Committee, 1 October 2019. The PPRUDB will be launched at the Inclusion Conference in December 2019.	Green	---	---	---	---	---
Support the embedding of attachment informed practice in the Education Resources workforce	Develop and distribute learning materials to support the implementation of the Attachment Strategy	A meeting was held of the Attachment Strategy Implementation Group 22 August 2019. Key people were identified to take forward a sub group to develop learning materials including posters and leaflets. The sub group met 12 September 2019 and agreed a structure for posters and leaflets which will be shared with the wider group at the next Attachment Strategy Implementation Group, 3 October 2019.	Green	---	---	---	---	---

**Improve achievement, raise educational attainment and support lifelong learning****Improve health and wellbeing to enable children and families to flourish**

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Enhance principles of attachment, resilience and child development within the context of future parenting for secondary pupils	Produce and disseminate a programme for secondary school pupils to teach principles of attachment, resilience and child development within the context of future parenting	The evaluation report from Pilot 2 within Calderside Academy is now complete. The findings will be used to inform the attachment programme for secondary pupils and a further update will be made at Quarter 4.	Green	---	---	---	---	---
Deliver learning programmes to promote positive health and wellbeing	Number of Individuals and/or families that report improved confidence, self-esteem, health and wellbeing	4,416 learners have reported improved confidence and self esteem; 2,928 learners have reported that their mental health and wellbeing has improved; and 2,923 learners have reported improvements in their physical health and wellbeing.  Opportunities include gender based group work, parents groups, environmental programmes, and empowering programmes.  This is a new measure for 2019/20 and will set the benchmark for measuring future performance.	Green	-----	4,416	0	0	0
Establish a coherent plan to deliver training to staff on attachment theory in order to support the care and wellbeing of children and young people	Number of Education Resources staff trained on attachment theory in order to support the care and wellbeing of children and young people	It was agreed that a number of awareness raising initiatives be explored including members of the strategy group speaking at the Inclusion Conference during Quarter 3 with 53 employees trained on attachment theory so far.	Green	200	-----	0	0	0

**Improve achievement, raise educational attainment and support lifelong learning****Support children and young people to develop their skills for learning, life and work**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Develop employability skills and sustained, positive school leaver destinations for all young people	Support establishments to take forward Developing Scotland's Young Workforce and improve outcomes for young people	Designated staff in all secondary schools are attending planning and current practice meetings and work continues in all schools through the learner journey to develop the life and work skills of young people.	Green	---	---	---	---	---
	Continue to build and sustain strategic partnerships with local authorities, establishments, colleges and universities and business partners to widen the offer to young people in the Senior Phase	Secondary schools continue to strengthen and build on partnerships with employers, businesses, colleges and universities to provide individual learning pathways for young people.	Green	---	---	---	---	---
	Continue to support the implementation of the Standard for Work Experience, Career Education Standards and School/Employer Partnerships	Continuous work in this area but moving forwards and evolving to meet the needs of the young people.	Green	---	---	---	---	---
	Provide high quality professional learning activities in partnership with our key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams	Continuous work in this area but moving forwards and evolving to meet the needs of the young people.	Green	---	---	---	---	---
	Implement the MCR Pathways programme to support young people to achieve positive outcomes	All 6 secondary schools are making progress and have started group work and matching mentors.	Green	---	---	---	---	---
Work with key partners to ensure that young people enter a positive and sustained destination	Percentage of Pupils Entering Positive Destinations	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	95.8%	-----	-----
	Participation rate for 16-19 year olds (per 100)	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	91.2%	92.5%	-----
	Maintain the percentage of young people entering and sustaining a positive destination	Report to be provided at Quarter 4.	Report Later	94.4%	-----	94.0%	95.8%	96.4%

