

Standards and Quality Report 2018-19



Education Resources

Inspire
Transform
Strengthen



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Celebrating Achievement

Inspire Transform Strengthen

Introduction

Councillor Katy Loudon Chair of Education Resources Committee



There is a lot to be proud of in the achievements of our young people throughout South Lanarkshire.

The Accounts Commission visited South Lanarkshire Council to look at how well we were performing. A number of staff and young people took part in focus groups, and the Audit Team also visited Hollandbush Nursery, St Columbkille's Primary and Trinity High School.

Our thanks go to all involved as they helped to show the impact the investment made by the Council is having on the lives of children and young people and in providing inspirational places of learning. The work of all of our staff in working towards meeting the priorities set by the Council and at national level through the National Improvement Framework was acknowledged.

Overall, it was a very positive report which recognises the challenges the council has faced in terms of budget savings as well as many of the improvements made.

"Education has been a long-standing priority for the council and has seen significant investment."

"There have been improvements in educational achievements in recent years. For example, there has been an increase in the number of pupils, including those from deprived areas, gaining five or more awards at levels 5 and 6 since 2011. There has also been an increase in the proportion of 16 to 19-year-olds participating in learning, training or work."

I commend this year's Standards and Quality Report to you.

A handwritten signature in black ink that reads "K Loudon".

Katy Loudon
Chair of Education Resources Committee



Education has been a long-standing priority for the council and has seen significant investment.



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Welcome

Tony McDaid Executive Director of Education



I am pleased to share with you our Standards and Quality Report 2018/19. We celebrate here the achievements of children and young people and recognise the success of our employees, schools and services.

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

South Lanarkshire Council's latest Best Value report has been published by the Accounts Commission, the local authority watchdog which provides an independent view across all aspects of your local council. I am pleased to report that Education was praised within this report for the service we deliver for our communities.

Our purpose is to raise achievement and attainment, inspire learners and to work in partnership with our communities so that children and young people have the best start in life and are supported to develop their skills for learning, life and work.

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 reach their potential. 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 children.

This year our service has gained momentum and we have built on a solid and strong foundation to deliver further improvements across our full range of service delivery including Early Years, Schools, Psychological Services, Support Services and Youth, Family and Community Learning.

Improvements are highlighted across a wide range of areas including the sector-leading impact of our work on securing positive

destinations for young people, a steady increase in attainment as well as features on our work around Early Years and literacy.

The report is peppered with the inspirational "Case Studies" from our schools and services which illustrate so richly how everyone is contributing towards achieving our priorities. I hope you enjoy reading about our creativity, innovation and partnership working which extends well beyond the school gates.

This year we have been 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 locally. Working together we are in a strong position to build on and further extend the excellent work being done across the region.

South Lanarkshire Council education team will continue to raise aspirations and to be a powerful force in improving educational outcomes. We will continue to empower our headteachers; take forward the drivers in the National Improvement Framework and build leadership capacity within a strong framework of governance. Our unity is our strength, as is our ability to make a difference to the lives of children, young people and families.

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

I hope you find our Standards and Quality report for 2018-19 helpful in illustrating the journey towards realising our vision, ambition and priorities.

Tony McDaid
Executive Director, Education Resources

Our Vision

Improve the quality of life of everyone in South Lanarkshire

Our Values

Focused on people and their needs
Working with and respecting others
Accountable, effective, efficient and transparent
Ambitious, self aware and improving
Fair, open and sustainable
Excellent employer

inspire transform strengthen

Our Purpose:

To raise achievement and attainment, inspire learners, transform learning, and work in partnership to strengthen our communities.

Our priorities are to:

Raise standards in literacy and 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.

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

To take forward our priorities we will:

- › Provide high-quality learning experiences for all
- › Deliver a meaningful curriculum to support the learner journey
- › Use evidence to effect improvement
- › Build leadership capacity within a strong framework of governance
- › Encourage innovation and creativity
- › Strengthen our partnership working

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Inspire

Encourage innovation
and creativity



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

Deliver a meaningful
curriculum to support
learner journey

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Senior Phase

Senior Phase Attainment

87.4%

of SLC School leavers gained at least 5 SCQF level 4 qualifications. **Up 2.7% points since 2014.**



63.8%

of SLC School leavers gained at least 5 SCQF level 5 qualifications. **Up 7.4% points since 2014.**



36.7%

of SLC School leavers gained at least 5 SCQF level 6 qualifications. **Up 5.7% points since 2014.**



22.2%

of SLC School leavers gained at least 1 SCQF level 7 qualification. **Up 4.4% points since 2014.**



