

Education Resource Plan 2019 - 20



Section	Contents
1.0	Introduction
2.0	Context
3.0	The Council Plan - Connect
4.0	Performance and results
5.0	Resourcing the Plan
6.0	Action Plan
Annex 1	Education Resources Organisational Structure
Annex 2	Additional Performance Information

Section One – Introduction

I am pleased to share with you our Education Resources Plan for 2019-20.

This plan demonstrates our clear commitment to deliver on the priorities set out in the Council plan - 'Connect' and the vision, "to improve the quality of life of everyone in South Lanarkshire".

South Lanarkshire Council continues to prioritise education as a key service, we firmly believe, we have a highly dedicated workforce who do some inspirational and amazing things to support all learners and we have arguably the best school estate in Scotland.

By working together we continue to strive to ensure that all our children and young people receive the best education possible through high quality learning experiences so that each individual can achieve their potential.

We will also continue to celebrate the achievements of children and young people and to recognise the success of our employees, schools and services.

Our focus once again will be on taking forward the drivers in the National Improvement Framework and on ensuring inclusion and equality are at the heart of what we do.

Funding being provided through the Pupil Equity Fund and the Scottish Attainment Challenge is being used to provide targeted support to close the poverty related attainment gap between the most and least disadvantaged with a particular focus on Health & Wellbeing, Literacy and Numeracy.

Our vision, purpose and priorities are highlighted in the diagram below. We want to improve the educational experiences of all learners and to achieve this our staff are invited to deliver high quality learning and teaching; provide a learner-centred curriculum, strengthen our partnership work and continue to support career long professional learning through an empowered system with clear values and within our agreed governance framework.



It is also important to recognise the work of our staff and partners in working together to achieve better outcomes for children, young people and families. Some key achievements from last year are listed in section 2 with additional performance information included in section 4 and Annex 2. Our Standards and Quality Report at local authority level and those published by schools also provide information on how well we are performing, as well as providing an update on some achievements and on what we will continue to focus on over the coming year.

Our agenda for improvement through our actions and measures for 2019-20 are set out within section 6 of the Plan.

It is pleasing to report there have been improvements in educational achievements in recent years with an increased proportion (96%) of 16-19 year olds participating in learning, training or work.

Improvements are highlighted across a wide range of areas of work including the attainment of young people particularly from backgrounds of disadvantage; what we are doing to tackle poverty and the provision of a wide range of activities to provide better outcomes for children, young people and their families; how we are delivering a curriculum to more readily meet the needs of young people; supporting learners to develop their skills; and taking forward the implementation of 1140 hours of early learning and childcare provision along with the completion of our primary schools modernisation programme, with the opening of the new Early Learning Unit and Black Mount Primary School in 2019.

We will also ensure that our regulatory and statutory duties are being met and take account of the ever changing landscape of education and good progress is being made with the roll out of the MCR Pathways Programme to support vulnerable young people.

The work with our partners within the West Partnership Regional Improvement Collaborative continues, to ensure we share practice and gain a collective benefit from the expertise available across our region.

We must continue to raise aspirations and to be a powerful force in improving educational outcomes. Our unity is our strength, as is our ability to make a difference to the lives of children, young people and families.

Finally, I would like to take this opportunity to thank our staff for their commitment and dedication in continuing to taking forward our aspirations to provide high quality learning experiences and on delivering the best outcomes we can for all learners.

I hope you find our Resource Plan for 2019-20 helpful in setting out our vision and priorities.

Tony McDaid
Executive Director
Education Resources

Section Two – Context

2.0. Introduction

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

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

There are some amazing things taking place in our schools and services which are impacting on children, young people and adults. A key aspect however, is the need to continue to track attainment and achievement across our schools and to use evidence to affect improvement and support the learner journey.

Empowering our staff has been a key theme this year and we were praised by Education Scotland for the approaches taken to ensure all of our staff feel valued, supported and trusted to make the right decisions within their local context. Work on developing 'systems leadership' continues to progress to support our staff to take forward the improvement agenda.

We will continue to plan, implement and review some of the key strategic changes that impact on the delivery of education such as:

- taking forward the drivers in the National Improvement Framework;
- improving achievement and attainment and closing the poverty-related attainment gap;
- having a focus on equality and inclusion and on improving young people's health and wellbeing;
- the expansion of early years provision to deliver 1140 hours of education and childcare;
- supporting our workforce; and
- working closely with our partners within the West Partnership Regional Improvement Collaborative to ensure we share practice and gain a collective benefit from the expertise available across our region.

2.1. Resource overview

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

- 124 primary schools, one of which provides Gaelic medium education;
- 17 secondary schools, one of which provides Gaelic education provision;
- Seven Additional Support Needs schools and 23 ASN provision bases;
- Pre-school education is provided in 74 Early Years establishments, along with our partnership agreements with external providers: facilities include, 62 nursery classes in schools, 12 community nurseries and partnerships with 79 external providers; and
- Nine Universal Connections centres, which are managed by the Youth, Family and Community Learning Service and its partners, to provide a wide range of learning programmes for young people.

We are also responsible for:

- the work of centrally deployed staff, the Curriculum and Quality Improvement Service, Early Years' Service, Inclusive Education Service, IT (Education), Operations Service, Psychological Services, Schools Modernisation, Support Service, Youth, Family and Community Learning Service; and

- delivering on the Education Children’s Services Plan and the Employability Plan to help improve outcomes and to tackle poverty.

Additional performance information is also available in section 4.2 and Annex two of this Resource Plan.

2.2. Social change, legislation and policies

2.2.1. The National Improvement Framework

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

The National Improvement Framework sets out six key drivers of improvement:

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

The key priorities of the National Improvement Framework are:

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

Education Resources provide direction for all services in supporting schools and establishments in the implementation of the NIF. The Curriculum and Quality Improvement Service (CQIS) directly supports the delivery of the NIF and has aligned the work of lead officers to national priorities and key drivers. The CQIS will also lead work on the National Priorities and provide support and challenge to schools.

Schools are required to prepare an annual School Improvement Plan plus an annual Standards and Quality Report linked explicitly to the NIF. This is detailed in the revised Standards for Scotland’s Schools Act (2000). Education Resources has produced revised guidelines for schools in order to meet the requirements of this Act. School Improvement Plans have been adapted to better meet the needs of the NIF agenda. Schools will continue to be supported to produce and publish annual Standards and Quality reports to report on progress. We will continue to report on the work of the authority to ensure that the national agenda is reflected and where our focus will be on providing better outcomes for all learners and families.

2.2.2. Inclusion and Equality

Inclusion and equality is at the heart of our work in our establishments and services where there is a shared belief that all learners should be included and treated equally.

The resource which was warmly welcomed by schools, establishments, partners and stakeholders called “The Framework for Inclusion and Equality” brought together and updated all the relevant policies and practice guidance on the most important aspects of providing an inclusive education service. The Framework is made up of policy papers, resource materials, including posters, and practice guides and provides answers to many

of the difficult and recurring questions which schools, establishments and partners ask about to help them to plan and address a child's additional support needs and how to overcome them. In 2019-2020 further practice guides and updating the key operating procedure A28 will take place to enhance the Framework. Some of the key aspects included in the Framework are:

- staged intervention;
- education of pupils who have autism spectrum disorder;
- enhanced transition for pupils with additional support needs;
- corporate parenting; and
- wellbeing.

2.2.3. Getting it right for every child (GIRFEC)

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

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

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

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

2.2.4. Curriculum for Excellence

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

2.2.5. Excellence and Equity

Pupil Equity Funding is additional funding allocated directly to schools from the Scottish Government as part of the Scottish Attainment Challenge programme. The aim of Pupil Equity Funding is to reduce the poverty-related gap between the most and least affluent children and young people. Schools across South Lanarkshire are already engaged in work to address the equity agenda, and the Pupil Equity Fund provides an opportunity to enhance this work and further improve outcomes for children and young people. The Pupil Equity Fund is an integral part of the School Improvement Planning process.

2.2.6. The Scottish Attainment Challenge

The Scottish Attainment Challenge Schools' Programme in South Lanarkshire focuses on 12 primary schools and eight secondary schools where over 70% of pupils live within the most deprived areas. The significant number of South Lanarkshire schools working within the programme means that there is a need for a coordinated approach. We have evidence to suggest that the activities and programmes are making a difference to children's

attainment. We will again continue to monitor this over the coming year so we can share what works well in order to provide better outcomes for learners. An Attainment Challenge Leadership Team has been established within Education Resources to support schools to deliver their priorities and ensure that appropriate governance and best value is achieved.