**Improve achievement, raise educational attainment and support lifelong learning****Support children and young people to develop their skills for learning, life and work**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	Close the poverty related gap in positive and sustained destinations for young people between the most and least deprived areas	Positive destinations continues to achieve the target rate of 6.8% in the context of closing the poverty related gap whilst maintaining the overall success rate of 96%.	Green	6.8%	4.6%	0.0%	0.0%	0.0%
Develop Foundation Apprenticeship opportunities for young people in S5 and S6 (Senior Phase)	Provide up to 400 Foundation Apprenticeship opportunities for young people during 2019/20	The figure includes new starts in August 2019 as well as returners on 2 year programmes which commenced in August 2018. All young people who were eligible and applied for a Foundation Apprenticeship were offered one.	Green	400	329	0	0	0
Develop the Gradu8 programme which will provide a college based learning opportunity with a focus on a vocational learning experience with a nationally recognised qualification	Provide up to 600 opportunities in the Gradu8 programme which offer work based learning experiences and qualifications from August 2019	860 pupils in S4-S6 started Gradu8 across 9 subject areas and 2 winter leavers programmes. The programme is delivered in partnership with colleges and local training providers. Starts were higher than anticipated due to increased uptake from schools.	Green	600	860	0	0	0
Deliver the Training for Trades programme to provide a vocational learning experience and industry related qualifications through work placements	Deliver up to 100 places to meet the needs of young people who require additional support to achieve and sustain a positive post school destination	267 pupils are engaged in the programme (196 from 2018/19 Summer Leavers).	Green	100	267	0	0	100



**Improve achievement, raise educational attainment and support lifelong learning****Support children and young people to develop their skills for learning, life and work**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Sustain the Aspire project that identifies and provides bespoke employability and general support for young people identified as being at risk of not achieving or sustaining a positive destination post school	All young people engaging with the Aspire programme will have an individual support package	All young people referred to Aspire and who engage with the service have an individual learning plan with an assigned key worker.	Green	---	---	---	---	---
Work with key partners to ensure all care experienced young people are supported to achieve a positive post school destination	Continue to work with partners to effectively identify, track and deliver individualised employability support packages for care experienced young people	Regular meetings are being held with Social Work, Skills Development Scotland, Corporate Resources and schools to track all care experienced young people to ensure positive outcomes for young people.	Green	---	---	---	---	---
Development of a package of support and advice for education practitioners in the areas of Extreme Demand Avoidance and pathological demand avoidance	Assess Extreme Demand Avoidance and pathological demand avoidance and produce and disseminate a resource package of advice for education practitioners in supporting children and families by December 2019	The resource pack on extreme demand avoidance and pathological demand avoidance will be published by December 2019.	Green	---	---	---	---	---

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

**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed	Provide a range of supports to schools and establishments to facilitate development of 'Curriculum Rationale' and 'Learner Journey' to enable all learners to succeed	Schools are reviewing their curriculum rationale in the context of learner journeys to further develop the skills, qualifications and achievements of learners.	Green	---	---	---	---	---
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	Pilot of Learning Community based digital learning training model ongoing. Following training events and live streaming sessions to celebrate National Digital Learning week, the Certified Google Educator programme has now been launched – 22 staff have successfully completed the Level 1 exam to gain official Google accreditation. Progression to Level 2 and Trainer certification to be completed by December 2019. Seven South Lanarkshire Council schools have obtained the Digital Schools Award and 68 are now registered as working towards certification.	Green	---	---	---	---	---

**Ensure schools and other places of learning are inspirational****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Provide high quality continuous professional learning activities for practitioners (based on the needs identified in the CQIS audit) which equip staff to inspire learners, improve attainment and celebrate success	Continue to deliver a high quality programme of professional learning opportunities across a range of themes e.g. Learning and Teaching and the Curriculum	There are regular opportunities to engage in a wide range professional learning throughout the school year. Opportunities include external and internal input, sharing good practice from within the authority, guided networking and many more.	Green	---	---	---	---	---
Continue to develop the use of digital technology and the ICT infrastructure to support learning and raise attainment	Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching	Engagement with Education Scotland on elements of Glow functionality continues. Google Guardian e-mail pilot is underway in Larkhall Academy which provides for a useful engagement tool to list assigned homework. Feedback will determine whether this functionality will be rolled out.	Green	---	---	---	---	---
	Ensure that the ICT infrastructure is fit for purpose and supports the growing and evolving needs of learners and practitioners	Wireless refresh was completed in Secondary schools over the summer holidays with more than 600 wireless access points (WAPs) replaced with Aruba WAPs. Secondary station refresh 2.3 is also underway with over 1000 devices due to be replaced. Primary, Additional Support Needs (ASN) and Early Years refresh is also due to start in November with nearly 2,500 stations to be replaced.	Green	---	---	---	---	---

