

Education Resources

improve

Resource Plan

Performance Report 2019-20
Quarter 4 : April 2019 - March 2020

(This represents the cumulative position to March 2020)

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.

Council Plan objective

Resource Plan objective

Resource Plan action & associated measures.

Progress update against measure.

Measure Status – are we on course to achieve?
The “traffic light” codes are:

Green

Achieved, or due to achieve with no issues

Amber

There may be problems or minor slippage

Red

Not on course, major slippage anticipated

Measures which are to be reported later or which are “for information only” are not colour coded

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.



improve

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

Council Objective / Theme	Green	Amber	Red	Report later / Contextual	Total
<i>Improve services for older people</i>					
Protect vulnerable children, young people and adults	11	1		4	16
<i>Deliver better health and social care outcomes for all</i>					
<i>Improve the quality, access and availability of housing</i>					
<i>Improve the road network, influence improvements in public transport and encourage active travel</i>					
Work with communities and partners to promote high quality, thriving and sustainable communities	16	1			17
<i>Support the local economy by providing the right conditions for inclusive growth</i>					
Support our communities by tackling disadvantage and deprivation and supporting aspiration	4				4
Improve achievement, raise educational attainment and support lifelong learning	73	1		21	95
Ensure schools and other places of learning are inspirational	15				15
Encourage participation in physical and cultural activities	6				6
Delivering the plan and achieving best value	8	1	2	4	15
<i>Embed governance and accountability</i>					
Total	133	4	2	29	168

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	2016/17	2017/18	2018/19
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	All establishments have received South Lanarkshire Council's 'Framework for Curriculum' guidance which was launched in February 2020 and includes sources of literacy-related information to support schools in the ongoing processes of reflection, review, development, implementation and delivery of a literacy curriculum which articulates with the Council's Literacy Strategy.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Build on support to refresh learning and teaching skills in literacy resulting in high quality experiences for learners	<p>Eighteen primary 'Active Literacy Project' schools have benefited from literacy support visits from members of the Literacy Team and Quality Link Officers. Professional dialogue with Literacy Leads around the improvement cycle and review of teaching practice have been the support mechanisms.</p> <p>Over one hundred teachers attended 'Talk for Writing' Primary 4 - Primary 7 training in February 2020. Feedback from participants was very good with an average evaluation score of 3.9/4. Representatives from a cohort of ten primary schools across Cambuslang, Rutherglen, Hamilton and East Kilbride have taken part in training session three of a 'Talk for Writing' Leadership group. Schools involved have created a local collaborative forum in order to support one another and share planning and resources.</p> <p>Representatives from schools, in Biggar Learning Community have taken part in training session two of a 'Talk for Writing' Leadership group. Schools involved are working collaboratively in order to measure impact on pupils' writing motivation as well as supporting one another to share planning and resources.</p> <p>The South Lanarkshire Teachers as Readers group has met four times so far this session. The group of twenty five primary teachers has been established with the aim of fostering children's reading for pleasure through supporting adults own reading for pleasure and research-informed practice. Members of the group will share the impact they have had on developing pupils' reading habits at a showcase event planned for 27 May 2020.</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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy	<p>The South Lanarkshire Council Numeracy Strategy has been updated to reflect the changes in Education. South Lanarkshire Council's 'Framework for Numeracy and Mathematics' guidance has been published and distributed to all schools and establishments. Progression pathways for Early, First and Second level are included in this framework and align the strategy with the Benchmarks. This framework will support schools in planning their Broad General Education curriculum and tracking the progress of learners.</p> <p>Numeracy Co-ordinators have been advised on the most effective ways to use the pathways and individual schools have received follow-up sessions as required.</p> <p>The Lead Officer, with the help of the Numeracy Support Officer and BGE Lead Teachers have been supporting schools implement this strategy prior to the Coronavirus pandemic, however this has been suspended for the time being. Schools are now being supported through on-line resources and advice.</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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Build on support to refresh learning and teaching skills in numeracy resulting in high quality experiences for learners	A series of training has been implemented to an identified group of schools to refresh learning and teaching skills in numeracy and mathematics. This builds on the work completed in collaboration with East Dunbartonshire last year. Schools have been receiving bespoke training designed by the Numeracy Support Officer in conjunction with the Senior Leadership Team of the respective school, however this work has had to be suspended due to the Coronavirus Pandemic. A series of on-line training modules have been developed for use by staff to continue this work along with helpful resources.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	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 'Curriculum Folder' framework was launched to schools, with a section on Effective Learning, Teaching and Assessment included to support consistency in approach/shared advice across our schools, including an audit tool for developing effective learning, teaching and assessment rationales/policies. Play Based Development Officer has been working with 10 schools in an improvement group to develop an audit for schools. This will be shared at our PLAY (Play, Achieve, Learn Your Way) launch at the end of April. 'Improving Our Classroom' input for 23 practitioners, taking forward good quality learning, teaching and assessment via class-based improvement projects.	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	Mod Con training has continued, with a focus on effective feedback. Training will continue later in the session. Broad General Education Collaborative work continuing, with original Cohort and Cohort two (another eight Secondary Schools). Training for West Partnership Moderation event, with 40 practitioners submitting evidence to participate. Progress and Achievement (Seemis) advice and training is being developed to support the tracking and monitoring of teacher judgements.	Green	---	---	---	---	---
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Literacy	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly below the national figure of 72.3%.	Report Later	71.6%	-----	71.2%	72.0%	71.7%

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Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Numeracy	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 79.1%.	Report Later	78.8%	-----	78.3%	78.9%	79.2%
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Literacy (S3, 3rd level or better)	The percentage of secondary school pupils achieving Curriculum for Excellence Level 3 or better in Literacy in S3 remained consistent and is above the national level of 87.9%.	Green	90.1%	93.2%	87.0%	90.0%	93.2%
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Numeracy (S3, 3rd level or better)	The percentage of secondary school pupils achieving Curriculum for Excellence Level 3 or better in S3 in Numeracy has increased by 1.8% and is above the national level of 90.2%.	Green	89.0%	93.0%	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	A working group continues to develop materials for Health and Wellbeing. A group will begin to develop materials for Numeracy. Our literacy working group are at the final stages of developing materials to support the development of communication and literacy. Due for completion when COVID-19 disruption has ended.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	All 20 Scottish Attainment Challenge (SAC) schools have been supported to write their 2019-20 mid-year impact report, 2020-21 proposal and complete their end of financial year profile of spend. These were submitted to the Scottish Government in March 2020. Further school visits to SAC schools have been undertaken by Equity Lead Officer and Attainment Advisor for this period, to support the implementation of these schools' equity agendas.	Green	---	---	---	---	---