2.2.7. School Improvement

School improvement is the overall quality of education provided by each school and its effectiveness in driving further improvement. This includes learning, teaching, assessment and the quality of the partnerships in place to support children. The development of these aspects are firmly rooted within a culture of robust self-evaluation. The National Standard for school improvement and self-evaluation is the document *How Good is Our School? (4th edition) (HGIOS 4)*. It is designed specifically to promote self-evaluation within the process of achieving self-improvement. HGIOS 4 is focused explicitly on the drive to improve attainment for all, closing the attainment and achievement gap and securing positive post-school destinations. There is a strengthened focus on excellence and equity, wellbeing and skills for learning, life and work. HGIOS 4 is closely aligned to the key drivers in the National Improvement Framework for Scottish Education, and GIRFEC, Developing Scotland's Young Workforce, the Scottish Attainment Challenge, and the Pupil Equity Fund.

Education Resources will continue support schools during 2019/20 and on the development and use of HGOIS 4 to effect improvement. School improvement will be evidenced through school inspection ratings for teaching and assessment and for attainment and achievement. Also attendance levels and exclusions per school will be examined. Further evidence will be provided by: school level self-evaluation, the Validated Self-Evaluation programme and local authority self-evaluation reports on raising attainment and achievement and progress with the National Improvement Framework priorities to improve outcomes for learners.

2.2.8. Teacher Professionalism

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

2.2.9. Children's Service Plan

The Integrated Children's Services plan 'Getting it Right for South Lanarkshire's Children, Young People and Families 2017-2020', builds on our achievements from previous plans to ensure that our commitment to providing the best outcomes possible remains central to all we do. This plan complies with the statutory duty of the Children and Young People (Scotland) Act 2014, in relation to the planning and reporting of children's services.

Central to the plan are three high level outcomes:

- prevention and early support: children have the best start in life and are supported to realise their potential;
- health and wellbeing: the health and wellbeing of children, young people and families is improved; and
- supporting vulnerable groups and keeping children safe: the life chances of our most vulnerable children with additional support needs and our most vulnerable young people are improved.

The Plan helps to ensure our focus is on keeping children safe and to support all learners to achieve their full potential.

2.2.10. Gaelic Education provision

South Lanarkshire Council is committed to working with Bòrd na Gàidhlig, our community planning partners and others to help safeguard the language for future generations.

2.2.11. Statutory Requirements

New and revised legislation will impact on the work of the Resource in 2019-20. These include:

Statutory Requirements – Education Resources	
Legislative Area	Impact
The Children and Young People (Scotland) Act 2014	<p>The Children and Young People (Scotland) Act 2014 sets out legislation which:</p> <ul style="list-style-type: none"> • ensures that children’s rights influence the design and delivery of policies and services; • improves the way services work to support children, young people and families; • strengthens the role of early years support in children’s and families’ lives; and • ensures better permanence planning for looked after children. <p>The Act relates to the practical implementation of the Getting it right for every child (GIRFEC) approach to improving outcomes through the delivery of services to support the wellbeing of children and young people. It provides the legislative impetus to affect transformational changes to working practices across a wide range of public bodies.</p>
The Education (Scotland) Act 2016	<p>This Act makes provision in relation to: school education priorities and objectives, reducing pupils’ inequalities of outcome, Gaelic medium education and training of persons to be appointed as head teachers and extends the duty to provide early learning and childcare.</p>
The Education (Additional Support for Learning) (Scotland) Act 2004	<p>The Act came into effect in 2005 and sets out a framework for supporting children who require additional support for learning, built around the concept of a process of staged intervention to support the identification, assessment and intervention for children and young people with additional support needs. This ensures a structured and inclusive approach to support children’s learning.</p> <p>The Act specifies that children and young people with additional support needs are entitled to education which enables them to become well developed individuals, full members of, and contributors to, communities and society.</p>

Statutory Requirements – Education Resources	
Legislative Area	Impact
	Education Resources continues to take forward the requirements of this Act through headline priorities, and in doing so will provide environments which promote multi-agency working to support children’s learning.
The Education (Additional Support for Learning) (Scotland) Act 2009	The Education (Additional Support for Learning) (Scotland) Act 2009, which became law in October 2010, places additional responsibilities on authorities to take forward the given legislative requirements. In the coming year Education Resources will continue to implement the key requirements outlined within the Act. The Additional Support for Learning Act was revised in 2009 and again in 2016, by the Education Scotland Act 2016. The most recent changes came into practice 10 January 2018.
General Data Protection Regulation (GDPR)	Work continues to implement the General Data Protection Regulation.
The Scottish Schools (Parental Involvement) Act 2006	The Act aims to provide parents and carers with every opportunity to become more involved in their children’s education. We want to support parents and carers to be involved with their child’s learning, welcoming them as active participants in the life of the school. Encouraging them to express their views on school education generally in partnership with the school through the Parent Council and Parent Forum is another key aspect of the Act.
The Standards in Scotland’s Schools etc. Act 2000	This Act sets out the national agenda for education and provides an improvement framework for Scottish Education.

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

2.3. The Council Plan, Community Planning and the Community Plan

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

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

2.3.2. In the new Community Plan, the Community Planning Partnership has agreed a new overarching objective to tackle poverty, deprivation and inequality with a focus on people, jobs, skills and wellbeing.

The strategic themes of the CPP and the Community Plan link to the Council Plan Connect 2017-22, as shown below.

Partnership strategic theme	Connect Ambition
Community safety	Make communities safer, stronger and sustainable
Health and Social Care	Improve health, care and wellbeing
Sustainable Economic Growth	Promote economic growth and tackle disadvantage
Children and young people	Get it right for children and young people (GIRFEC)

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

2.4. Other Commitments

2.4.1. Partnership Working

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

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

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

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

Partnership Working Agreement

The council and the trade unions are committed to working together to deliver high quality services for the people of South Lanarkshire. To achieve this there is a commitment from both sides to work together in equal partnership.

This Partnership Agreement is based on four values of:

- Common goals;
- Understanding;
- Transparency; and
- Honesty.

Through the Joint Negotiation and Consultation Committee (JNCC) and Joint Negotiation Committee (JNC) matters which are of interest and impact on education, teaching and learning and workforce matters are discussed. The council and trade unions will work together in the spirit of these values to maximise openness and respect and to support our workforce.

2.4.2. Service Reviews

During 2018-19, efficiency reviews of the following services were undertaken:

- Youth Learning Services; which resulted in a newly revised Service known as Youth, Family and Community Learning

The recommendations, action plans and changes to service delivery will continue to be introduced in 2019-20. Service efficiency reviews will continue to be examined in the coming year. We also carried through our budget efficiency savings as agreed by the Council.

2.4.3. Equality and Diversity

Equality is an integral part of achieving best value and underpins the council's vision to improve the quality of life of everyone in South Lanarkshire. The council is committed to: eliminating unlawful discrimination, harassment and victimisation; advancing equality of opportunity between different groups; and fostering good relations in all that it does. In doing so, it will reduce disadvantage and deprivation within the council and will work with others to do so in the South Lanarkshire area.

Education Resources has a key role to play delivering the council's equality outcomes as outlined in the [South Lanarkshire working for you - mainstreaming equalities report](#), and will take forward key actions, including:

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

2.4.4. Sustainable Development

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

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

The council has been active in relation to food issues for many years, and to ensure a co-ordinated and comprehensive approach is now preparing a Food Strategy for the period 2019-2024, which will encompass social, health, economic and environmental concerns related to food.

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

- continue to engage young people, pupils and the wider community in environmental

- education through Eco schools and similar programmes;
- deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target; and
- ensure effective contribution to meet the council's sustainable development and climate change objectives outlined in the Sustainable Development and Climate Change Strategy 2017-2022.

2.4.5. Information Governance

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

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

The council's first Records Management Plan was approved by the Keeper of the Records at the National Records of Scotland in June 2017. This was a statutory requirement of the Public Records (Scotland) Act 2011. A progress update report on the four improvement actions at amber was submitted to the National Records of Scotland in January 2019. These will be fully addressed by the implementation of the new Electronic Document and Records Management System (Objective) throughout the council.

2.4.6. Top Risks

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

The top risks identified for the council are:

- Reduction in council funding, resulting in difficulties maintaining front line services;
- Failure to adequately prepare for national expansion in early years education and childcare provision;
- Potential liability arising from claims of historic abuse;
- The council is significantly affected by the impact of the UK leaving the European Union;
- Failure to maintain the required pupil/teacher ratio;
- Information governance not subject to adequate control;
- Fraud, theft, organised crime and cyber-attacks;
- Failure to achieve results and demonstrate continuous improvement, through leadership, good governance and organisational effectiveness;
- Failure to work with key partners to achieve the outcomes of the Local Outcome Improvement Plan; and
- The Council fails to evidence delivery of actions necessary to achieve the objectives set out in the Integrated Joint Board Strategic Commissioning Plan.

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

2.4.7. Best Value

Best value, a concept first introduced into the public sector through the Local Government (Scotland) Act 2003, seeks to drive continuous improvement in public service delivery. Best value has entered a new era which is intended to bring about more proportionate and risk-based external scrutiny of councils by national inspection bodies; placing greater emphasis on the use of self-assessment, benchmarking and public performance reporting to promote continuous improvement. The council underwent a Best Value Audit in autumn 2018 which led to the publication, by Audit Scotland, of a Best Value Assurance Report

([BVAR](#)) on 28 March 2019. An action plan arising from the BVAR has been developed and will be monitored.