**Ensure schools and other places of learning are inspirational****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Embed the objectives of the Digital Education Strategy	Continue to support digital learning to enhance the learning skills of young people through the managed service contract and Glow	Planning for Google certification process is underway with high levels of interest. Training is organised locally for schools and focusses on delivering curricular outcomes (eg tools to support or enhance numeracy, or accessibility tools to support literacy).	Green	---	---	---	---	---
Complete the Council's Schools Modernisation programme transforming the learning and teaching environment for all	Complete the building of new schools/establishments during 2019/20 to meet the target of modernising all 128 primary schools by June 2020 and any proposed new builds	The 128th new primary school opened with the completion of the building of Black Mount Primary School (formerly Walston Primary School) on 20th August. This completes a significant milestone for the Council in terms of modernising the whole of the school estate in South Lanarkshire.	Green	---	---	---	---	---
Complete the Council's Nursery Modernisation programme transforming the learning and teaching environment for all	Complete the build of the new Early Learning Unit to conclude the Council's nursery modernisation programme	The new Early Learning Unit in Hamilton which caters for young children 0-5 with special and complex needs opened to children on 1st October 2019. This completes the Nursery establishment modernisation programme.	Green	---	---	---	---	---
Monitor the efficient use of the school estate and progress accommodation planning for housing and population growth	Take forward plans for planning consent to build a new primary school for the East Kilbride Community Growth Area	The Section 75 Planning Agreement for the new school in Jackton has been prepared as the first stage in the process to begin building works.	Green	---	---	---	---	---
	Conduct up to 3 statutory public consultations on suitable accommodation in suitable locations by the end of school session 2019/2020	Currently undertaking a consultation to realign the catchment areas of Newfield and Stonehouse Primary Schools. The consultation commenced on 9th September 2019 and will close on 29th October 2019.	Green	3	1	0	0	0

**Ensure schools and other places of learning are inspirational****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----				
			Status	Target	To Date				
	Complete work on Woodhead Primary School (extension) and St Athanasius PS Nursery (adaptation) by the end of school session 2019/2020	Woodhead Primary extension completed ahead of schedule with the nursery element occupied on 15th August 2019. Works to adapt St Athanasius nursery were completed over the summer period and occupied on 15th August 2019.	Green	---	---		---	---	---
	Commence work on St Charles PS (extension), St Mary's PS, Hamilton (extension) and Crawforddyke PS (adaptation) by the end of school session 2019/2020	St Charles extension was approved at planning at the 13th August 2019 committee with work targeted to commence late 2019. Crawforddyke PS design has been agreed and programmed to be complete for start of 2020/21 session. St Marys Hamilton monitoring programme continuing.	Green	---	---		---	---	---

**Improve health and wellbeing to enable children and families to flourish**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Lead Education Resources on supporting a coherent and evidence based response to the Scottish Government's suicide prevention agenda	Provide progress reports on the revision of documentation on Suicide Prevention to Education Management Team and the Children`s Services Strategy group	Revised structure to Lifelines document agreed. Update provided to Children's Strategy Group, presentation planned for Child Protection Committee meeting, 11 October 2019.	Green	---	---	---	---	---
	Hold a Head Teachers / Head of Establishment conference on children and young people's mental health and wellbeing focussing on trauma, distress and issues related to self-harm and suicide by May 2019	This conference took place in the summer term of session 2018-2019. The keynote speaker was Professor Rory O'Connor of Glasgow University. The evaluations of the conference were very positive and a video was taken of the input and made available to practitioners on youtube.	Green	---	---	---	---	---

**Ensure schools and other places of learning are inspirational****Ensure inclusion and equality are at the heart of what we do**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Ongoing review of school estate to meet developing needs of children with Additional Support Needs (ASN)	Implement the recommendations of the review of the quality of accommodation in order to meet the needs of learners with additional support needs	Continue to work with inclusion to identify requirements in ASN establishments	Green	---	---	---	---	---

**Protect vulnerable children, young people and adults****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Support the effective implementation of the Education Resources Literacy Guidance across the authority	Disseminate the literacy guidance document 'Identifying, understanding and addressing weak literacy skills and dyslexia' within South Lanarkshire' to all schools and services	The Literacy Guidance document has been published. Information sessions have been held with Head Teachers at all learning communities. Training has been held with Extended Teams and Learning Support Principal Teachers from all secondary schools. A short life-working group is currently producing a list of recommended assessments of literacy. A parent's information leaflet is being produced.	Green	---	---	---	---	---

**Protect vulnerable children, young people and adults****Improve health and wellbeing to enable children and families to flourish**