Senior Phase Curriculum

In the senior phase, schools and their partners now have flexibility to offer a range of pathways that meet the needs and raise the attainment levels of all learners. Our schools continue to evolve to meet the increasingly diverse requirements of our young people to ensure they are equipped and qualified to excel through providing an inspiring curriculum based on individual needs:

designing the senior phase as a three-year experience rather than planning each year separately

delivering qualifications over different timescales in response to young people's needs and prior achievements

developing pathways for able learners, which bypass qualifications at lower levels to allow more time to be spent on more challenging learning at higher levels

providing specific and appropriate programmes that maximise achievement and attainment for young people planning to leave after S4

developing local partnerships where schools and other education providers, such as colleges, work together to increase the range of choices available to young people at all levels

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Developing the Young Workforce

Foundation Apprenticeships

- ▶ The Foundation Apprenticeship programme (FA) is now an embedded learning option for all South Lanarkshire pupils in their senior phase of secondary education.
- ▶ The unique offer of a blended learning experience combining school, college and work based activities supports young people to gain valuable, real-work experience and industry recognised work based learning qualifications while they are still at school.
- ▶ As part of the Senior Phase Curriculum 168 young people embarked on the Foundation Apprenticeship Programme across a range of courses such as Accountancy, Civil Engineering, Creative Digital Media and Children and Young People for either a 1 or 2 year commitment. Foundation Apprenticeships provide work based learning opportunities for learners and they gain national progression awards qualifications.

Case Study

GradU8

The GradU8 programme supported a Carluke High School pupil to undertake a National 4 in Hairdressing at New College Lanarkshire. Despite having no experience of hairdressing, the student was enthusiastic to engage in the college experience and an ideal opportunity to gain practical work based learning skills.

She excelled and was selected to represent the college at a prestigious regional and national UK completion where she won GOLD.

Case Study

ASPIRE

A student who had disengaged from mainstream provision was referred for a Foundation Apprenticeship in Social Services Children and Young people.

The FA team helped her achieve a smooth transition onto the programme with a bespoke package of support in the learning HUB and the work placement.

Over time, the alternative learning environment resulted in a positive change to the student's level of engagement, motivation and enthusiasm and an increase in confidence around peers.

The student now has been accepted for an Early Learning and Childcare course at college.

Widening Access to Higher Education

The **Top-Up Programme** facilitated by Glasgow University enables the university to make adjusted offers for young people seeking entry to degree programmes. In the summer of 2018 the University of Glasgow Summer School programme benefitted 44 young people from S5 – S6. Our young people experienced university life by attending lectures and seminars delivered by a range of faculties.

Work Placement Standard

Work Based Learning provides opportunities for our young people to build upon learning experiences in the classroom and enable them to contextualise skills for work under the supervision and guidance of an industry mentor. It is recognised that work placements should move from a 'traditional' work experience programme towards a more coherent and relevant work based learning. This helps to inspire and motivate young people in a real life context and forms part of their 3 year learner journey and personalised support package.



GradU8

The GRADU8 programme offers senior phase students an opportunity to study towards a national qualification in an area of work they may wish to pursue after leaving school. It is a vocational learning experience undertaken as part of their senior phase (within normal school hours) and lasts for 1 year. The courses are delivered in partnership with South Lanarkshire College, New College Lanarkshire and a variety of other local training providers.

GradU8
uptake

2016-17
243
young
people

2017-18
508
young
people

2018-19
800
GradU8
opportunities
are on offer
August 2019

Aspire

ASPIRE is an innovative and highly successful programme providing support for all young people at risk of not achieving or sustaining a positive destination from their last six months in school and post school until their nineteenth birthday. It is anticipated that around 650 young people will be supported in this way during 2019/20.

Training for Trades

As part of ASPIRE young people can be involved in "Training for Trades". This programme covers bespoke vocational courses and group work with a more "hands on" approach where young people can attend courses that will allow them to increase their skill set and develop some of the transferable skills required by employers. It is anticipated that around 100 young people will be supported in Training for Trades during the next school year.

Creating South Lanarkshire jobs for South Lanarkshire students

Early Years students

The early years team have been involved in a collaborative initiative with South Lanarkshire College Early Education and Child Care students. Working in partnership, both organisations highlighted recruitment opportunities within the sector due to transformative change and expansion to 1140 hours of free early learning and childcare provision in Scotland.



Close co-operation between staff in both organisations has delivered tangible outcomes with 60% of the College's HNC Early Education and Childcare students being offered jobs with South Lanarkshire Council on completion of their course in June.