Benchmarking

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

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

The LGBF indicators are included in this Resource Plan and, along with many other indicators and measures will be monitored throughout the year. Performance against these indicators can be found in our [Public Performance Reports](#) and [Local Government Benchmarking Framework report](#).

The results for all Scottish Councils and the family groups can be found on the online tool [mylocalcouncil](#).

2.4.8. External regulation and inspection

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

2.4.9. Digital and ICT Strategy

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

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

2.4.10. Good governance

The function of good governance in the public sector is to ensure that organisations achieve their intended outcomes while acting in the public interest at all times. This means doing the right things, in the right way, for the right people, at the right time, in an inclusive, open, honest and accountable manner.

The council is responsible for putting in place proper arrangements for the governance of its activities and facilitating the effective exercise of its functions including clear arrangements for the management of risk. This includes an internal audit function whose objective it is to evaluate the effectiveness of risk management, control and governance arrangements and make recommendations to address any gaps identified through a programme of formal audit assignments.

Education Resources undertakes an annual review of governance arrangements and contributes to the production of the Annual Governance Statement and Improvement Plan which forms part of the Annual Accounts. The governance arrangements for the Resource are underpinned by the council's Local Code of Corporate Governance. The Code comprises a framework of policies, procedures, behaviours and values by which the council is controlled and governed. It shows how the council will continue to review the governance arrangements that are currently in place and implement improvements where necessary.

2.4.11. Food strategy

The council has been active in relation to food issues for many years, and to ensure a coordinated and comprehensive approach is now preparing a Food Strategy for the period 2019-2024, which will encompass social, health, economic and environmental concerns related to food.

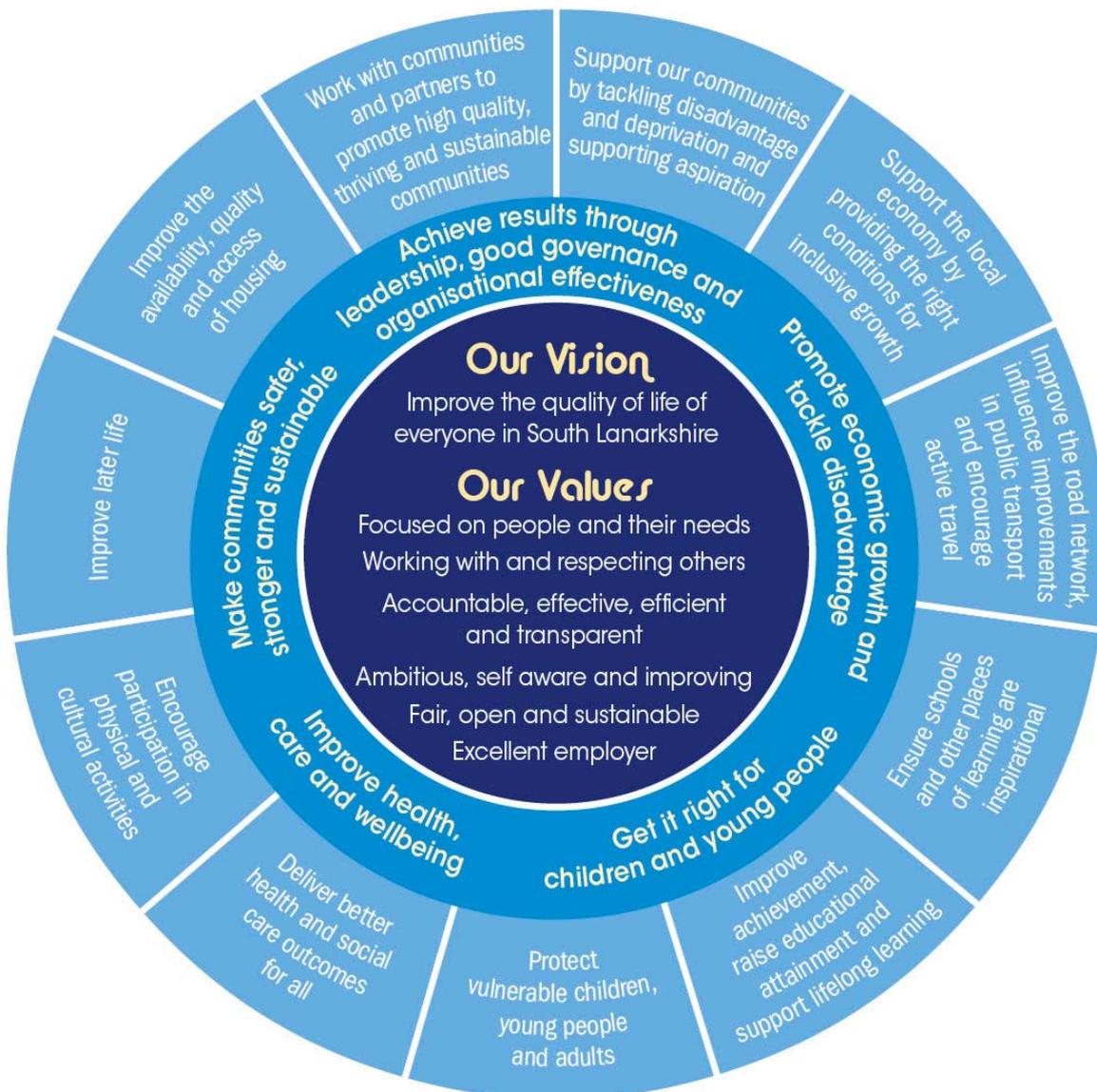
Section Three: The Council Plan - Connect

3.0. The Council Plan - Connect

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

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

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



3.1. Resource Objectives

Education Resources has established the following Resource objectives to support the delivery of Connect objectives in 2019-20.

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

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

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

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Improve health and wellbeing to enable children and families to flourish;
- Support children and young people to develop their skills for learning, life and work; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy;
- Continue to achieve equity by 'closing the poverty related attainment gap' and meeting the aspirations of the Attainment Scotland Fund;
- Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed;
- Progress leadership development at all levels, within schools and all learning establishments;
- Ensure the delivery of an action plan to implement the new Scottish Government 'National Standard' for Early Learning and Childcare;
- Progress the Scottish Government's commitment to increase nursery hours for three and four year olds and eligible two year olds by August 2020;
- Maintain the Children's Services Partnership commitment to implementing parts one and three of the Children and Young People's Scotland Act 2014;
- Develop employability skills and sustained positive school leaver destinations for all young people;
- 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;
- Work with key partners to ensure all care experienced young people are supported to achieve a positive post school destination;
- Take forward key aspects of Curriculum for Excellence in all schools and establishments;
- Provide high-quality learning experiences for all;
- Progress the key themes of self-evaluation and leadership in all establishments and services; and
- Provide opportunities for learners to develop their skills and achieve awards through the Youth, Family and Community Learning Service.

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

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

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

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Improve health and wellbeing to enable children and families to flourish;
- Support children and young people to develop their skills for learning, life and work; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Complete the Council's Schools Modernisation programme transforming the learning and teaching environment for all
- Embed the objectives of the Digital Education Strategy
- Support learning and raise attainment through the use of digital technologies and the ICT infrastructure;
- 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;
- Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed;
- Complete the Council's Nursery Modernisation programme transforming the learning and teaching environment for all;
- Lead Education Resources on supporting a coherent and evidence based response to the Scottish Government's suicide prevention agenda;
- Ongoing review of school estate to meet developing needs of children with Additional Support Needs (ASN);

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

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

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

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Improve health and wellbeing to enable children and families to flourish;
- Support children and young people to develop their skills for learning, life and work; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Progress approaches in respect of national education priorities;
- Revise Promoting Positive Relationships and Behaviours guidance
- Support the delivery of Parental Pathways
- Support the Broad General Education of vulnerable young people and improve life chances through learning, personal development and active citizenship;
- Improve recording and reporting of bullying incidents;

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

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

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

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Support children and young people to develop their skills for learning, life and work;
- Improve health and wellbeing to enable children and families to flourish; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- 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;
- 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;
- Continue the implementation of the Early Bird Training programme across all localities in partnership with the National Autistic Society
- Provide opportunities to celebrate success within the Youth, Family and Community Learning Service;

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

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

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

- Raise standards in literacy, numeracy and close the poverty-related attainment gap;
- Improve health and wellbeing to enable children and families to flourish;
- Support children and young people to develop their skills for learning, life and work; and
- Ensure inclusion and equality are at the heart of what we do.

The main actions in this area will include:

- Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes;
- Deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target;
- Progress the council's sustainable development and climate change strategy within the Resource;
- Through engagement with Early Learning and Childcare for third sector and childminders ensure the delivery of 1140 hours;
- Contribute to reducing the Council's reliance of avoidable single-use plastic items;

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

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

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

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

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

- Improve health and wellbeing to enable children and families to flourish.