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Revise Promoting Positive Relationships and Behaviours guidance	Publish and implement revised Promoting Positive Relationships and Behaviours (PPRB) Guidance by June 2020	The revised guidance is published and will be sent to all establishments and partners at the start of October 2019. The official launch to all HTs and partners will be at the Inclusion Conference in December 2019. All schools have access to a presentation from Inclusion regarding this and all information and documents will be on Glow and the Intranet. A training plan is also in place.	Green	---	---	---	---	---
Extend the bereavement and loss training to the Education workforce who work with children and young people with additional support needs	Publish and implement a differentiated version of the Give us a break! Programme and associated resources for the Education workforce who work with children and young people with additional support needs	A manual for the differentiated resource has been drafted and edited. Teaching resources have been collated for each of the five phases of the programme. It is planned that these will be made available electronically.	Green	---	---	---	---	---
Support the delivery of Parental Pathways	Number of participants successfully using new skills to enhance their parenting skills	A range of activities have engaged parents to develop their skills to become more confident in supporting their child's educational development. Activities have included Sleep Clinic within Lanark Universal Connections helping to improve sleep difficulties within the family; and Early Bird Healthy Minds sessions providing advice and information about emotional wellbeing for parents of children with autism.	Green	-----	150	0	0	0

**Protect vulnerable children, young people and adults****Support children and young people to develop their skills for learning, life and work**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Support the Broad General Education of vulnerable young people and improve life chances through learning, personal development and active citizenship	Provide a range of blended learning opportunities to support learners to broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups	4,109 learners have reported improved social skills; 2,204 learners have reduced risk related behaviour; and 501 learners have improved their mental health and wellbeing as a result of engagement in a range of blended learning opportunities.	Green	---	---	---	---	---

**Ensure inclusion and equality are at the heart of what we do**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Progress approaches in respect of national education priorities	Exclusion incidents per 1,000 pupils in primary schools	Report to be provided at Quarter 4.	Report Later	8	-----	7	10	6
	Exclusion incidents per 1,000 pupils in secondary schools	Report to be provided at Quarter 4.	Report Later	48	-----	51	53	41
	Reduction in the overall number of days lost through exclusion in secondary schools	Report to be provided at Quarter 4.	Report Later	2,662	-----	2,927	2,970	2,088
	Reduction in the overall number of days lost through exclusion in primary schools	Report to be provided at Quarter 4.	Report Later	456	-----	460	545	363
	Reduction in the average number of half days absence per pupil in primary schools	Report to be provided at Quarter 4.	Report Later	19.0	-----	18.0	19.0	21.0
	Reduction in the average number of half days absence per pupil in secondary schools	Report to be provided at Quarter 4.	Report Later	31	-----	28	32	34
	School attendance rate	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	93.9%	93.4%	-----



## Protect vulnerable children, young people and adults

### Ensure inclusion and equality are at the heart of what we do

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
	School attendance rate - looked after children	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	91.1%	89.5%	-----
	School exclusion rates (per 1,000 pupils)	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	25.6%	28.0%	-----
	School exclusion rates (per 1,000 looked after children)	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----	80	86	-----

### Ensure inclusion and equality are at the heart of what we do

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Improve recording and reporting of bullying incidents	Implement the use of the SEEMIS Bullying & Equalities module in all schools by the end of session 2019/20 to ensure continued development of the key messages within "Treat Me Well"	All Learning Communities have been versed in the implementation of this package and they have had a manual from Inclusion Services and a deadline for implementation set. All was well received.	Green	---	---	---	---	---

## Support our communities by tackling disadvantage and deprivation and supporting aspiration

### Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
In line with South	13 summer holiday clubs to be delivered	13 Holiday clubs were run during the summer	Green	13	13	0	0	0

## Support our communities by tackling disadvantage and deprivation and supporting aspiration

## Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
In line with South Lanarkshire's approach to tackling poverty, roll out summer school holiday clubs across targeted locations building on the success of the pilot in summer 2018	13 summer holiday clubs to be delivered in targeted locations	<p>13 Holiday clubs were run during the summer of 2019 with 727 young people accessing the provision. Of the 727, 445 young people achieved nationally recognised awards (Hi5 and Dynamic Youth Award), 70 required additional support to engage in the activities, and the activities themselves were supported by 7 young volunteers and 1 adult volunteer, trained through the YFCL Volunteer Development Programme and the Burnbank Family Centre.</p> <p>Young people were supported to access a range of health and wellbeing and physical activities including sports and nerf wars, first aid, fire safety, drama, dance, music, storytelling, arts and crafts, and railway safety, whilst accessing nutritious meals each day they attended the Holiday club. The Holiday Lunch Clubs also provided the opportunities for partner agencies to engage in activity such as NHS Child Smile initiative.</p> <p>Staff reported positive feedback from both parents and young people accessing the provision, with children gaining more confidence and an increased willingness to engage in physical activities as well as their social interactions.</p> <p>Following on from the Summer programme, after school clubs have been established in Loch, St Anthony's, Glenlee and St Cuthbert's Primary Schools with 97 continuing to engage in programmes so far, participating in a variety of activities aimed at increasing health and wellbeing, including arts and crafts, football, basketball, teambuilding exercises and non-baking baking.</p>	Green	13	13	0	0	0