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Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
	Provide support to schools in effective use of Pupil Equity Funding to help close the poverty related attainment gap	Pupil Equity Fund (PEF) - an equity bullet 'PEF Post' continues to be 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. Equity Strategic Lead has undertaken a number of school visits to support schools in delivering the equity agenda. 2019-2020 mid-year impact PEF reports are being analysed; school-level feedback will be given to each school. Planned '#its SLC' showcase event postponed due to COVID-19 crisis, this will allow establishments across SLC to showcase their good practice along the themes of excellence, equity and empowerment. A small working group of Head Teachers has been established to look at how small allocations of PEF can be spent effectively for maximum impact. General equity support on procurement, finance, equity approaches, etc is on-going, and is given as required by schools. Audit of new equity promoted posts has been undertaken. Planning and reporting formats for PEF are being reviewed to reduce unnecessary bureaucracy.	Green	---	---	---	---	---
	100% of schools to include a 'Cost of the School Day' position statement in their 2019-20 handbook	96% of schools have Position Statements on Cost of the School Day. Position Statements from the remaining schools are expected before the end of the school session.	Green	100.0%	96.0%	0.0%	0.0%	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	2016/17	2017/18	2018/19
	Provide 'Cost of the School Day' training to all twelve SAC schools and all other establishments who request support during school session 2019/20	All Scottish Attainment Challenge (SAC) Head Teachers attended an information session. All South Lanarkshire Council schools were invited to a Cost of the School Day conference in January 2020. Evaluations from this Conference were incredibly positive.	Green	---	---	---	---	---
	Produce a 'Best practice Guide' for 'Cost of the School Day' for establishments based on results of staff, pupil and parent/carer surveys	Schools who attend training have been given a 'handy hints' guide containing good ideas gathered from a range of sources.	Green	---	---	---	---	---
	Overall Average Total Tariff	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 892.	Report Later	901	-----	890	919	893
	Average Total Tariff SIMD Quintile 1	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 625.	Report Later	632	-----	662	605	629
	Average Total Tariff SIMD Quintile 2	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 740.	Report Later	786	-----	787	794	776
	Average Total Tariff SIMD Quintile 3	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 872.	Report Later	927	-----	882	977	923
	Average Total Tariff SIMD Quintile 4	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 1,013.	Report Later	1,077	-----	1,072	1,088	1,072

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				Target	To Date	2016/17	2017/18	2018/19
	Average Total Tariff SIMD Quintile 5	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 1,193.	Report Later	1,202	-----	1,186	1,222	1,198
	Percentage of pupils achieving 1 or more awards at SCQF level 4 or above (on leaving school)	There was a slight reduction in attainment from the previous year. A reduction was also recorded at the national level. Over a 5 year period attainment in South Lanarkshire has increased by 0.9% while the national level has reduced by 0.2%.	Green	96.3%	95.6%	96.6%	96.0%	96.2%
	Percentage of pupils achieving 1 or more awards at SCQF level 5 or above (on leaving school)	There was a slight reduction in attainment from the previous year. Over the last 5 years attainment in South Lanarkshire has increased by 1.3% which is equal to the increase at the national level.	Green	87.0%	86.5%	86.0%	87.8%	87.2%
	Percentage of pupils achieving 1 or more awards at SCQF level 6 or above (on leaving school)	The percentage of pupils achieving 1 or more awards at SCQF level 6 or better on leaving school increased to 66.5% and is above the national level of 66.2%.	Green	65.9%	66.5%	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 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 63%.	Report Later	63.0%	-----	61.0%	63.0%	64.0%
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 44%.	Report Later	43.0%	-----	43.0%	41.0%	45.0%
	Percentage of pupils gaining 5 or more awards at Level 6	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly equal to the national figure of 35%.	Report Later	35.0%	-----	35.0%	36.0%	35.0%

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			Status	Target	To Date	2016/17	2017/18	2018/19
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 18%.	Report Later	18.0%	-----	19.0%	17.0%	19.0%
Take forward key aspects of Curriculum for Excellence in all schools and establishments	Improve the effective use of Benchmarks to assess pupil learning	The use of National Benchmarks on the Experiences and Outcomes from Curriculum for Excellence continues to feature as a major part of moderation and other learning, teaching and assessment training to support the development of effective assessments and improve the robustness of teacher professional judgements.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	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, have taken place in venues across Clydesdale, Cambuslang-Rutherglen and East Kilbride. Attendees received training on learning, teaching and assessment of the main components of early literacy. Feedback has been very positive across all seven training twilights. The South Lanarkshire 'Teachers as Readers' group has met four times so far this session. The group of twenty five primary teachers has been established with the aim of fostering children's reading for pleasure through supporting adults own reading for pleasure and research-informed practice. Members of the group will share the impact they have had on developing pupils' reading habits at a showcase event planned for 27th May 2020.	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	2016/17	2017/18	2018/19
	Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people	The first of this year's numeracy co-ordinator events took place, 11th October 2019. South Lanarkshire Psychological Services delivered a thought-provoking presentation on Effective Pedagogy in Mathematics and Numeracy. This was followed by a 'Share, Learn, Collaborate' session where 12 establishments showcased effective practice in Numeracy. Training has also been offered in Number Talks, Catch-Up Numeracy® and Maths Recovery this session, uptake for these interventions continues to be popular. Added to this, sessions for our Newly Qualified Teachers with a focus on 'Numeracy for All' was delivered for both Primary and Secondary practitioners. During the COVID-19 crisis the development and identification of on-line training is being explored to support teacher Career Long Professional Learning activity.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Continue to implement the actions in the Science, Technology, Engineering & Maths (STEM) Strategy to achieve better outcomes for learners	To further develop and coordinate Science, Technology, Engineering & Maths (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	Further training for primary staff in Spanish learning across the curriculum is planned before the end of June 2020. Newton Farm Primary School will host the Euroquiz South Lanarkshire Final 2019-2020, twenty three schools will take part in the competition.	Green	---	---	---	---	---
Provide high quality learning experiences for all	Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	Report Later	-----	-----	91.0%	100.0%	95.4%
	Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	Report Later	-----	-----	78.8%	0.0%	78.0%
	Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	Report Later	-----	-----	100.0%	94.0%	93.0%

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Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
	Percentage of adults satisfied with local schools	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 71.8%.	Report Later	75.0%	-----	75.7%	73.3%	76.1%
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 and Quality Improvement Service continue to provide support for establishments in using 'How Good is Our School' to achieve improved outcomes. Plans are in place to continue with the Validated Self Evaluation programme and discussions about what this will look like given current circumstances are currently in process.	Green	---	---	---	---	---
	Provide support to establishments on improvement planning and reporting which leads to focused delivery of key priorities	Quality Link Officers provide one to one 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 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 90.6%.	Report Later	94.5%	-----	95.2%	94.5%	93.8%