The main actions in this area will include:

- Improve wellbeing outcomes for children and families and getting it right for every child;
- Continue to develop new approaches to ensure high quality physical education in establishments;
- Broaden the perspectives of learners through new experiences, thinking and learning;

3.2. Delivering the plan and achieving best value

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

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

- Deliver and communicate the Council Plan and ensure high standards of governance;
- Promote equality and the wellbeing of staff;
- Develop improvement activity and promote scrutiny;
- Improve the skills, flexibility and capacity of the workforce; and

The main actions in this area will include:

- Ensure that high standards of governance are being exercised;
- Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA;
- Ensure our commitment to employees through the development and implementation of personnel policies and employee learning and development (L&D) opportunities
- Progress the council's Digital Strategy within the Resource
- Continue the roll out of ParentPay across all establishments
- Progress the key themes of self-evaluation and leadership in all establishments and services

Section Four – Performance and results

4.0. Introduction

In this section we report our key performance and results, based on Connect 2017-22 for the financial year just ended - 2018-19.

4.1. Performance against Resource Plan Objectives (2018-19)

The Education Resource Plan for 2018-19 had 208 measures set against 7 of the council Objectives. Performance against these measures was as follows:

Council Plan Objective/Theme	Green	Amber	Red	Report later	Total
Protect vulnerable children, young people and adults	21	2		4	27
Work with communities and partners to promote high quality, thriving and sustainable communities	24			1	25
Support our communities by tackling disadvantage and deprivation and supporting aspiration	5				5
Improve achievement, raise educational attainment and support lifelong learning	60			14	74
Ensure schools and other places of learning are inspirational	28				28
Encourage participation in physical and cultural activities	9				9
Delivering the plan and achieving best value	33			7	40
Total	180	2	0	26	208
Percentage	86.5	1.0	0.0	12.5	100.0

Key to performance monitoring system:

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

4.2. Key Achievements

The following table highlights achievements during session 2018-19.

Council Objective 2017-22: Improve achievement, raise educational attainment and support lifelong learning	
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	Children and young people are assessed regularly throughout their Broad General Education (P1-S3) to ensure that they are making expected progress. The percentage of pupils at key stages, in both primary and secondary, achieving the expected Curriculum for Excellence level or better for their stage has increased over the last 3 years and is above the national level.
Support children and young people to develop their skills for learning, life and work	450 learners achieved nationally recognised awards or qualifications, including: Duke of Edinburgh, STEPS to Excellence, Food Hygiene; Customer Services; Saltire Awards; Dynamic Youth Awards and Youth Achievement Awards; SQA Employability, Working With Others, Communication, and Numeracy Awards; Health Issues in the Community; and Sports leaders and Dance leaders. Participation in these nationally recognised awards supports 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.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	'Together we can and we will' curriculum guidance has been fully implemented across all Early Learning and Childcare establishments to ensure quality learning experiences for children aged 0-5 years in South Lanarkshire.
Support children and young people to develop their skills for learning, life and work	A total of 3,258 young people left South Lanarkshire schools in 2017/2018 and the positive destination rate was the highest-ever, at 96.4%. This was the fourth consecutive year the local rate was better than the Scottish average (94.4%), and South Lanarkshire had the fourth highest rate of positive destinations among all 32 local authorities.

Council Objective 2017-22: Ensure schools and other places of learning are inspirational	
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	Larkhall Academy became the first school in South Lanarkshire, and one of the first in Scotland, to receive the Digital Schools Award. The award aims to promote, recognise and encourage a whole school approach to the use of digital technology.
Improve health and wellbeing to enable children and families to flourish	Phase 2 of the delivery of 1140 hours is fully implemented with new staff recruited. Children and families benefiting from increased provision and very positive evaluation outcomes.

Council Objective 2017-22: Work with communities and partners to promote high quality, thriving and sustainable communities

Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	A very positive Education Scotland Report on Community Learning and Development (CLD) in South Lanarkshire was published on 23 July 2018. The report recognised that across South Lanarkshire strategic leadership of CLD is strong, that leaders demonstrate effective governance and that the skill set of CLD is valued.
Support children and young people to develop their skills for learning, life and work	Through Youth, Family and Community Learning over 18,500 hours of volunteering have been given to the community. The wider impact of volunteering is recognised in its ability to address loneliness, develop resilience and self-esteem, and broaden social contact.

Council Objective 2017-22: Protect vulnerable children, young people and adults

Resource Objective	Achievement
Ensure inclusion and equality are at the heart of what we do	Trinity High School became the first in the UK to receive an award for its work in supporting young people through nurturing. The school was awarded the 'National Nurturing Schools Programme – Nurture School Award'. The award reflects the school's commitment to promoting health outcomes for children and young people, primarily by focusing on emotional needs and development.
Ensure inclusion and equality are at the heart of what we do	The revised 'Treat Me Well' anti-bullying guidance produced in partnership with <i>RespectMe</i> was launched at the Head Teacher conference on 31 August 2018 with pupils describing the positive impact for young people.

Council Objective 2017-22: Encourage participation in physical and cultural activities

Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	Burgh Primary School won the School of the Year Award at the SportsScotland Scottish Sport Futures Awards.
Support children and young people to develop their skills for learning, life and work	A Primary Music Showcase was staged in Hamilton Town House during the month of June. The showcase provided performance opportunities for 400 young musical learners, and featured an inaugural public performance of the South Lanarkshire Primary Schools' Chorus, featuring over 60 young voices.

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

4.3. Key measures not achieved

There were no key measures recorded as 'not achieved' in the Education Resources Resource Plan Quarter 4 Progress Report 2018-19.

4.4. Benchmarking

A full progress report on the Resource Plan 2018-19 is available from the performance management system IMPROVe – all Connect Quarter 4 Progress Reports are available on the [performance](#) pages of the website where you will also find further performance and benchmarking information, including South Lanarkshire Council's [Annual Performance Spotlights](#) (which replace the [Annual Performance Report](#)) and [Public Performance Reports](#).

Education Resources benchmarks its performance over 21 Local Government Benchmarking Framework (LGBF) indicators. The Improvement Service published the 2017-18 final results in February 2019 (with the 2018-19 results due in January 2020). Here is a selection of these results with explanatory narrative:

Percentage of pupils gaining 5 or more awards at level 6 or better (Local Government Benchmarking Framework – Children's Services Measure 5)			
Year	2015-16	2016-17	2017-18
SLC	34%	35%	36%
Scotland	33%	34%	34%
Our performance has increased over the last three years and is slightly above the national average.			

Percentage of pupils from deprived areas gaining 5 or more awards at level 6 or better (Local Government Benchmarking Framework – Children's Services Measure 7)			
Year	2015-16	2016-17	2017-18
SLC	15%	19%	17%
Scotland	15%	16%	16%
Our performance has increased over the last three years and is above the national average.			

Proportion of Pupils Entering Positive Destinations (Local Government Benchmarking Framework – Children's Services Measure 11)			
Year	2015-16	2016-17	2017-18
SLC	94.1%	95.8%	96.4%
Scotland	93.3%	93.7%	94.4%
Our performance has increased over the last three years and is above the national average.			

To see how we compare against other councils, the data is available on the public performance reporting tool [mylocalcouncil](#).

4.5. Customer views

4.5.1 South Lanarkshire Residents' Household Survey 2014

The council conducted its last Household Survey in Spring 2014, [Household Survey](#). Feedback from residents was generally positive with 84% of those who responded being satisfied with the overall service provided by the council. The council intends to carry out a Household Survey in 2019.

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

4.5.2 Education Resources Consultations

- School holiday dates 2018-19 and 2019-20.
- 'Strategy on a Page' consultation with stakeholders on our priorities for 2019/20.
- Proposal to realign the catchment areas of both Kirlandpark and Wester Overton Primary Schools to more appropriately link new housing developments to be the local non-denominational primary schools.
- Renaming of Walston Primary School to Black Mount Primary School, Elsrickle.

4.6. Areas for improvement

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

The Best Value report published in 2019 recognised the systematic approach undertaken by Education Resources to review and improve outcomes in line with legislative requirements through a well embedded approach to self-evaluation.

Inspection reports on schools and nurseries also provide a robust and transparent approach to identifying key strengths and areas for improvement.

Section Five – Resourcing the Plan

5.0 Introduction

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

5.1. Revenue and Capital Resources 2018-19

The council's Financial Strategy for 2019-20 and Longer Term Outlook to 2027-28, was approved by Executive Committee in August 2018 and covered financial year 2019-20. It provided assumptions on the funding for the year, and also the principles and assumptions used in preparing the Revenue budgets.

Following updates to Executive Committee, the council approved the budget for 2019-20 on the 27 February 2019.

During financial year 2018-19, work has progressed to develop a long term Capital Strategy for the council which details capital investment requirements and how this will assist in achieving the priority outcomes of the council. It also details the funding in place and how the council's borrowing will provide value for money and be prudent, sustainable and affordable.