## Support our communities by tackling disadvantage and deprivation and supporting aspiration

Ensure inclusion and equality are at the heart of what we do

Action	Measures (non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Continue the implementation of the Early Bird Training programme across all localities in partnership with the National Autistic Society	In partnership with the National Autistic Society, deliver the Early Bird training programme across South Lanarkshire establishments	Early Bird is being streamlined cross services and training is planned for October 2019 for all Early Bird Plus deliverers. Social Work, ARCH, YFCL, Health and Education are planning together effectively and have been resourced to aid delivery. This has been very successful and continues to go from strength to strength with referral pathways and procurement routes being clarified in all services.	Green	---	---	---	---	---
Provide opportunities to celebrate success within the Youth, Family and Community Learning Service	Organise a range of Youth, Family and Community Learning Service celebration events and/or awards ceremonies that recognise the achievements of young people, adults, families and communities	<p>A range of celebration events have taken place to recognise the contribution and participation of learners of all ages across the Youth, Family and Community Learning Service.</p> <p>Celebrations included:</p> <ol style="list-style-type: none"> <li>1. the end of Summer Holiday Club programme event - brought together all 13 clubs: the children and their families, to share in a common experience and celebrate the end of the programme,</li> <li>2. Family Man Fun Day - annual event held on Father's Day to celebrate and engage families in fun activities and provide relevant information regarding services and learning opportunities within the community.</li> <li>3. Duke of Edinburgh - 2 annual awards ceremonies to celebrate the successes of young people gaining their Bronze, Silver and Gold Awards. 283 young people were recognised for their achievements.</li> <li>4. Rutherglen Universal Connections end of Summer celebration - recognising the achievements of learners across the summer.</li> </ol>	Green	---	---	---	---	---

**Work with communities and partners to promote high quality, thriving and sustainable communities****Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures( <i>non statistical measures shaded grey</i> )	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Through engagement with Early Learning and Childcare for third sector and childminders ensure the delivery of 1140 hours	Deliver a programme of development and support for third sector partners for 1140 hours Early Learning and Childcare through Support for Play and Learning in Lanarkshire (SPELL)	Support continues to be provided through SPELL in relation to support visits and training and development to third sector providers.	Green	---	---	---	---	---
	In partnership with Scottish Childminding Association (SCMA) Develop and implement programme of training and support for Childminders for 1140 hours Early Learning and Childcare	Support continues to be provided through SCMA in relation to advice, network meetings and training and development to Childminders across SLC.	Green	---	---	---	---	---

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

### Improve health and wellbeing to enable children and families to flourish

Action	Measures(non statistical measures shaded grey)	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	Four schools were selected from each sector (primary, secondary, ASN) to participate in the Upstream Battle challenge aimed at promoting change of behaviour and preventing marine litter at source. Lead teachers attended twilight training courses and worked with teams of children in their establishments. SLC was represented by a primary school team at the final event. We will continue to work with our RIC partners on planning and participating in future events such as the Upstream battle Hackathon. Consultation with secondary Geography teachers provided positive feedback on the usefulness of the State of the Environment Report tile on Glow in terms of use of quantitative and qualitative data. The resource will continue to be promoted to primary and secondary teachers to raise awareness and encourage use.	Green	---	---	---	---	---
	Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools	Ten SLC teachers applied to participate in the West Partnership Professional Learning Programme aimed at developing confidence in delivering pupil entitlement to Learning for Sustainability and building STEM skills. The programme focuses on aspects such as the Global picture in terms of global goals and the circular economy as well as citizen science. Twilight sessions are underway with 4 SLC establishments hosting sessions throughout the year.	Green	---	---	---	---	---