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Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Proportion of schools receiving positive inspection reports	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Committee.	Report Later	-----	-----	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	New guidelines for Professional Review and Development have been launched by the General Teaching Council for Scotland (GTCS). These have been circulated to all establishments. We have liaised with GTCS and staff to monitor staff engagement and completion of Professional Update. Four focus groups of teaching colleagues ranging from supply/area cover, unpromoted and promoted staff engaged with the GTCS as part of South Lanarkshire Council's revalidation process and a working group will be set up to review our guidelines for publication next session.	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	2016/17	2017/18	2018/19
Progress leadership development at all levels, within schools and all learning establishments	Continue to develop leadership for Newly Qualified Teachers (NQTs)	All 190 Newly Qualified Teachers have engaged in seven professional learning opportunities facilitated by South Lanarkshire Council. 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 further two professional learning events next term and engage in Practitioner Enquiry which will concluded in May 2020.	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	2016/17	2017/18	2018/19
	Continue to develop leadership at all levels through the Leadership Framework	Education Scotland has developed its online resource for Educational Leadership 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. Our new head teachers have benefited from various induction sessions and there has been an opportunity for serving head teachers to have a professional reflection session. We continue to engage with Education Scotland's programmes for Teacher and Middle Leadership as well as having a number of teachers successfully gaining entry to Cohort 6 of the 'Into Headship' Programme.	Green	---	---	---	---	---

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Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
	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. This work is currently progressing in an online platform with a view to continuing with this work during current circumstances.	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 postponed the publication of the Shared Inspection Framework until after the implementation of 1,140 hours. Training and directed support will commence for Early Learning and Childcare (ELCC) staff when the final document is published post August 2020. All ELCC settings have been made aware of the new Shared Inspection Framework and the postponement.	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	2016/17	2017/18	2018/19
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	Information and training events have taken place for managers and cascaded to staff. Further support and information on is provided on SWAY.	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?'	A 'How Good is our Early Learning and Childcare Self-Evaluation Toolkit' has been successfully produced and is being implemented in Early Learning and Childcare (ELCC) settings. ELCC Quality Officers and Locality Lead Officers continue to support settings in self-evaluation processes using 'How Good is Our Early Learning and Childcare'. Training is took place March 2020 using "How Good is Our Early Learning and Childcare" to support the self-evaluation process and the production of high quality Establishment Improvement Plans and Standards and Quality Reports.	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	2016/17	2017/18	2018/19
	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	A monthly Early Learning and Childcare (ELCC) Bulletin is now produced and issued to both local authority and funded partners, sharing important local and national ELCC information to successfully manage change and ensure continuous improvement. A team of 4 permanent ELCC Quality Officers have been in post for a year providing support to funded providers. 2 temporary Quality Officers have been in post for 6 months delivering training and leading working groups to create new ELCC documentation. The Early Years Central Team also now host a termly meeting for Local Authority head teachers and heads of establishment.	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	Process being finalised.	Report Later	---	---	---	---	---
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	The new Building the Ambition guidance has been released. The Central Team are familiarising themselves with the document and formal training will be designed for the new term in August 2020.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	Staff actively engaged in establishments. Positive outcomes reported.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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 with high level outcomes was presented to the Community Planning Partnership Board in October. Copies of the 2018/19 Annual Report also distributed to Community Planning Board members. The Children's Service Plan was a feature of the locality event programme in November/December 19 which engaged the wider children's services workforce in identifying where partners at different levels could improve on the current level of performance and inform the next cycle of the Children's Services Plan 2020-23.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Support the local implementation of effective changes in the Children and Young People's Collaborative and engage with national events	<p>Work continues with all partners locally and nationally linking into the continuous improvement agenda . The child poverty -income maximisation work continues to draw national interest and has assisted in informing national work around Health Visiting Pathways. The team have on two occasion's presented at the UPQIC Financial Inclusion Practicum and the project has been included in an Scottish Government evaluation 'The Way Forward'.</p> <p>In addition a new piece of improvement work around improving the partnership response to Care Experienced health needs assessment has commenced.</p> <p>Next steps include considering which projects will be selected for the Quality Improvement awards submissions in May 2020 .</p> <p>We continue to build quality improvement capacity with attending the Health and Wellbeing practicum and spreading the talking and listening improvement project to 4 more primary schools.</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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
Review and revise the attendance operating procedure	Implement revised Operating Procedure on promoting attendance in establishments	The Operating Procedure A5 on attendance has been revised and published after consultation with school managers and stakeholders. This operating procedure will form part of a suite of revised operating procedures Around Inclusion which ensure that South Lanarkshire is compliant with all current guidance and instructions from Scottish Government.	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	The managed service continues to perform well, and all Service Levels achieved.	Green	---	---	---	---	---
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 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. These have been shared with the CQIS team who have passed this onto East Dunbartonshire as part of the West Partnership collaboration. 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	---	---	---	---	---