Angus Allan
Depute Principal, South Lanarkshire College

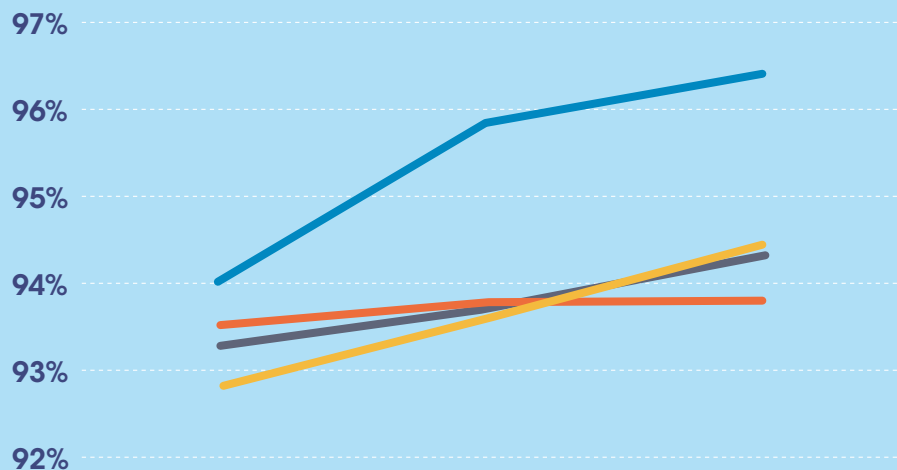
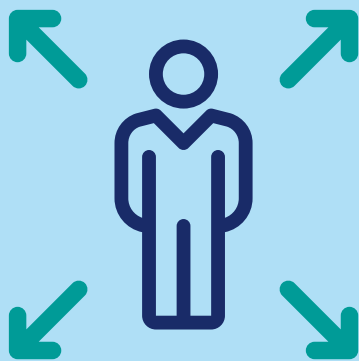
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Inspire

Positive Destinations

- > In South Lanarkshire **3256** young people left school in 2018
- > The **positive destination rate is 96.4%**, an **increase of 0.6%** from last year
- > South Lanarkshire sits **above the National average (94.4%)** by 2%
- > This is the **best result achieved over the last 10 years** and places South Lanarkshire as **4th** out of **32 Local Authorities**
- > The unemployed (seeking) rate is **2.3%**, this sits **below the National average (3.8%)**
- > The unemployed (not seeking) rate is **1.1%**, this sits **below the National average (1.3%)**
- > The unknown rate is **0.2%**, this sits **below the National average (0.4%)**
- > The **% of school leavers securing a positive destination** has **increased by 7.3%** since 2012/13

Percentage of School Leavers in a positive destination



	2015-16	2016-17	2017-18
South Lanarkshire	94.1	95.8	96.4
Virtual Comparator	93.5	93.7	93.8
National	93.3	93.7	94.4
West Partnership	92.8	93.6	94.5



Case Study

St John Ogilvie High School Senior Mock Interview Evening



St John Ogilvie High School hosted a mock interview evening, offered to all S5/S6 students. Twenty-eight senior students participated in live interview situations through partnership working with fourteen local businesses.

Students worked with staff in preparation for this event to produce an up-to-date curriculum vitae and received one-to-one coaching and support to prepare fully for the event. In order to make this experience as realistic as possible, students were advised to dress appropriately and had a scheduled 15-minute interview appointment with a panel of industry professionals.

Students had to demonstrate their skills and abilities through responding to a range of questions provided prior to the event and by positively engaging with the panel.

In preparation for the interview, students were instructed to consider their capabilities in the areas of communication, skills and abilities and teamwork.

All students received verbal and written industry-led feedback on their CV and interview skills to inform future development and direction. Students displayed an increase in confidence and self-esteem, which was clearly evident from the positive atmosphere and feedback from the evening. Fostering partnership links with the local companies has resulted in access to career and training opportunities for a number of pupils and provided a valuable opportunity for local businesses to engage with the future workforce.



Case Study

Larkhall Academy Lifeskills

Larkhall Academy have been continuing to work with Lifeskills Centres in session 2018/19

with vulnerable young people to improve work based learning experience and employability of vulnerable young people.

In session 2017/18

11 young people benefitted from this targeted support.

In S3 they worked on employability skills with SCQF accreditation and then embarked on 4 periods of work based learning throughout their S4 as part of their learner journey planning.



Case Study

Biggar High School Positive Destinations – Skills for Learning, Life and Work



Biggar High have made significant strides over the last two years in developing access to careers advice and education and achieving positive sustained destinations for all their leavers.

They have developed an impressive planned network of events, actions and experiences. They have achieved a **100% positive destination** rate for the last two years making them in the **top 20 of all Scottish schools**. P7s engaged in My World of Work personal profiling, identifying a range of jobs undertaken by parents, relations, neighbours in their own locality to raise the profile of the wide range of career paths available and actively addressing the myth that a rural locality offers a limited range of opportunities.