This Capital Investment Strategy was approved by the council's Executive Committee in November 2018 and gives an estimate of potential capital investment and a funding package for the next 10 year period. This is based on current information and will be the subject of further refinement when the ongoing works to develop each of the projects/programmes is complete.

As part of the work to develop the long term Capital Strategy, a number of key areas of spend were identified which will impact on financial year 2019-20. A separate report was presented to the Executive Committee in November 2018, which provided an update on the 2019-20 Capital Programme, based on the Capital Strategy proposed.

5.2. Revenue Budget 2019-20

The Resource has a Net Revenue Budget of £319.481 million for 2019-20.

The table below allocates this budget across the operational services within the Resource:

NET Budget by Service	2019-20	
	£ million	%
Central Admin	1.793	0.6%
Curriculum & Quality Improvement Service	1.442	0.5%
Directorate	0.651	0.2%
Early Years	26.654	8.3%
Inclusion	0.954	0.3%
Youth Employability	1.205	0.4%
Learning Community	3.199	1.0%
Operations	0.171	0.1%
Primary Schools	106.4	33.3%
Psychological Services	1.717	0.5%
School Modernisation	34.677	10.9%
Secondary Schools	97.409	30.5%
Special School	14.662	4.6%
Support Services	23.021	7.2%
Youth Family and Community Learning	5.526	1.7%
Total	319.481	100.0

5.3. Capital Budget 2019-20

The following capital budget is allocated to the Resource for 2019-20:

Capital Programme 2019-20	
Detail	£ million
Primary Schools Modernisation Programme	£7.653
ICT	£1.027
Multi Use Games Area Pitches	£0.056
Accommodation Pressures	£1.912
Early Years 1140 hours	£14.286
Total	£24.934

5.4. Resource Employees

Education Resources has 6,612 employees as at the end of March 2019. We support these employees to deliver their duties through a range of policies including personal appraisal and a robust training framework.

The council recognises the responsibilities to ensure the health, safety and welfare of all employees who may be affected by the acts, work activities and services provided by the council. We have a Corporate Health and Safety Policy which is supplemented by individual Resource/Service working practices and manuals. The Employee Assistance Programme provides a range of preventative and early intervention strategies to maximise attendance and support employee health and wellbeing.

As a Resource we have recognised a number of specific actions in relation to our workforce. These actions are being addressed through our Workforce Plan 2017-2020. Some of the areas include:

- considering future staffing requirements in early years, primary and secondary sectors taking into account pupil growth, national policy developments and demographic trends;
- reviewing the current staffing and cover model taking into account the Newly Qualified Teacher requirements;
- review recruitment and professional development across the Resource.

The number of employees by type is as follows:

Employee Type	Number of employees
Teaching staff	3,777
Local Government staff	2,835
Total	6,612

Section Six – Action Plan

6.0 Resource actions for 2019-20

This Action Plan identifies the Resource objectives and associated actions for 2019-20. The Lead Officer responsible for each action and the related measures is identified. Connect objectives are listed in the order in which they appear in the Council Plan. The reference numbers link directly to the Connect next steps which are reported against the Council Plan at Quarter 2 and Quarter 4 each year, and the links show where the actions and measure tie into other strategies, plans and frameworks.

Key to Links: used where appropriate	
ADM	All Directors Measure
Connect (reference number)	Connect – The Council Plan – Connect 2017-22
CP	Community Plan
CMP	Carbon Management Plan
EQA	Equality Act 2010
Gov	Good Governance
LGBF	Local Government Benchmarking Framework
SDCC	Sustainable Development and Climate Change Strategy

The Education Resources' Action Plan for 2019-20 includes objectives, actions and measures, which support the achievement of each of the Council Plan priorities, the Community Plan and Education Resources' objectives. The programme is presented under each of the Council Plan objectives and includes actions and measures that have a timescale of one, two or three years.

Unless otherwise stated all measures are anticipated to be achieved by the end of March 2020.

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

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Action	Measures and timescales	Connect reference / links	Responsibility
1. Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Provide high quality support and guidance for establishments to support the implementation of the SLC Literacy Strategy		Head of Education (Broad General Education)
	Build on support to refresh learning and teaching skills in literacy resulting in high quality experiences for learners		
	Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy		
	Build on support to refresh learning and teaching skills in numeracy resulting in high quality experiences for learners		
	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	Connect 9.2	
	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		
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Literacy	Connect 9.2	
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Numeracy		
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Literacy (S3, 3rd level or better)	Connect 9.2	
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Numeracy (S3, 3rd level or better)		
	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		
2. 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	Connect 9.3	Head of Education (Broad General Education)
	Provide support to schools in the effective use of Pupil Equity Funding to help close the poverty related attainment gap	Gov Connect 9.3	Head of Education (Broad General Education)
	100% of schools to include a 'Cost of the School Day' position statement in their 2019-20	Connect 9.3	

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Action	Measures and timescales	Connect reference / links	Responsibility
	handbook		
	Provide 'Cost of the School Day' training to all twelve SAC schools and all other establishments who request support during school session 2019/20		
	Produce a 'Best practice Guide' for 'Cost of the School Day' for establishments based on results of staff, pupil and parent/carer surveys		
	Overall Average Total Tariff	LGBF	Head of Education (Senior Phase)
	Average Total Tariff SIMD Quintile 1	LGBF	
	Average Total Tariff SIMD Quintile 2	LGBF	
	Average Total Tariff SIMD Quintile 3	LGBF	
	Average Total Tariff SIMD Quintile 4	LGBF	
	Average Total Tariff SIMD Quintile 5	LGBF	
	Percentage of pupils achieving 1 or more awards at SCQF level 4 or above (on leaving school)		
	Percentage of pupils achieving 1 or more awards at SCQF level 5 or above (on leaving school)		
	Percentage of pupils achieving 1 or more awards at SCQF level 6 or above (on leaving school)	Connect 8.2 Gov	
3. 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	LGBF	
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	LGBF	
	Percentage of pupils gaining 5 or more awards at Level 6	LGBF	
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	LGBF	
4. Take forward key aspects of Curriculum for Excellence in all schools and establishments	Improve the effective use of Benchmarks to assess pupil learning	Connect 10.4	Head of Education (Broad General Education)
	Provide professional learning activities which support the learning and teaching of Literacy and English for all children and young people		
	Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people		
	Continue to implement the actions in the Science, Technology, Engineering & Maths (STEM) Strategy to achieve better outcomes for learners		

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Action	Measures and timescales	Connect reference / links	Responsibility
5. 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		Head of Education (Broad General Education)
6. Provide high quality learning experiences for all	Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school		Head of Education (Broad General Education)
	Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school		
	Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision		
	Percentage of adults satisfied with local schools	LGBF	
7. Progress the key themes of self-evaluation 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	Connect 10.4	Head of Education (Broad General Education)
	Provide support to establishments on improvement planning and reporting which leads to focused delivery of key priorities		
	Percentage of funded Early Years provision which is graded good/better	LGBF	Head of Education (Senior Phase)
	Proportion of schools receiving positive inspection reports		Head of Education (Broad General Education)
8. 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		Head of Education (Broad General Education)
9. Progress leadership development at all levels, within schools and all learning establishments	Continue to develop leadership for Newly Qualified Teachers (NQTs)		Head of Education (Broad General Education)
	Continue to develop leadership at all levels through the Leadership Framework	Gov	
	Continue to develop leadership capacity through our programme of 'Professional Learning Trios'	Connect 10.4	
10. Ensure the roll out of the new Shared	Deliver a programme of training and directed support for Early Years staff to all Early Learning and Childcare establishments on key aspects of		Head of Education (Senior Phase)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning

Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures and timescales	Connect reference / links	Responsibility
Inspection Framework	new Shared Inspection Framework by June 2020		
11. 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		Head of Education (Senior Phase)
12. 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?'		Head of Education (Senior Phase)
	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	Gov	
13. 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		Head of Education (Senior Phase)
14. 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		Head of Education (Senior Phase)
15. 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		Head of Education (Senior Phase)
16. Build sustainable confidence and	Present a progress report on building capacity and capability within the children's services workforce to the Community Planning Partnership	CP	Head of Education (Inclusion)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning

Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures and timescales	Connect reference / links	Responsibility
capacity in Quality improvement arising from the Children and Young People's Improvement Collaborative	Support the local implementation of effective changes in the Children and Young People's Collaborative and engage with national events		
17. Review and revise the attendance operating procedure	Implement revised Operating Procedure on promoting attendance in establishments		Head of Education (Inclusion)
18. 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		Head of Education (Senior Phase)
19. Promote and celebrate the achievement of young people	Organise the annual achievement award ceremony to celebrate children's success by June 2019		Education Operations Manager
20. 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		Head of Education (Inclusion)
21. Progress plans to create a tool to support parental engagement, confidence and knowledge in developing children's emerging	Produce a parental leaflet and run workshops on early numeracy skills development		Head of Education (Inclusion)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Action	Measures and timescales	Connect reference / links	Responsibility
numeracy skills			
22. 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		Head of Education (Support Services and School Estate)
23. Roll out Breakfast Clubs to all schools	Increase the number of breakfast clubs during school session 2019/20 from 40 to 77		Head of Education (Support Services and School Estate)
24. 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		Head of Education (Inclusion)
25. 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		Head of Education (Inclusion)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
26. Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate	Provide professional learning activities which support the learning and teaching of Health and Wellbeing to help improvement outcomes for children and young people		Head of Education (Broad General Education)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning