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	2016/17	2017/18	2018/19
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 and workshop guidance designed based on consultation feedback. Parental workshops have been piloted in early years establishments in the Hamilton/Larkhall areas and evaluated.	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	Programmes are in place and construction projects are progressing to ensure the strategic number of places are met. Robust monitoring and evaluation procedures are in place.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
Roll out Breakfast Clubs to all schools	Increase the number of Breakfast Clubs during school session 2019/20 from 40 to 77	All primary schools now have a breakfast club.	Green	125	125	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	2016/17	2017/18	2018/19
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	During Quarter 4 a further 636 learners have improved their literacy skills, 443 have improved their numeracy skills, 513 have improved their IT skills, and 271 have improved their budgeting skills. There is a broad range of learning opportunities that have contributed towards these outcomes. In Carluke Universal Connections (UC) 15 learners participating in an IT course have improved their knowledge and understanding of IT. 9 have also increased their literacy skills through practicing tasks on Microsoft Word. The Hillhouse Hub in Hamiton works with adult learners from the Hillhouse community and delivered a range of workshops to improve budgeting skills and managing money. Adults to take part in activities such as Arts and Crafts, Mindfulness, Massage and listening to guest speakers. 76 ALAN learners have improved their numeracy skills. 102 learners attended a maths event to celebrate world maths week with 2 local primary schools.	Green	-----	5,380	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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>During Quarter 4 a further 538 learners achieved a range of awards such as Youth Achievement Awards, Dynamic Youth Awards, ASDAN Expressive Arts award, and ASDAN accredited PSD Programme. A further 151 learners completed Duke of Edinburgh Awards across South Lanarkshire and 17 expeditions took place.</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 To that end a further 314 received awards to celebrate their achievements, such as completing a group work programme.</p>	Green	-----	2,596	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	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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	<p>A Secondary School Network of Depute Head Teachers was formed with responsibility for Personal & Social Education (PSE) and Health and Wellbeing (HWB). This provides opportunities for sharing strategies to tackle recommendations from PSE Review.</p> <p>A schedule of monthly meetings was created and is now underway which is targeting curricular aspects of the PSE curriculum along with input from 3rd Sector partners. Principal teachers of guidance are able to share good practice in relation to the learning and teaching content and approaches.</p>	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	Completed and referenced in the report entitled 'Review of Admissions Policy for Early Learning and Childcare Establishments' at Education Resources Committee on 10th December 2019 and at Executive Committee on 29th January 2020.	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	2016/17	2017/18	2018/19
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	Close links are maintained with Employability to ensure appropriate training and support is available to the Early Learning and Childcare Foundation Apprentices. We have successfully recruited two of last years Foundation Apprentices onto the Modern Apprenticeship programme. Quality Officers will visit two of the learning hubs and speak to the students prior to the next recruitment for Modern Apprentices next month.	Green	---	---	---	---	---
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	Extremely positive outcomes for children and their parents reported.	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	Reported and featured in Education Committee ELC 1140 hours update. In addition positive outcomes reported on progress achieved from Scottish Government.	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	2016/17	2017/18	2018/19
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	All children receiving free at 3. Fully implemented.	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	All identified partners fulfilled their agreed commitments and participated fully. This phase of the CYPIC Practicum is nearing completion and an Education Management Team paper highlighting impact and proposals for further development will be prepared in the near future. A celebration event with presentation was delayed due to Covid 19 situation, which will be arranged when appropriate.	Green	---	---	---	---	---
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 2018-19 was published in August 2019 and the final report covering all three years of the Children's Services Plan 2017-20 is currently being developed. There may be a slight delay in the publication of this report due to a slower pace of responses from partners, as a result of the COVID-19 crisis.	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	2016/17	2017/18	2018/19
	Produce suitable materials for children and young people that reflect key themes contained in the Children's Services Plan	<p>Work is on-going with partners to discuss the engagement of children, young people and parents in building the 2020-23 Children's Services Plan.</p> <p>A working group is developing tools to involve specific groups of children and young people, however progress has been interrupted by the Covid 19 situation.</p> <p>The intended outcome is still 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.</p>	Green	---	---	---	---	---
Maintain the Children's Services Partnership commitment to addressing poverty, inequality and disadvantage	Implement Education Resources linked aspects of the Child Poverty Action Plan	<p>All linked actions to Education Resources are on target. End year reporting has still to be agreed and will be impacted due to the Covid crisis.</p> <p>Discussions are ongoing about the content of Child Poverty Action Report and the relationship with Education Resources activity.</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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	Accredited Training has taken place as has Lego ABC and Emotion Coaching. This has been very well received by all staff who reflect that it will impact positively on their practice. Attachment strategy will be launched, 27 March 2020. All supporting documents have been completed and are ready for distribution. A plan has been developed to roll out training across all educational establishments.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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 SEBN Team have a regular sitting representative member on the PPRUDB Monitoring Group. Advice and consultation has been offered on an ongoing basis through this forum. The SEBN Team representative has also provided specific input to the paperwork and process for schools seeking consideration of more physically supportive/interventive measures with children and young people.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	<p>An awareness raising presentation took place at the Inclusion Conference by members of the Attachment Strategy Implementation Group, 17 January 2020. Training for all Newly Qualified Teachers (NQTs) took place, 3 February 2020 and 13 February 2020. The final draft of the Attachment Strategy has been produced by graphics along with the accompanying resources including the A to Z of Attachment-Informed Practice posters and leaflets and the Attachment Strategy Pledge Cards. The Attachment Strategy Implementation Group have also produced a short awareness raising film for practitioners. All Specialist Support Staff and Senior Managers Pupils Support received Level 2 training, 14 February 2020.</p> <p>A launch of the materials was planned for 27 March 2020 and will now be postponed due to current public health guidance. A training plan has been agreed to commence August 2020 when all facilities staff will receive level 1 training in line with the agreed plan. It has been agreed the further discussions on training for school staff should take place at the forthcoming Learning Community meetings.</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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	A paper has been submitted to Action Enquiry for Education Scotland outlining the programme, research findings and relevance to practitioners. A final draft of the programme has been approved. Discussions are ongoing with the Curriculum & Quality Improvement Service around dissemination.	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	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
Deliver learning programmes to promote positive health and wellbeing	Number of Individuals and/or families that report improved confidence, self-esteem, health and wellbeing	<p>During Quarter 4 a further 3032 learners have improved their confidence and self esteem, 1224 have improved their mental health and wellbeing, and 1198 have improved their physical health and wellbeing. Currently measures are being put in place to ensure learners, and particularly young people, are still engaged with through the Covid-19 crisis such as social media and online platform. These are already proving to be very effective.</p> <p>In Quarter 4 a broad range of learning opportunities have led to these outcomes such as structured youth work targeted at vulnerable learners, activity within the awards network, and opportunities within the participation network. One emerging focus has been on young males suffering anxiety, depression, mental/physical health and social isolation by providing a safe space to talk and build on self-esteem, health and wellbeing and sign posting onto other groups or agencies as appropriate.</p> <p>Walking Football groups have been established with adults who wish to improve their health and wellbeing through participation.</p> <p>Caruke Having completed a Healthy Cooking on a Budget course, 11 adult learners improved their confidence and increased their levels of self –esteem. The course also had a positive impact on their mental health and general well being and social skills.</p>	Green	-----	14,593	0	0	0

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	2016/17	2017/18	2018/19
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	Year to date number of Education Resources staff trained in attachment theory - 688 (745 including Early Years staff). An Attachment Strategy (AS) Training Plan has now been agreed by the Attachment Strategy Implementation Group. Level 2 training has taken place with all Specialist Support Staff and Senior Managers Pupil Support (14 February 2020) and all Newly Qualified Teachers (3 February 2020 and 13 February 2020). Level 1 training is planned for all facilities staff over 15 sessions in August 2020. Discussions have been taken forward with Psychological Service Management and Curriculum and Quality Improvement Service to agree AS training for all establishments. Further planning around Level 2 training for school staff will take place at learning community meetings and training will be taken forward at a learning community level. There will be a meeting with Early Years Development Officers and Youth Family & Community Learning managers next term to agree a programme of training.	Green	200	688	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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	Developing the Young Workforce (DYW) Depute Head Teacher leads meeting held throughout the academic year (October 2019 and March 2020) and the focus of these is the 3 documents that steer DYW in Scotland. These meeting as supported by Education Scotland, GATEWAY, Skills Development Scotland (SDS), and the DYW regional team. All relevant guidance and updates are shared at these meetings.	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	New contact has been established with City of Glasgow college and schools are taking up the additional senior phase offers for session 2020-2021. Widening Access is offered in all secondary schools by University of Glasgow and we also have a very successful Access to Engineering Academy with University of Strathclyde.	Green	---	---	---	---	---
	Continue to support the implementation of the Standard for Work Experience, Career Education Standards and School/Employer Partnerships	Work Placement Coordinator meetings took place, November 2019 and March 2020. All updates and guidance are reinforced at these meetings. We continue to work in partnership with Skills Development Scotland, Youth Employability and GATEWAY to offer young people their work placement entitlement.	Green	---	---	---	---	---