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

### Improve health and wellbeing to enable children and families to flourish

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	0	0	0
	Number of schools involved in Eco schools projects	Report to be provided at Quarter 4.	Report Later	-----	-----	0	0	0
Deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target	Continue to reduce vehicle emissions in 2019-2020 against the baseline of 2014-15	Education Resources continues to support the Council's commitment to reduce vehicle emissions in 2019-20 against the baseline of 2014-15. The annual target reduction being 6% per year, with the actual reduction to date being in the region of 28.96%. It is acknowledged that Education Resources has a relatively low Fleet carbon usage in comparison with other resources.	Green	6.0%	29.0%	0.0%	34.1%	27.8%
	Resource Services engage with Community and Enterprise Resource's Fleet Services to develop service specific vehicle emissions reduction strategies in line with service delivery requirements	Education Resources has a relatively low Fleet carbon usage in comparison with other resources. The annual target of reduction is 6% per year against a 2014-2015 baseline. Current actual reduction is in region of 28.96% against baseline.	Green	---	---	---	---	---
Progress the council's sustainable development and climate change strategy within the Resource	New or ongoing sustainable development and climate change activity with the Resource	All South Lanarkshire Council schools and nurseries are registered with the Eco Schools Programme with 67 schools currently having Green Flag status demonstrating the school's commitment to Learning for Sustainability. Plans are in place for all East Kilbride schools to participate in the Beat the Street competition which is aimed at changing individual's travel choices to be more sustainable.	Green	---	---	---	---	---
Contribute to reducing the Council's reliance of avoidable single-use plastic items	Demonstrate action to reduce the reliance of single-use plastic items across the Resource	A number of single use items such as plastic cups and straws have now been removed from the I Proc system. This initiative has been supported by Education Resources.	Green	---	---	---	---	---

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

### Support children and young people to develop their skills for learning, life and work

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Review the Education Resources Parental Involvement Strategy	Review and disseminate a revised Parental Involvement and Engagement Strategy by December 2019	The Education Resources Committee on 6 August agreed to issue the revised strategy to all schools, parent councils and others in September 2019 and to provide a progress report on the impact in Autumn 2020.	Green	---	---	---	---	---
	Organise an annual parents conference in partnership with parents by March 2020	Parent Conference organised for the 13 November 2019.	Green	---	---	---	---	---
	Percentage of schools with a Parent Council/Group	95% of schools have a Parent Council/Parent Group. The remaining 5% are engaging with parents/carers to them ins setting a new group.	Green	-----	95.0%	0.0%	0.0%	0.0%
Promote and support the role of volunteering for all ages within local communities and enhance social commitment	Maintain the number of volunteers supporting Youth Family and Community Learning Service activities	587 people have been involved in volunteering to become active within their community through local youth work, summer clubs, literacy and numeracy provision, delivery of learning opportunities within communities, , sports clubs, gala days and celebration events.	Green	450	587	0	260	393
Promote and support the role of volunteering for all ages within local communities and enhance social commitment	Maintain number of volunteer hours delivered in support of Youth Family and Community Learning Service activities in local communities	30,524 hours of volunteering given to the community. Apart from the financial contribution made to communities through the efforts of volunteers, the wider impact of volunteering is recognised in its ability to address loneliness, develop resilience and self-esteem, and broadens social contact. Volunteers supported through the Youth, Family and Community Learning Service continues to receive guidance, training and direction to help with their volunteering.	Green	18,572	30,524	0	-----	18,572



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

Ensure inclusion and equality are at the heart of what we do

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Increase opportunities for English for speakers of other languages (ESOL) learners to actively engage in local communities	The number of learners improving their English Language skills	Through engagement of opportunities such as the ESOL Summer programme, incorporating Intermediate Writing class, Elementary class, Beginners class and Absolute Beginners class, learners report improved English skills and confidence to use them in everyday life situations.	Green	-----	106	0	0	0
	The number of learners participating in other learning and/or community activity	Participation in other learning and/or community activity has engaged learners in fun family time involving activities that supported the following: Texture, colours, shapes, Counting, Singing, Storytelling, Arts and crafts, Bubbles Painting and games, in addition to trips and visits during the summer.	Green	-----	183	0	0	0
Promote a consistent focus on local and national democratic learning, as defined within the Community Learning Development Strategic	Engage learners to empower them to participate in local decision making through consultation activities which promote the voice of learners and communities	To date, through a variety of programmes and opportunities across Youth, Family and Community Learning Services, 1,226 learners have improved their understanding of community and world issues, 1,597 learners have engaged in consultation activity such as programme development, Housing Policy development, and summer holiday provision, Fun Day planning; 898 learners have contributed to local or national decision making through the promotion of opportunities through social media, discussions and direct interest such as NHS engagement in Lanark; 765 learners support and influence their own community, including participating in formal decision making through representation on Tenants Forums, Neighbourhood Management and South Lanarkshire Youth Council.	Green	---	---	---	---	---