Resource objective: Improve health and wellbeing to enable children and families to flourish

Action	Measures and timescales	Connect reference / links	Responsibility
annually			
27. 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	Connect 9.1	Head of Education (Senior Phase)
28. 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		Head of Education (Senior Phase)
29. 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		Head of Education (Senior Phase)
30. 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		Head of Education (Senior Phase)
31. 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		Head of Education (Senior Phase)
32. Deliver change through implementing improvement	Implement the Children and Young People's Health and Wellbeing in Education Quality Improvement Practicum and ensure all partners contribute appropriately		Head of Education (Inclusion)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning

Resource objective: Improve health and wellbeing to enable children and families to flourish

Action	Measures and timescales	Connect reference / links	Responsibility
methodology on a partnership basis			
33. 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	Connect 2.4 CP	Head of Education (Inclusion)
	Produce suitable materials for children and young people that reflect key themes contained in the Children's Services Plan	CP	
34. Maintain the Children's Services Partnership commitment to addressing poverty, inequality and disadvantage	Implement Education Resources linked aspects of the Child Poverty Action Plan	CP EQA	Head of Education (Inclusion)
35. 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		Head of Education (Inclusion)
36. Plan and implement revisions to the Promoting Positive Relationships and Behaviours (PPRB) guidance in collaboration with Education	Consult with key Education Resources partners to review revised Promoting Positive Relationships and Behaviours (PPRB) guidance and training plan		Head of Education (Inclusion)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
Resources partners			
37. 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		Head of Education (Inclusion)
38. 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		Head of Education (Inclusion)
39. Deliver learning programmes to promote positive health and wellbeing	Number of Individuals and/or families that report improved confidence, self-esteem, health and wellbeing	Connect 9.6	Head of Education (Inclusion)
40. 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		Head of Education (Inclusion)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning			
Resource objective: Support children and young people to develop their skills for learning, life and work			
Action	Measures and timescales	Connect reference / links	Responsibility
41. Develop	Support establishments to take forward	Connect	Head of

Connect objective: Improve achievement, raise educational attainment and support lifelong learning

Resource objective: Support children and young people to develop their skills for learning, life and work

Action	Measures and timescales	Connect reference / links	Responsibility
employability skills and sustained, positive school leaver destinations for all young people	Developing Scotland's Young Workforce and improve outcomes for young people	7.3	Education (Senior Phase)
	Continue to build and sustain strategic partnerships with local authorities, establishments, colleges and universities and business partners to widen the offer to young people in the Senior Phase	Connect 7.3	
	Continue to support the implementation of the Standard for Work Experience, Career Education Standards and School/Employer Partnerships		
	Provide high quality professional learning activities in partnership with our key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams		
	Implement the MCR Pathways programme to support young people to achieve positive outcomes		
42. Work with key partners to ensure that young people enter a positive and sustained destination	Percentage of Pupils Entering Positive Destinations	LGBF	Head of Education (Senior Phase)
	Participation rate for 16-19 year olds (per 100)	LGBF	
	Maintain the percentage of young people entering and sustaining a positive destination	Connect 9.7	
	Close the poverty related gap in positive and sustained destinations for young people between the most and least deprived areas		
43. 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		Head of Education (Senior Phase)
44. 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		Head of Education (Senior Phase)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning

Resource objective: Support children and young people to develop their skills for learning, life and work

Action	Measures and timescales	Connect reference / links	Responsibility
45. 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		Head of Education (Senior Phase)
46. 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		Head of Education (Senior Phase)
47. 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	Connect 2.2	Head of Education (Senior Phase)
48. Development of a package of support and advice for education practitioners in the areas of Extreme Demand Avoidance and pathological demand	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		Head of Education (Inclusion)

Connect objective: Improve achievement, raise educational attainment and support lifelong learning

Resource objective: Support children and young people to develop their skills for learning, life and work

Action	Measures and timescales	Connect reference / links	Responsibility
avoidance			

Connect objective: Ensure schools and other places of learning are inspirational

Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures and timescales	Connect reference / links	Responsibility
49. 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		Head of Education (Senior Phase)
50. 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	Connect 10.2	Head of Education (Senior Phase)
51. 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	Connect 10.4	Head of Education (Broad General Education)
52. Continue to develop the use of digital technology and the ICT infrastructure to	Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching	Connect 10.2	Head of Education (Senior Phase)
	Ensure that the ICT infrastructure is fit for purpose and supports the growing and evolving	Connect 10.2	

Connect objective: Ensure schools and other places of learning are inspirational

Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures and timescales	Connect reference / links	Responsibility
support learning and raise attainment	needs of learners and practitioners		
53. 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		Head of Education (Senior Phase)
54. 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	Connect 10.1	Head of Education (Support Services and School Estate)
55. 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	Connect 10.1	Head of Education (Support Services and School Estate)
56. 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	Connect 10.1	Head of Education (Support Services and School Estate)
	Conduct up to 3 statutory public consultations on suitable accommodation in suitable locations by the end of school session 2019/2020		
	Complete work on Woodhead Primary School (extension) and St Athanasius PS Nursery (adaptation) by the end of school session 2019/2020		
	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		

Connect objective: Ensure schools and other places of learning are inspirational			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
57. 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	Connect 8.4	Head of Education (Inclusion)
	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		

Connect objective: Ensure schools and other places of learning are inspirational			
Resource objective: Ensure inclusion and equality are at the heart of what we do			
Action	Measures and timescales	Connect reference / links	Responsibility
58. 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		Head of Education (Support Services and School Estate)

Connect objective: Protect vulnerable children, young people and adults			
Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Action	Measures and timescales	Connect reference / links	Responsibility
59. 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	Connect 8.4	Head of Education (Inclusion)

Connect objective: Protect vulnerable children, young people and adults			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
60. Revise Promoting Positive Relationships and Behaviours guidance	Publish and implement revised Promoting Positive Relationships and Behaviours (PPRB) Guidance by June 2020		Head of Education (Inclusion)
61. 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 <i>Give us a break!</i> Programme and associated resources for the Education workforce who work with children and young people with additional support needs		Head of Education (Inclusion)
62. Support the delivery of Parental Pathways	Number of participants successfully using new skills to enhance their parenting skills		Head of Education (Inclusion)

Connect objective: Protect vulnerable children, young people and adults			
Resource objective: Support children and young people to develop their skills for learning, life and work			
Action	Measures and timescales	Connect reference / links	Responsibility
63. 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	Connect 8.4	Head of Education (Inclusion)

Connect objective: Protect vulnerable children, young people and adults			
Resource objective: Ensure inclusion and equality are at the heart of what we do			
Action	Measures and timescales	Connect reference / links	Responsibility
64. Progress	Exclusion incidents per 1,000 pupils in primary schools		Head of

Connect objective: Protect vulnerable children, young people and adults

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

Action	Measures and timescales	Connect reference / links	Responsibility
approaches in respect of national education priorities	Exclusion incidents per 1,000 pupils in secondary schools		Education (Senior Phase)
	Reduction in the overall number of days lost through exclusion in secondary schools		
	Reduction in the overall number of days lost through exclusion in primary schools		
	Reduction in the average number of half days absence per pupil in primary schools		
	Reduction in the average number of half days absence per pupil in secondary schools		
	School attendance rates (per 100 pupils)	LGBF	
	School attendance rates (per 100 looked after children)	LGBF	
	School exclusion rates (per 1,000 pupils)	LGBF	
	School exclusion rates (per 100 looked after children)	LGBF	
65. 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"		Head of Education (Senior Phase)

Connect objective: Support our communities by tackling disadvantage and deprivation, and supporting aspiration

Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap

Action	Measures and timescales	Connect reference / links	Responsibility
66. 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		Head of Education (Inclusion)

Connect objective: Support our communities by tackling disadvantage and deprivation, and supporting aspiration

Resource objective: Improve health and wellbeing to enable children and families to flourish

Action	Measures and timescales	Connect reference / links	Responsibility
67. 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		Head of Education (Inclusion)

Connect objective: Support our communities by tackling disadvantage and deprivation, and supporting aspiration

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

Action	Measures and timescales	Connect reference / links	Responsibility
68. 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		Head of Education (Inclusion)
69. 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		Head of Education (Inclusion)

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Action	Measures and timescales	Connect reference / links	Responsibility
70. 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)		Head of Education (Senior Phase)
	In partnership with Scottish Childminding Association (SCMA) Develop and implement programme of training and support for Childminders for 1140 hours Early Learning and Childcare		