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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
	Provide high quality professional learning activities in partnership with our key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams	Education Scotland and Skills Development Scotland (SDS) offer a range of Developing Scotland's Young Workforce activities and professional development opportunities. These are circulated and many establishments from all sectors have enrolled on courses.	Green	---	---	---	---	---
	Implement the MCR Pathways programme to support young people to achieve positive outcomes	In all secondary schools, the numbers of young people who are accessing wither groupwork or mentoring through MCR Pathways is increasing on a weekly basis. Around 200 young people are working with MCR across the South Lanarkshire. A progress and impact review is underway and a full report will be provided on completion.	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 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 95.0%.	Report Later	96.0%	-----	95.8%	96.4%	95.7%
	Participation rate for 16-19 year olds (per 100)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 91.6%.	Report Later	92.1%	-----	91.2%	92.5%	92.6%

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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
	Maintain the percentage of young people entering and sustaining a positive destination	The School Leaver Destinations Return (SLDR) for pupils leaving school in 2018-2019 was published in February 2020. This year the South Lanarkshire SLDR rate decreased slightly from to 95.7% from a high of 96.4% the previous year. However, the Council achieved the target set and remains above the national level (95.0%) for the 5th consecutive year.	Green	94.4%	95.7%	94.0%	95.8%	96.4%
	Close the poverty related gap in positive and sustained destinations for young people between the most and least deprived areas	The School Leaver Destinations Return 2018/19 shows that the gap between the leaver destinations of young people in most deprived 20% and least deprived 20% in South Lanarkshire increased slightly from 4.6% to 4.9%. However, the target was met and the gap in South Lanarkshire remains smaller than the national level of 5.3%.	Green	6.8%	4.9%	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	400 Foundation Apprenticeship opportunities are available for session 2019/20 with 329 young people participating in Foundation Apprenticeships since August 2019. Planning has taken place for 2020/21 and around 500 places will be available.	Green	400	329	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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 young people took part in the Gradu8 programme offering work based learning experiences and qualifications in 2019/20.	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	In 2019/20, 358 young people were engaged in the programme offering additional support to achieve and sustain a positive post school destination.	Green	100	358	0	0	100
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 who engaged with the Aspire programme in 2019/20 were supported by an identified key worker to develop and complete an individual action plan.	Green	---	---	---	---	---

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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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	Meetings have taken place throughout 2019/20 to track the destinations of all care experienced young people. The 2019/20 School Leaver Destinations Return showed that 91% of care experienced school leavers moved to a positive destination, significantly above the national rate of 82%.	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	Extreme Demand Avoidance Draft 1 of resource package complete. A Multiagency Meeting of CAMHS, EPs, NHS staff was held and draft 2 is imminent as a result.	Amber	---	---	---	---	---

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	2016/17	2017/18	2018/19
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	Staff meetings took place November 2019 and January 2020 to discuss support and guidance around curriculum rationale and learner journey. The Curriculum and Quality Improvement Service (CQIS) have also created and issued a Curriculum Folder, guidance for schools to refer to and use effectively in their curriculum reviews. Speakers from Education Scotland and the University of Stirling have contributed at recent Head Teachers meetings to reinforce the national message for Broad General Education and senior phase curriculum.	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	2016/17	2017/18	2018/19
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	The South Lanarkshire Council (SLC) Certified Google Educator programme is progressing extremely well – 25 teachers are now Level 1 certified educators (October 2019), 22 of them have also secured Level 2 status (November 2019) and 15 SLC teachers are now fully Certified Google Trainers (January 2020); a further 5 are working towards achieving Certified Trainer status with applications pending with Google. The success achieved through the SLC programme has almost doubled the number of certified trainers across Scotland. Trainers will be used, in part, to support the development of digital skills within our 17 learning communities. The joint SLC/Education Scotland 'Using Digital Tools to Support Literacy' event attracted over 60 attendees and was rated highly positive by staff. A formal showcase event is being planned to raise awareness of the Digital Schools Award and to provide support to schools who have registered an interest but stalled in their progress towards achieving the award. This will be supported by colleagues from schools that have already achieved their award.	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	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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. On online website has been produced to signpost how staff working from home can access professional learning opportunities.	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	Wireless refresh programme is now complete and a number of sites have invested in wireless expansion to maximise coverage throughout their school and to support increasing numbers of devices. Volumes of Chromebooks continue to grow and this continues to be an area of growth. With new Google trainers in place, planning is underway to grow the skills across the estate and exploit transformative technology in all areas. Unfortunately, a clear solution to deliver livestream learning has not yet been found and we continue to work with Education Scotland to look at solutions which may be delivered nationally.	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	2016/17	2017/18	2018/19
	Ensure that the ICT infrastructure is fit for purpose and supports the growing and evolving needs of learners and practitioners	Secondary Refresh 2.3 completed, November 2019 on target with over 1700 devices replaced. Primary, Additional Support Needs and Early Years refresh is now underway with 32 schools completed by the end of December 2019. This will deliver over 2300 contract stations plus school buys. 180 Wireless Access Points have also been refreshed in primary schools since August 2019, ensuring that the ICT infrastructure remains fully supportable and performant.	Green	---	---	---	---	---
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	Schools continue to increase use of Glow and the number of Google Classrooms continues to increase across the estate. We continue to engage with Education Scotland in consideration of new functionality, particularly around video conferencing.	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 Primary School Modernisation programme is complete and there are now 128 primary schools in modernised accommodation.	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 Early Learning Unit build is complete and has been occupied by staff and children since October 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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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	Planning permission has been granted to build a new primary school for the East Kilbride Community Growth Area.	Green	---	---	---	---	---
	Conduct up to 3 statutory public consultations on suitable accommodation in suitable locations by the end of school session 2019/2020	Newfield/Stonehouse outcome has been approved and the catchment changes implemented. Report to seek approval to alter the catchment areas of Glengowan, Machanhill and Robert Smillie Primary Schools will be sought at the next available Executive Committee	Green	----	1	0	0	0
	Complete work on Woodhead Primary School (extension) and St Athanasius PS Nursery (adaptation) by the end of school session 2019/2020	Work on Woodhead Primary School (extension) and St Athanasius PS Nursery (adaptation) is complete.	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	The St Charles Primary School extension construction is underway. The adaptation to Crawforddyke Primary is designed and programmed for mid 2020 commencement. The monitoring programme for St Marys Hamilton is continuing.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational**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	2016/17	2017/18	2018/19
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	Draft of Lifelines Lanarkshire circulated for consultation across agencies, and update provided to Head of Education (Inclusion). The collation of feedback from the Children's Services Strategy Group, the Child Protection Committee, an Education Resources reference group and from other agencies has been paused due to meeting cancellations and in light of school closures and social distancing measures, but remains a priority.	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 inclusion and equality are at the heart of what we do