**Encourage participation in physical and cultural activities****Improve health and wellbeing to enable children and families to flourish**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Improve wellbeing outcomes for children and families and getting it right for every child	Continue to provide a range of supports to all establishments to embed Health and Wellbeing in the curriculum	The Glow Health and Wellbeing tile has been updated with resources and weblinks to support curriculum delivery. There are working groups on-going with NHS colleagues to evaluate the Healthy Schools resource.	Green	---	---	---	---	---
Continue to develop new approaches to ensure high quality Physical Education in establishments	Continue to deliver a range of professional programmes for practitioners, with partners, focused on the quality of provision of Physical Education	Partnership working with South Lanarkshire Leisure and Culture colleagues is ongoing to identify and meet Career Long Professional Learning needs. Primary Dance, Netball, Volleyball and Fun Fitness events have been arranged for this term to support teachers in their delivery of Physical Education.	Green	---	---	---	---	---
	Percentage of establishments undertaking 2 hours of Physical Education through the Healthy Living Survey	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.  Next Healthy Living Survey to take place February 2020.	Green	-----	-----	100.0%	100.0%	100.0%

## Encourage participation in physical and cultural activities

### Improve health and wellbeing to enable children and families to flourish

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----				
			Status	Target	To Date				
Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed	Develop the skills of young people in instrumental music tuition through the Youth Music Initiative	Quarter 2 has seen an ongoing rise in Youth Music Initiative instrumental music tuition and music-making opportunities for children and young people in South Lanarkshire. Significant developments and highlights have included approximately 7000 young people taking part in school-based musical learning and significant representation from South Lanarkshire Council pupils in national ensembles (National Youth Orchestra of Scotland; National Youth Choir of Scotland; Scottish National Youth Jazz Orchestra; West of Scotland Schools' Orchestras and Concert Bands).	Green	---	---		---	---	---

## Encourage participation in physical and cultural activities

### Improve health and wellbeing to enable children and families to flourish

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Continue to develop and consolidate the SLC Confucius Hub	Sustain the provision of Mandarin and Chinese language and culture lessons in primary and secondary schools throughout South Lanarkshire	South Lanarkshire Confucius hub has a very successful end to the 18/19 session. 11 pupils gained SQA qualifications at Higher and National 5 level 50% of these at A pass. Session 19/20 has started off really positive with 32 educational establishments across the authority in primary, secondary and community settings continuing with Mandarin as an second foreign language (L3). The Confucius hub currently has 6 Mandarin teachers delivering the provision successfully across the authority. It is anticipated they the number of pupils accessing the provision last term will be maintained in session 2019/20. Five pupils from the South Lanarkshire hub have applied for the 2020/21 scholarship to study in Tianjin, China for 1 year.	Green	---	---	---	---	---
Broaden the perspectives of learners through new experiences, thinking and learning	Increase access to a broad range of physical, cultural, and creative learning opportunities	1,703 learners have accessed a range of programmes and activities, in particular, during the Q2 period, through 9 centre summer programmes, 13 holiday lunch club programmes and an ESOL summer programme.  These activities have reduced isolation for some young people and their parents at this time and the 22 programmes enable staff to continue to build relationships with families and young people, as well as foster resilience amongst learners, widen experiences and introduce them to new experiences.	Green	---	---	---	---	---

## Delivering the plan and achieving best value

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

Action	Measures (non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA	96% of Freedom of Information (FOISA) requests to be processed within the 20 working day period	Data for FOI requests is reported one quarter in arrears. In Quarter 1, 82 requests were received and 78 (95.1%) were responded to within the statutory time period. This is slightly below the target of 96%.  The response rate should be considered in the context of the number and complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods.	Red	96.0%	95.1%	83.9%	95.1%	-----
Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA	96% 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	Data for EI(S)R requests is reported one quarter in arrears. There were no requests made to Education Resources during Quarter 1, under the Environmental Information (Scotland) Regulations.	Green	96.0%	0.0%	0.0%	-----	0.0%
	90% of General Data Protection Regulation (GDPR)/Data Protection Act (DPA) requests to be processed within 30 calendar days	Data for GDPR/DPA requests is reported one quarter in arrears. In Quarter 1, 10 requests were received of which 5 (50.0%) were completed within the statutory time period.  The response rate should be considered in the context of the complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods.	Red	90.0%	50.0%	100.0%	100.0%	-----