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
71. 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	SDCC GOV	Head of Education (Broad General Education)
	Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools	SDCC GOV	
	Number of schools involved in Eco schools projects	SDCC	
72. 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 2019-20 against the baseline of 2014-15	ADM CMP	Head of Education (Support Services and School Estate)
	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	ADM CMP	
73. 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	ADM SDCC	Head of Education (Support Services and School Estate)
74. Contribute to reducing the Council's	Demonstrate action to reduce the reliance of single-use plastic items across the Resource	ADM SDCC	Head of Education (Support Services)

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
reliance of avoidable single-use plastic items			and School Estate)

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: Support children and young people to develop their skills for learning, life and work			
Action	Measures and timescales	Connect reference / links	Responsibility
75. Review the Education Resources Parental Involvement Strategy	Review and disseminate a revised Parental Involvement and Engagement Strategy by December 2019		Education Operations Manager
	Organise an annual parents conference in partnership with parents by March 2020		
	Percentage of schools with a Parent Council/Group		
76. Promote and support the role of volunteering for all ages within local communities that enhance social commitment	Maintain number of volunteers supporting Youth Family and Community Learning Service activities		Head of Education (Inclusion)
	Maintain number of volunteer hours delivered in support of Youth Family and Community Learning Service activities in local communities		

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: Ensure inclusion and equality are at the heart of what we do			
Action	Measures and timescales	Connect reference / links	Responsibility
77. 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		Head of Education (Inclusion)
	The number of learners participating in other learning and/or community activity		
78. Promote a consistent focus on local and national	Engage learners to empower them to participate in local decision making through consultation activities which promote the voice of learners and communities		Head of Education (Inclusion)

Connect objective: Work with communities and partners to promote high quality, thriving and sustainable communities			
Resource objective: Ensure inclusion and equality are at the heart of what we do			
Action	Measures and timescales	Connect reference / links	Responsibility
democratic learning, as defined within the Community Learning Development Strategic Guidance			

Connect objective: Encourage participation in physical and cultural activities			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
79. 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	Connect 9.5	Head of Education (Broad General Education)
80. 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	Connect 9.5	Head of Education (Broad General Education)
	Percentage of establishments undertaking 2 hours of Physical Education through the Healthy Living Survey		
81. 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	Connect 9.4	Head of Education (Senior Phase)
82. 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		Head of Education (Broad General Education)
83. Broaden the perspectives of learners through new experiences, thinking and	Increase access to a broad range of physical, cultural, and creative learning opportunities		Head of Education (Inclusion)

Connect objective: Encourage participation in physical and cultural activities			
Resource objective: Improve health and wellbeing to enable children and families to flourish			
Action	Measures and timescales	Connect reference / links	Responsibility
learning			

Delivering the Plan and achieving Best Value			
Resource objective: Deliver and communicate the Council Plan and ensure high standards of governance			
Action	Measures and Timescales	Connect Reference/ Links	Responsibility
84. 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	ADM	Education Operations Manager
	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	ADM	
	90% of General Data Protection Regulation (GDPR)/Data Protection Act (DPA) requests to be processed within 30 calendar days	ADM	

Delivering the Plan and achieving Best Value			
Resource objective: Promote equality and the wellbeing of staff			
Action	Measures and Timescales	Connect Reference/ Links	Responsibility
85. 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		Head of Education (Support Services and School Estate)

Delivering the Plan and achieving Best Value			
Resource objective: Develop improvement activity and promote scrutiny			
Action	Measures and Timescales	Connect Reference/ Links	Responsibility
86. Progress the council's Digital Strategy within the Resource	Provide updates on digital transformation activities within the Resource	ADM	Head of Education (Senior Phase)
87. Ensure that high standards of governance are being exercised	90% of risk control actions completed by due date	ADM	Head of Education (Support Services and School Estate)
	90% of audit actions completed by due date	ADM	

Delivering the Plan and achieving Best Value			
Resource objective: Develop improvement activity and promote scrutiny			
Action	Measures and Timescales	Connect Reference/ Links	Responsibility
88. Continue the roll out of ParentPay across all establishments	Percentage of establishments using Parentpay		Head of Education (Support Services and School Estate)
89. 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		Head of Education (Inclusion)

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

Delivering the Plan and achieving Best Value

Resource objective: Provide sound financial stewardship for the council

Action	Measures and Timescales	Connect Reference/ Links	Responsibility
92. Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery	Cost per primary school pupil	LGBF	Head of Education (Senior Phase)
	Cost per secondary school pupil	LGBF	
	Cost per pre-school education registration	LGBF	

Annex 1 Education Resource Organisational Structure



Annex 2

Additional Performance Information

Council Objective 2017-22: Improve achievement, raise educational attainment and support lifelong learning	
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	Numeracy Coordinator interventions had a positive impact on learners across the authority and are resulting in high quality experiences. Staff training took place to strengthen pedagogical practice for the Maths Recovery approach. A number of staff have received training in Catch Up% Numeracy, Five minute box and Big Maths. A numeracy Support Officer was appointed enabling initiatives to strengthen pedagogy and support to be driven forward.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	27 schools involved in the Active Literacy Project benefited from enhanced support which includes Literacy Coach network/training sessions and coaching/mentoring sessions with the Curriculum and Quality Improvement Service and Quality Link Officers.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	Practitioners and Senior Leadership personnel from 78 primary schools were trained in Active Literacy approaches.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	A South Lanarkshire Council 1+2 Language Ambassadors Conference took place in October 2018. Supporting classroom planning and school strategic planning in order to meet the Scottish Government's aspirations by 2021.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	A programme of comprehensive support for establishments to engage in rigorous and robust self-evaluation using How Good is our School 4th Edition was implemented. This has contributed to positive outcomes for schools with all establishments being inspected under the new inspection model receiving "positive" outcomes.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	'Self-Improving Attainment Families' were highly successful in further progressing leadership development and skills with 129 establishments enrolled in the programme in 2018-19.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	48 establishments engaged with the new Tapestry Programme: Leading Learning, Improving Pedagogy for Equity. The programme supports practitioners in both primary and secondary schools to look at effective practice in pedagogy. Evaluations from sessions were very positive, with almost all leaders feeling confident to deliver the sessions in school.
Support children and young people to develop their skills for learning, life and work	Over 270 learners received awards to recognise their achievements, including: Youth Scotland Hi5 awards; 5 Step Fitness programme; Year of Young People participation certificates for their involvement in the Mentors in Violence
Support children and young people to develop their skills for learning, life and work	Prevention programme; and HeartStart. The impact of recognition of achievement sees improvement in self-esteem and self-belief in learners and raises aspirations.

Council Objective 2017-22: Improve achievement, raise educational attainment and support lifelong learning

Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	'Talk for Writing' was the theme of a Literacy Conference which took place on 14 May 2018. Over one hundred and thirty colleagues from all sectors and a variety of services, united in their passion for increasing engagement, motivation and attainment in literacy for our children and young people attended.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	65 additional primary teachers were trained in French and Spanish.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	Over 300 young people received an achievement award at the annual achievement award ceremony Ceremony on 11 June 2018. Evaluations from young people showed the positive impact for them was in terms of their sense of pride, achievement and being valued.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	The Standards and Quality Report 2017/18 was published in September 2018 to provide high-level information about the successes and achievements of Education Resources. Its key purpose is to provide information and assurance about the educational experiences offered to learners and to reflect on how we are continuing to deliver on national and local outcomes.

Council Objective 2017-22: Ensure schools and other places of learning are inspirational

Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	More than 320 families participated in targeted family learning transition programmes at Early Years to P1 and P7-S1 and reported receiving high levels of support through these programmes. The families received transition packs to provide guiding information to support them through their child's transition and reported that the pack made them feel included in their child's transition process.
Improve health and wellbeing to enable children and families to flourish	A range of programmes, including: SQA Numeracy Skills, Emergency First Aid, Challenging Teenage Behaviour, Speakeasy and holiday camps provided parents with the opportunity to explore the development of their skills and confidence in supporting their child's learning and development both within an educational setting and in the wider context of the family home and community. More than 175 parents recognised the impact their new skills have had in supporting their parenting.
Improve health and wellbeing to enable children and families to flourish	More than 250 parents reported feeling more confident in supporting their children's literacy and numeracy. Learners participated in programmes such as Adult Literacy and Numeracy (ALAN) provision through Boost ALAN, CV IT, book lending and support, beginner ICT group and 'Steps to Excellence' programme. Learners reported increased confidence in applying literacy and numeracy skills through engagement with learning opportunities.
Improve health and wellbeing to enable children and families to flourish	An inclusive family summer programme for parents led to participants reporting feeling more confident in supporting

Council Objective 2017-22: Ensure schools and other places of learning are inspirational	
Resource Objective	Achievement
flourish	their child's learning. Topic based inputs and discussion increased confidence and skills. Learners are accessing other opportunities in the community which support them to meet new people and to practice their newly learned skills in a safe environment.
Improve health and wellbeing to enable children and families to flourish	Over 200 parents have reported being able to support their children's learning across curricular areas following participation in family learning, adult learning and personal development programmes. Parents had the opportunity to develop their confidence, understand their children's learning, health and wellbeing, and resilience.
Support children and young people to develop their skills for learning, life and work	14 events have brought together 1,095 learners across communities to celebrate and receive recognition for their achievements. Events have included volunteer celebrations during Volunteers Week, Year of Young People (YoYP) events such as 'Forever Young' and Strathaven Celebration Event - showcasing talents and giving recognition, Fire Reach programme completion, and Confucius Hub YoYP event showcasing the learning and celebrating the achievements of learners over the past year.