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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	Work continues with the Inclusion Service to identify requirements and priorities within the Additional Support Needs establishments.	Green	---	---	---	---	---

Protect vulnerable children, young people and adults**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	2016/17	2017/18	2018/19
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	<p>The guidance document 'Identifying, understanding and addressing weak literacy skills and dyslexia' has been disseminated to all Head Teachers and other key staff (Additional Support Needs Coordinators, literacy coordinators, Specialist Support Teachers) and is available online.</p> <p>Training has taken place and work has continued on the next stage of supporting the use of the guidance such as further drafts of parent leaflet, explanatory poster.</p> <p>Assessment tool for staff has been produced and further consultation is planned. A literacy consultation review to establish identification or otherwise of a pupil dyslexic profile is being prepared.</p>	Green	---	---	---	---	---

Protect vulnerable children, young people and adults**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	2016/17	2017/18	2018/19
Revise Promoting Positive Relationships and Behaviours guidance	Publish and implement revised Promoting Positive Relationships and Behaviours (PPRB) Guidance by June 2020	Promoting Positive Relationships and Behaviours (PPRB) guidance was published and launched, January 2020. All establishments have been made aware of the ethos and the strategies to support them in managing distress and forming relationships.	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	The Guide for Give us a break! Plus is complete and is ready for use with groups of children and young people. It has been discussed in the most recent Give us a break! Initial Facilitator Training (IFT), 5/6 March 2020, and will feature in all future IFT. Resources and web links to aid the delivery of the programme are also complete. These are being uploaded to the Give us a break! website to enable facilitators to select and download what is appropriate for their groups.	Green	---	---	---	---	---
Support the delivery of Parental Pathways	Number of participants successfully using new skills to enhance their parenting skills	During Quarter 4 there continues to be a range of learning opportunities within both community and school based settings for parents to develop their skills to become more confident in supporting their child's educational development. New young parents groups established within Universal Connection facilities for parents under 25 improve their parenting skills and increase their social skills, confidence and self-esteem. Across the service in Q4 76 parents feel better able to support literacy and numeracy, 45 health and wellbeing, and 43 curricular learning. 38 feel they have improved parenting skills.	Green	-----	491	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	<p>During Quarter 4 a further 2,312 learners improved their social skills, 1,166 reduced risk related behaviour, and 1,224 improved their mental health and wellbeing.</p> <p>This was achieved by a broad range of Community Learning activity, delivered at times that suit learners such as evenings, weekends, and holiday periods where there is limited support elsewhere. A number of programmes are also developed with school and the blended learning approach is key to delivery within KEAR Campus. For example K-Active provides young people from KEAR Campus and its supporting bases with opportunities and skills to become sports coaches. The programme has a number of stages with the group currently on the delivery stage within primary schools. The 5 participants in the programmes are working towards achieving their SCQF level 4 sport leaders qualification. This unique opportunity allows young people to develop their coaching skills, confidence and experiences by leading fun games and sport specific sessions in primary schools, building on each individuals social, educational and personal development.</p>	Green	---	---	---	---	---

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	2016/17	2017/18	2018/19
Progress approaches in respect of national education priorities	Exclusion incidents per 1,000 pupils in primary schools	There was a decrease in the number of exclusion incidents per 1,000 pupils. The figure recorded remains very low and the target was met. Exclusions account for only 0.005% of possible attendances.	Green	8	4	7	10	6
	Exclusion incidents per 1,000 pupils in secondary schools	There was a decrease in the number of exclusion incidents per 1,000 pupils. The figure recorded remains very low and the target was met. Exclusions account for only 0.06% of possible attendances.	Green	48	42	51	53	41
	Reduction in the overall number of days lost through exclusion in secondary schools	There was a decrease in the overall number of days lost through exclusion. The figure recorded remains low and the target was met. Exclusions account for only 0.06% of possible attendances.	Green	2,662	1,938	2,927	2,970	2,088
	Reduction in the overall number of days lost through exclusion in primary schools	There was a decrease in the overall number of days lost through exclusion. The figure recorded remains very low and the target was met. Exclusions account for only 0.005% of possible attendances.	Green	456	247	460	545	363
	Reduction in the average number of half days absence per pupil in primary schools	There was a decrease in the average number of half days absence per pupil to 20 from 21 the previous year. Over the same period absence fell from 5.6% to 5.4%.	Green	19.0	20.0	18.0	19.0	21.0
	Reduction in the average number of half days absence per pupil in secondary schools	The target based on a 3 year average was not met but the average number of half days absence per pupil remained consistent with the previous year (34). Overall absence remained consistent at 9.5%.	Amber	31	34	28	32	34
	School attendance rate	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was equal to the national figure of 92.9%.	Report Later	93.4%	-----	93.9%	93.4%	92.9%

Protect vulnerable children, young people and adults**Ensure inclusion and equality are at the heart of what we do**

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
	School attendance rate - looked after children	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021.	Report Later	-----	-----	91.1%	89.5%	-----
	School exclusion rates (per 1,000 pupils)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021.	Report Later	-----	-----	25.6	28.0	-----
	School exclusion rates (per 1,000 looked after children)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021.	Report Later	-----	-----	80	86	-----

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

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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 Community meetings were visited by Inclusion Officers to support the launch of the SEEMIS Bullying & Equalities module. All establishments aware of key messages. Treat Me Well Training completed for all outstanding staff members who required it.	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	2016/17	2017/18	2018/19
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 Youth, Family and Community Learning Service Volunteer Development Programme and the Burnbank Family Centre. 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. A review of the summer holiday clubs has taken place and a report has been drafted for Education Committee with recommendations, drawing other experiences locally and models across Scotland, to take forward provision for 2020.</p>	Green	13	13	0	0	0

Support our communities by tackling disadvantage and deprivation and supporting aspiration

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	2016/17	2017/18	2018/19
Domestic violence multi agency working to develop strong procedures for communicating and acting on information around domestic violence so that children and vulnerable adults get the help they need that is proportionate and effective	Introduce, in partnership with other agencies, a clear protocol for the communicating of information around incidents of domestic violence and also a consistent plan for proportionate interventions in such circumstances by June 2020	Education Resources continue to monitor on a daily basis incidents recorded in Concern Reports shared by Police Scotland where domestic violence is recorded and share/liaise with partners in other agencies to agree proportionate interventions.	Green	---	---	---	---	---