## Delivering the plan and achieving best value

### Promote equality and the wellbeing of staff

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date			
Reduce the annual rate of accidents and violent incidents involving employees	Achieve a 5% reduction in the rate of accidents / violent incidents involving employees by June 2020 and report this rate and preventative actions to Education Resources Committee	<p>Work continues to develop both better recording procedures on accidents and violent incidents to ensure more effective on-line recording facilities and, on preventative measures through the dissemination of the Positive Relationships and Understanding Behaviours practice guide. Education have made the commitment an increase MAPA (Managing Aggression and Potential Aggression) Pivotal training. MAPA Pivotal trainers have increased from 4 to 12.</p> <p>Given the newly revised recording procedures the measure for 2019/20 has been amended accordingly and this will now set the benchmark for measuring future performance.</p>	Amber	5.0%	11.9%	0.0%	0.0%	0.0%

## Delivering the plan and achieving best value

### Develop improvement activity and promote scrutiny

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	----- This Year -----		----- Last 3 Years -----			
			Status	Target	To Date			
Progress the council's Digital Strategy within the Resource	Provide updates on digital transformation activities within the Resource	ParentPay online school payments system continues to go live in phases across the Resource, with 12 learning communities now up and running and the remaining 5 scheduled from October through to March. More than 20,000 parental accounts are registered and more than 10,000 payments are made every month.	Green	---	---	---	---	---
		Over the summer, the cashless meals system in secondary schools was updated to CRB's latest Fusion product, which is cloud based and offers increased functionality to parents and pupils, some of which will be turned on over the coming months.						
		Work is also underway to scope impact, risks and requirements around SEEMiS legacy applications retirement. A number of SEEMiS legacy apps will be retired from 2020 - 2021, leaving some significant gaps in tools available to deliver services. Collaboration with other authorities is taking place, as is evaluation of a range of options within different work streams.						
Ensure that high standards of governance are being exercised	90% of risk control actions completed by due date	There were no risk control actions to be completed in this period.	Green	90%	90%	100%	80%	100%
	90% of audit actions completed by due date	There were no risk control actions to be completed in this period	Green	90.0%	100.0%	100.0%	60.0%	100.0%

## Delivering the plan and achieving best value

### Develop improvement activity and promote scrutiny

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Continue the roll out of ParentPay across all establishments	Percentage of establishments using Parentpay	At Quarter 2, 172 establishments (school, nursery class and stand alone nurseries) have gone live with Parentpay - 78% roll out. 48 establishments over 4 learning communities have still to roll out with the last learning community going live at the end of March 2020. Parental activation rates have been good with a number of schools achieving 100% activation by parents.	Green	-----	78.0%	0.0%	0.0%	0.0%
Progress the key themes of self-evaluation and leadership in all establishments and services	Provide support for establishments and services to engage in rigorous and robust self-evaluation that results in service improvement	<p>A continuous improvement sub group has been created within Youth, Family and Community Learning Service to drive the improvement agenda for all establishments and services.</p> <p>Key to the development has been the engagement of staff from across the YFCL Service with the remit to discuss and seek improvements in the collection and use of data to secure improvement in Service delivery.</p> <p>During Q3, the Education Scotland Peer Evaluation Toolkit is being explored to further develop self-evaluation and secure service improvement.</p>	Green	---	---	---	---	---



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

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Ensure our commitment to employees through the development and implementation of personnel policies and employment learning and development (L&D) opportunities	Labour turnover rate less than 5%	For the period April to Sept 2019 the labour turnover rate was 2.8% which is below the target of 5.0%	Green	5.0%	2.8%	2.1%	3.9%	3.9%
	100% coverage of Performance Appraisals (PAs) of employees in scope	The Quarter 2 year to date figure shows 19% coverage of performance appraisals for employees in scope. In Education, the majority of performance appraisals (within teaching) are conducted later in the current school session.	Amber	100.0%	19.0%	85.7%	100.0%	-----
Utilise the council workforce strategy toolkit to review and produce revised Resource Workforce plans and continue the cyclical reporting framework	Continue to review workforce plans and monitor actions to respond to workforce changes and meet future needs in line with the workforce planning review cycle	Report to be provided at Quarter 4.	Report Later	---	---	---	---	---

**Provide sound financial stewardship for the council**

Action	Measures(non statistical measures shaded grey)	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date			
Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery	Cost per primary school pupil	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----			-----
	Cost per secondary school pupil	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----			-----
	Cost per pre-school education registration	This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3.	Report Later	-----	-----			-----