Council Objective 2017-22: Protect vulnerable children, young people and adults	
Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	85% of learners in English for speakers of other languages (ESOL) feel they have improved on the use of the English language in their everyday life situations and have stated that they are feeling more confident and have an improved self-esteem. This also helps to encourage learners to consider wider opportunities within their community.

Council Objective 2017-22: Encourage participation in physical and cultural activities	
Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	40 breakfast clubs have been in place across the primary sector.
Improve health and wellbeing to enable children and families to flourish	Over 150 learners reported adopting a healthier lifestyle as a result of engagement in adult learning programmes. A range of programmes are offered, including: Award Scheme Development and Accreditation Network (ASDAN) Health and Wellbeing Award, Early Bird Plus (support programmes for parents and carers, offering advice and guidance on strategies and approaches for dealing with young autistic children) and STEPS to Excellence (Pacific Institute programme seeking to help people increase confidence, motivation and self-belief). Adults have reported healthier lifestyle practices as a direct result of engagement in programmes offered.
Improve health and wellbeing to enable children and families to flourish	More than 180 participants of family learning programmes reported adopting healthier lifestyles and being more able to support their child's physical and mental health and wellbeing. Programmes included Handling Children's

Council Objective 2017-22: Encourage participation in physical and cultural activities	
Resource Objective	Achievement
	Behaviour; Handling Teenage Behaviour; Building Self Esteem In Your Child / Helping Your Child Succeed; Speakeasy; Grandbuddies; and partnership programmes with Active Schools. Engagement in programmes has assisted parents to reflect and identify positive changes that not only support their children to flourish, but also help them identify coping strategies and improvements to their own physical wellbeing.

Council Objective 2017-22: Work with communities and partners to promote high quality, thriving and sustainable communities	
Resource Objective	Achievement
Ensure inclusion and equality are at the heart of what we do	Feedback from the Realigning Children's Services programme has enabled establishments to use data showing trends and statistics on various aspects of Health and Wellbeing from children and parents within their learning communities. This is being used to set targets and support plans for improvement in this area.
Raise standards in literacy, numeracy and close the poverty-related attainment gap	Over 230 learners are registered and engaged in Adult Literacy and Numeracy (ALAN) activity with 34 classes operating. All learners have reported increased confidence.
Support children and young people to develop their skills for learning, life and work	Over 390 people were involved in individual volunteering in local communities to support Youth, Family and Community Learning becoming active through local youth clubs and centres, delivery of learning opportunities within communities, supporting family learning programmes, holiday clubs, sports clubs, gala days and Year of Young People events.
Support children and young people to develop their skills for learning, life and work	Over 8,800 young people engaged effectively and confidently through the Youth Participation Network. Participation has included a residential training course on team building, problem solving and active community engagement. This opportunity was attended by new members of the Youth Council with the view to them joining in with existing members and to give them the skills and confidence to become active members within their own communities.
Support children and young people to develop their skills for learning, life and work	Over 7,760 young people elected 9 candidates to stand as the Members of the Scottish Parliament for 2 years until 2021.
Support children and young people to develop their skills for learning, life and work	Over 3,120 learners accessed 85 experiences and activities across Youth, Family and Community Learning Services to support them to develop the skills, experience and confidence to make the right decision in a critical situation. Activity challenged their practical experience of risk assessment or challenged their skills to make reasoned decisions and take control of their lives.
Ensure inclusion and equality are at the heart of what we do	A Children's Services Plan Annual Report was completed and content agreed by the Children's Services Strategy Group, Getting It Right for South Lanarkshire's Children Partnership Board and the Community Planning Partnership Board. A copy of the completed annual report was sent to the Scottish Government as required by Part Three of the Children and Young People (Scotland) Act 2014.

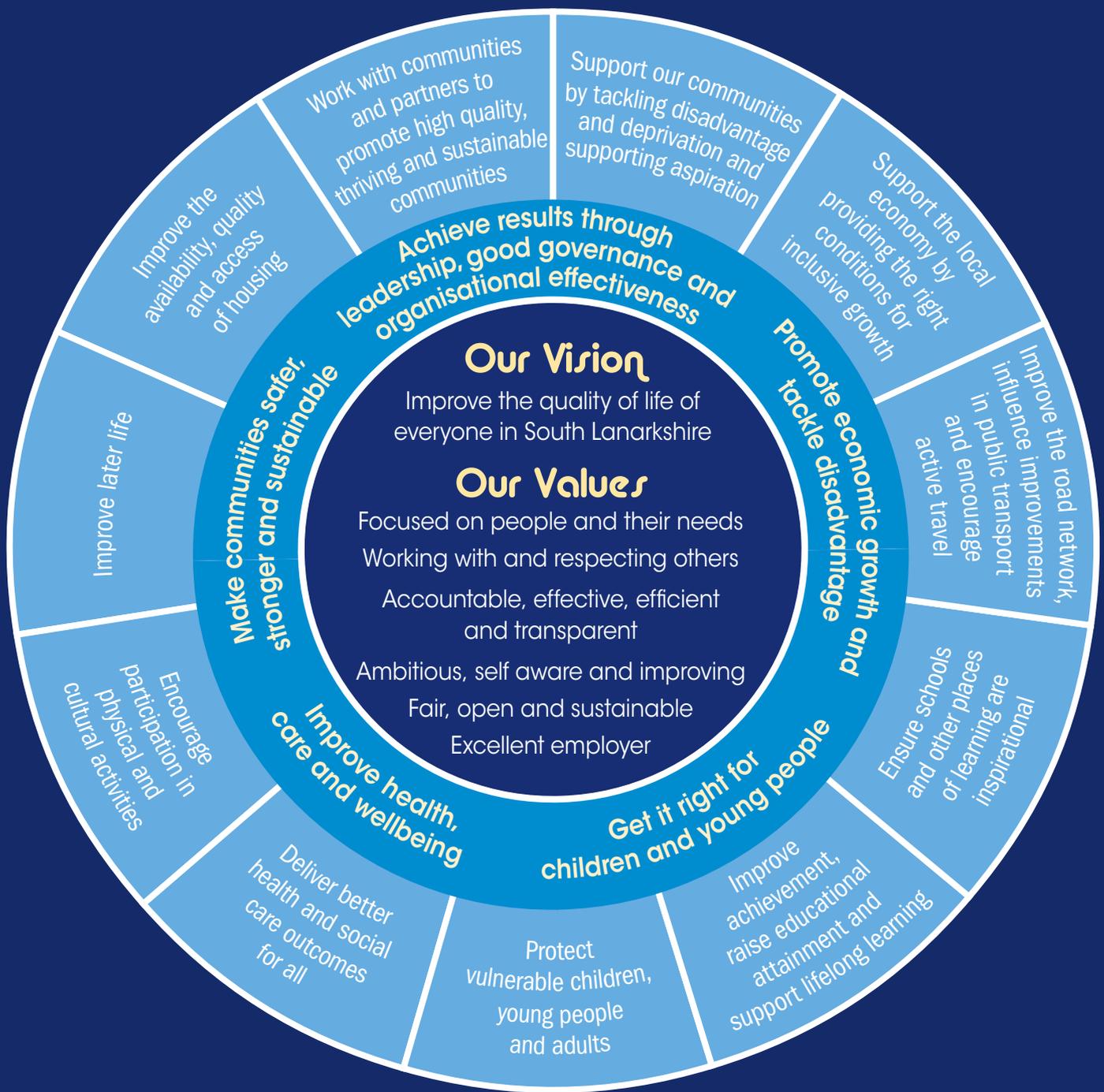
Council Objective 2017-22: Support our communities by tackling disadvantage and deprivation and supporting aspiration

Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	A showcase event was held in March on the theme of 'Equity and Excellence within SLC' with a particular focus on sharing good practice in strategies which help close the poverty related attainment gap.

Council Objective 2017-22: Delivering the Plan and Achieving Best Value

Resource Objective	Achievement
Improve the skills, flexibility and capacity of the workforce	All Early Years Partner Provider managers have been given the opportunity to participate in the Leadership for Learning programme with University of the West of Scotland and 12 have started the programme. 20 managers and practitioners from local authority establishments have also started the programme.

Additional performance information is also available in the introduction and section 4.2, of this Resource Plan.



www.southlanarkshire.gov.uk

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: **0303 123 1015**

Email: equalities@southlanarkshire.gov.uk