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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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 Programme now has resources, a plan for the year to deliver training in all localities and a list of Licence holders. A termly meeting is now in place with planned pathways to referral and to planning training in place.	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	There have been a number of celebration events throughout the service in Quarter 4. For example in East Kilbride 17 learners contributed to a stencil graffiti exhibition which took them six weeks to complete, the exhibition ceremony was well attended by parents and carers and the young people were extremely proud of their accomplishments. Vertigo Theatre had celebration of success after the production of the Hired Man at the Village Theatre East Kilbride. The number of events were unfortunately curtailed by the Covid-19 crisis. This meant that the annual Duke of Edinburgh Awards ceremony which usually attracts over 500 people had to be postponed in March.	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	2016/17	2017/18	2018/19
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 Support for Play and Learning in Lanarkshire (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 the Scottish Childminding Association (SCMA) in relation to advice, network meetings and training and development to Childminders across South Lanarkshire Council.	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	The reconvened Sustainability group devised a questionnaire to audit of the work currently undertaken by schools related to climate change and sustainability; the survey was rolled out to all primary establishments in February and was in the process of rollout to secondary schools when events were overtaken by the Covid-19 outbreak and subsequent school closures. When appropriate, schools will be contacted to complete the survey and results analysed to help determine what further support is required at local and national levels.	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools	In addition to the Sustainability group's survey/audit, the organisation of a Pupil Conference on Sustainability and the Environment was well underway and due to take place in March 2020. This was postponed in light of the Covid-19 outbreak. All 17 secondary schools and ASN establishments are engaged in this initiative and will showcase their activities related to climate change, eco-schools and sustainability at a future date. Schools continue to engage with Eco-schools/Keep Scotland Beautiful with 66 having achieved their Green Flag and 14 with applications underway. We have Climate Ready Classrooms workshops due to be delivered within SLC which will need to be rescheduled when learners and staff return, physically, to school.	Green	---	---	---	---	---
	Number of schools involved in Eco schools projects	The newly established Sustainability Group are have begun an audit of all schools to establish those who are currently engaged in Eco-schools projects but not directly pursuing Green Flag status; the figure reported, therefore, is a raw statistic that includes 66 schools that have a valid Eco-Schools Green Flag and 14 schools who have submitted applications (still to be approved).	Green	90	-----	0	0	0

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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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 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. Quarter 4 figures show a reduction on this of 37.9%. End of year figures show an overall reduction 29.6% compared with baseline.	Green	6.0%	29.6%	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. Quarter 4 figures show a reduction on this of 37.9%. End of year figures show an overall reduction 29.6% compared with baseline.	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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. All East Kilbride schools participated in the Beat the Street competition which although had to be completed earlier than planned, was deemed to be very successful despite some very poor weather. Beat The Street is aimed at changing individual's travel choices to be more sustainable. Other initiatives such as a pupil Sustainability Conference planned for March, and a range of planned Air Quality Workshops running in schools until June, were unfortunately cancelled as a result of the COVID-19 crisis.	Amber	---	---	---	---	---
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	An initiative in high schools has resulted in 5 schools having installed water fountains within their Street areas. This encourages pupils to bring their own bottles for refill at these points. On site sale of bottled water in vending machines is being phased out as a result of this. A number of other high schools are planning on taking this forward and some schools have managed to negotiate the supply of water bottles free from providers for personal use.	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	2016/17	2017/18	2018/19
Review the Education Resources Parental Involvement Strategy	Review and disseminate a revised Parental Involvement and Engagement Strategy by December 2019	New Parental Involvement and Engagement strategy launched at the Parents Conference in November 2019.	Green	---	---	---	---	---
	Organise an annual parents conference in partnership with parents by March 2020	Rearranged to take place in November 2020.	Green	---	---	---	---	---
	Percentage of schools with a Parent Council/Group	96% of schools have a Parent Council/Parent Group with some additional support needs schools having less formal structures for engaging with parents/carers.	Green	95.0%	96.0%	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	In Q4 an additional 113 people have been involved in volunteering to become active within their community through local youth work, literacy and numeracy provision, delivery of learning opportunities within communities, sports clubs, gala days and celebration events. For example a new training programme within East Kilbride supported 10 learners to undertake an 8 week training programme and 6 learners have now begun their placement element of the training which is a further 8 weeks. 8 learners have started the SVQ qualification.	Green	450	817	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	In Q4 there was approximately an additional 10472 hours of volunteering. The total number would likely have been higher but volunteer activity was curtailed in Q4 due to the Covid-19 crisis. The number far exceeds the target and this should be put in the context of the launch of the new YFCL Service where there was still uncertainty about how potential volunteers would respond. As the numbers are very strong the annual target will be adjusted this year.	Green	18,752	40,996	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	English as a Second or Other Language (ESOL) Classes continue to be delivered across the 4 localities and learners are placed in the appropriate level for their ability (Beginner, Elementary, or Intermediate). A further 88 learners now feel more confident in speaking English as a second language. A further 84 ESOL learners feel more able to support their children's learning. Adjustments are currently being implemented to ensure that learners are still reached through online platforms and telephone through the Covid-9 crisis.	Green	-----	183	0	0	0

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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	The number of learners participating in other learning and/or community activity	During Quarter 4 53 learners participated in learning and/or community activity including uptake of other educational programmes within centres / areas. In addition, as part of the English as a Second or Other Language (ESOL) development, an ESOL Buddying scheme was set up to match ESOL learners with volunteers from their local community. The aim is to support the integration of ESOL learners into their local community and to practice communicating in English out with the ESOL class. A volunteer support structure has been established to offer ongoing supervision and training for volunteers throughout the year. Please note that the total numbers have been adjusted from Q3 to rectify an error that had been made in the count.	Green	-----	53	0	0	0

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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	During Quarter 4 a further 360 learners improved their understanding of community and world issues, 705 were involved in consultation activity, 215 have contributed to local or national decision making, and 363 support and influence their own community. This is facilitated through a number of centre 'user committees', youth council, engagement with Members of the Scottish Youth Parliament, and work with community groups. For example The Whitehill Activity Group are a constituted group with 9 members who are supported by Youth Family and Community Learning staff to learn and develop a range new skills that enable them to organise, fundraise & deliver a variety of family learning opportunities to residents in and around the Whitehill Community. These learning opportunities include seasonal family holiday events and outings. In addition to this the Youth Action Plan launch happened in Quarter4 attracting 150 young people, lead officers within Education, and elected members.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities**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	2016/17	2017/18	2018/19
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 are underway to support teachers in their delivery of Physical Education.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

Improve health and wellbeing to enable children and families to flourish

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
	Percentage of establishments undertaking 2 hours of Physical Education through the Healthy Living Survey	<p>The Healthy Living Survey took place 18 February 2020 with 100% of primary establishments reporting that they are undertaking 2 hours of Physical Education.</p> <p>In Secondary Schools , 100% of Broad General Education (S1-3) pupils receive a minimum of 2 periods of Physical Education and the majority of Senior Phase (S4) pupils receive 2 periods of Physical Education.</p>	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 <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	During 2019/20 there has been an ongoing rise in Youth Music Initiative instrumental music tuition and music-making opportunities for children and young people in South Lanarkshire, including: approximately 7000 young people taking part in school-based musical learning and significant representation from South Lanarkshire Council pupils in national ensembles; over 1,000 primary children have completed a 20 week practical music making project; primary instrumentalists have taken part in school assemblies, concerts, inter-disciplinary learning events as well as community-based performances at Care Homes and Church Services; 11 school rock and pop bands took part in the annual Battle of the Bands competition where the Instrumental Music Service introduced a Career's Corner; the South Lanarkshire Schools' Big Band, and over 50 pupils from St Bride's PS Cambuslang, performed to a sold audience at the Rutherglen Town Hall; many pupils successfully auditioned for the National Youth Choir of Scotland, West of Scotland Schools Orchestra as well as numerous successful entries to colleges and universities to continue the study of music and instrumental studies.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities**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	2016/17	2017/18	2018/19
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	Session 19/20 started off really positive with 32 educational establishments across the authority in primary, secondary and community settings continuing with Mandarin as a second foreign language (L3). The Confucius hub currently has 6 Mandarin teachers delivering the provision successfully across the authority. 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	In Q4 there have continued to be a number of learning opportunities in relation to the arts, drama, and learning about different cultures. For example 73 young people from across South Lanarkshire are accessing drama and music classes that take place 4 times per week through Vertigo Theatre. 54 Young people have also joined the Community Creator project in Hamilton. This gives them the opportunity to be creative and to develop content that explores and celebrates their communities, the people in them and the issues that impact upon them from the perspective of a young person.	Green	---	---	---	---	---

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

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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	<p>Data for Freedom of Information (FOI) requests is reported one quarter in arrears. In Quarter 3, 44 requests were received and 40 (90.91%) were responded to within the statutory time period.</p> <p>To date 169 requests were received 92.9% were responded to within the statutory time period not meeting the target.</p> <p>The year to date percentage of requests processed within 20 working days for Education Resources is 92.9% which is below the SLC percentage of 93.34%.</p> <p>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.</p> <p>Education Resources is reviewing the impact of school holiday dates on response times and have raised this matter with the Commissioner's Office.</p>	Red	96.0%	92.9%	83.9%	95.1%	-----

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

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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 Environmental Information (Scotland) Regulations EI(S)R requests is reported one quarter in arrears. There were no requests made to Education Resources during Quarter 3, 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	<p>Data for General Data Protection Regulation (GDPR)/Data Protection Act (DPA) requests is reported one quarter in arrears. In Quarter 3, 18 requests were received of which 11 (64.7%) were completed within the statutory time period.</p> <p>To date 36 requests were received and 20 (54.29%) were responded to within the statutory time period not meeting the target.</p> <p>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.</p> <p>Education Resources is reviewing the impact of school holiday dates on response times and have raised this matter with the Commissioner's Office.</p>	Red	90.0%	54.3%	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	2016/17	2017/18	2018/19
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	A new on-line health and safety platform is being used to record accident and incidents. The new system is at the early stages of implementation and to support teachers and other staff in schools and educational settings a flowchart with supportive guidance has been issued following dialogue with the trade unions. By way of comparison, the new data that is being produced is likely to present different information and therefore not be as easy to compare on a like for like basis as the previous data set reported. Once the training roll of the new A30 procedure has taken place and a qualitative review of returns are carried out, updates will be provided to Committee. Work is also ongoing to further develop, review, record and report incidents appropriately to ensure that staff are supported when incidents occur and that strategies are identified with a view to reducing the number of incidents. Where patterns or concerns emerge, more in depth support can be offered including multi agency meetings, outreach support, psychological services, specific planning for the individual child, training and/or guidance. This is a new measure for 2019/20 incorporating a new system for recording and the rate of accidents/violent incidents will be used to determine the benchmark for a 5% reduction in 2020/21.	Report Later	5.0%	-----	0.0%	0.0%	0.0%

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	2016/17	2017/18	2018/19
Progress the council's Digital Strategy within the Resource	Provide updates on digital transformation activities within the Resource	The rollout of Online School Payments using ParentPay is now complete, with over 25,000 parental users now registered. Calderglen cluster is fully setup, but their go live, which was scheduled for end March, has been delayed. As we enter year 3 of the contract, consideration will have to be given to contract extension, due April 2021.	Green	---	---	---	---	---
Ensure that high standards of governance are being exercised	90% of risk control actions completed by due date	All risk control actions identified within the Resource risk management process have been completed by the due date.	Green	90%	100%	100%	80%	100%
	90% of audit actions completed by due date	As at the end of Quarter 4, 11 out of 11 (100%) of audit actions due were complete. The target of 90% has been achieved.	Green	-----	100.0%	100.0%	60.0%	100.0%
Continue the roll out of ParentPay across all establishments	Percentage of establishments using Parentpay	All learning communities rolled out except Calderglen which is scheduled for completion April 2020.	Green	-----	-----	0.0%	0.0%	0.0%

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

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
			Status	Target	To Date	2016/17	2017/18	2018/19
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>During Quarter 4 Staff throughout the service, starting with managers, were trained on best practice in relation to Youth Family and Community Learning Service's data gathering method using the Community Learning Development Impact Measures. This training has now been cascaded to the rest of the staff to ensure consistency in approach, including in relation to the gathering of evidence.</p> <p>The inspection model and associated Quality Indicators for Community Learning and Development is currently being reviewed through Education Scotland but there has been a delay in this being issued for consultation.</p>	Green	---	---	---	---	---

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

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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%	The labour turnover rate for April 2019 to March 2020 is 4.1% which is below the Council target level (4.9%).	Green	4.9%	4.1%	2.1%	3.9%	3.9%
	100% coverage of Performance Appraisals (PAs) of employees in scope	Education Resources are on track to continue to achieve 100% of performance appraisals as most for the teachers, school and nursery based staff are completed as part of their continuing professional learning requirement between the Spring break and June the end of the school term. There has been a slight lag due to the Covid19 pandemic but with access from home now in place for staff the CPL statistics will increase as evidenced in previous years from May until the end of June. An action has been taken to ask Head Teachers and Managers to ensure the statistics are input into the system.	Amber	100.0%	27.0%	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	The review of the Workforce Plan is complete and relevant actions developed to respond to workforce changes and future needs. The South Lanarkshire Council Workforce Plan 2017-20: Right people, right place, right time report was put to the Executive Committee on 8 March 2017.	Green	---	---	---	---	---

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

Action	Measures <i>(non statistical measures shaded grey)</i>	Comments/ Progress	Status	----- This Year -----		----- Last 3 Years -----		
				Target	To Date	2016/17	2017/18	2018/19
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 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of £5,250.	Report Later	-----	-----			
	Cost per secondary school pupil	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was below the national figure of £7,185.	Report Later	-----	-----			
	Cost per pre-school education registration	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was below the national figure of £5,070.	Report Later	-----	-----			