- All subject teams created at least one opportunity where pupils came into contact with experiences of the world of work, e.g. S1 Science pupils engaged in Trout in Transition programme; S3 pupils engaged in a Solutions For The Planet STEM enterprise activity.

On average each pupil is exposed to around 20 such experiences in their junior years and 10 experiences in their senior years.

- All S2 pupils given one-to-one careers advice.
- My World of Work ambassadors trained to deliver careers support through S1-S3 PSE classes.
- Parent Council led networking/encouragement of parents/carers/local businesses to provide opportunities - employer engagement/work experience.
- S3/S4 Careers Carousel event - 35 employers across a range of employment sectors engaged with small groups of pupils.



Youth, Family and Community Learning

Youth, Family and Community Learning Awards

Participation in nationally recognised awards supports aspirations, and helps to plan work outcomes, further education or other career paths.

Over this session, **450 learners** across South Lanarkshire **achieved** a wide range of **nationally recognised awards** or **qualifications**.

These included:

- **Duke of Edinburgh (Bronze, Silver and Gold)**
- **STEPS to Excellence**
- **Food Hygiene**
- **Customer Services**

- **Saltire Awards**
- **Dynamic Youth Awards**
- **Youth Achievement Awards**
- **Numeracy Awards**
- **Sports leaders level 4**

95% of candidates' self-evaluation responses reported improvements in their experiences and outcomes as a result of completing their challenges.



Case Study

Promoting democracy - Scottish Youth Parliament elections

Every 2 years in March, South Lanarkshire hosts council wide elections for young people aged 12-25 to elect 9 young people to represent them at the Scottish Youth Parliament.

Being a Member of the Scottish Youth Parliament supports young people to nurture confidence and social skills whilst improving their employability prospects.

The process involves partnership work with South Lanarkshire's election staff and uses polling station resources South Lanarkshire's printing services printed ballot papers for all polling stations with up to 21,000 ballot papers required. Each polling station was run by local staff in schools, youth facilities and community centres and supported by South Lanarkshire Youth Council members and Youth, Family and Community Learning staff. The count was organised by South Lanarkshire elections staff and supported by 25 young volunteers from a local school. All candidates and their families were invited to observe the process and the final election results, with South Lanarkshire's Chief Executive acting as the returning officer.



In total,
7,784
votes were cast.

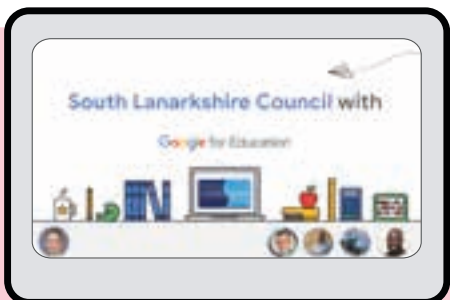
This process was completely transparent for young people thus mirroring the local and national elections that they will engage with as young adults. The elections provided a platform to explore politics, youth issues, voting systems and representation.

Inspire

Digital Learning

Digital education continues to be a key priority for Education Resources in supporting all young people to develop their skills for learning, life and work as well as providing opportunities to raise attainment in an inclusive and equitable environment.

The objectives set out in the National Digital Learning and Teaching Strategy for Scotland are being delivered through the ongoing implementation of SLC's Digital Education Strategy: empowering leaders of change and investment in digital; improving access for all learners; enhancing curriculum and assessment delivery; developing the skills and confidence of educators.



Around **1,000 active Google Classrooms** this year and **7,000 active users of Google Classroom** across our SLC schools.



4,000 Chromebooks are being used across the SLC estate on a regular basis by learners. This includes devices that are part of the managed services provision and school purchases to enhance digital provision.

Digital Schools Awards

Six schools have been successful in gaining the nationally recognised **Digital Schools Award** by Education Scotland: 40 more have registered and are formally engaged in working towards achieving this award in 2019-2020. Larkhall Academy has become a Google Reference school, the first in South Lanarkshire and one of only 11 in Scotland to achieve such status.

Enhancing Access and Support

The growth in the use of Glow and Google Classroom continues with over 1,000 active classrooms across the authority, facilitating 21st century communication and collaboration between teachers and learners, anytime and anywhere. These platforms are being used by staff and pupils to work cooperatively, sharing information and best practice.

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Innovation and Creativity - Live Stream Learning Pilot

Senior students of Higher Maths participated in weekly supported study sessions streamed live from Uddingston Grammar to Carluke High School, Lanark Grammar, Lesmahagow High School, St John Ogilvie High School and Strathaven Academy.

Evaluations showed that:

- **95% of students** rated their enjoyment of live stream learning as good, very good or excellent

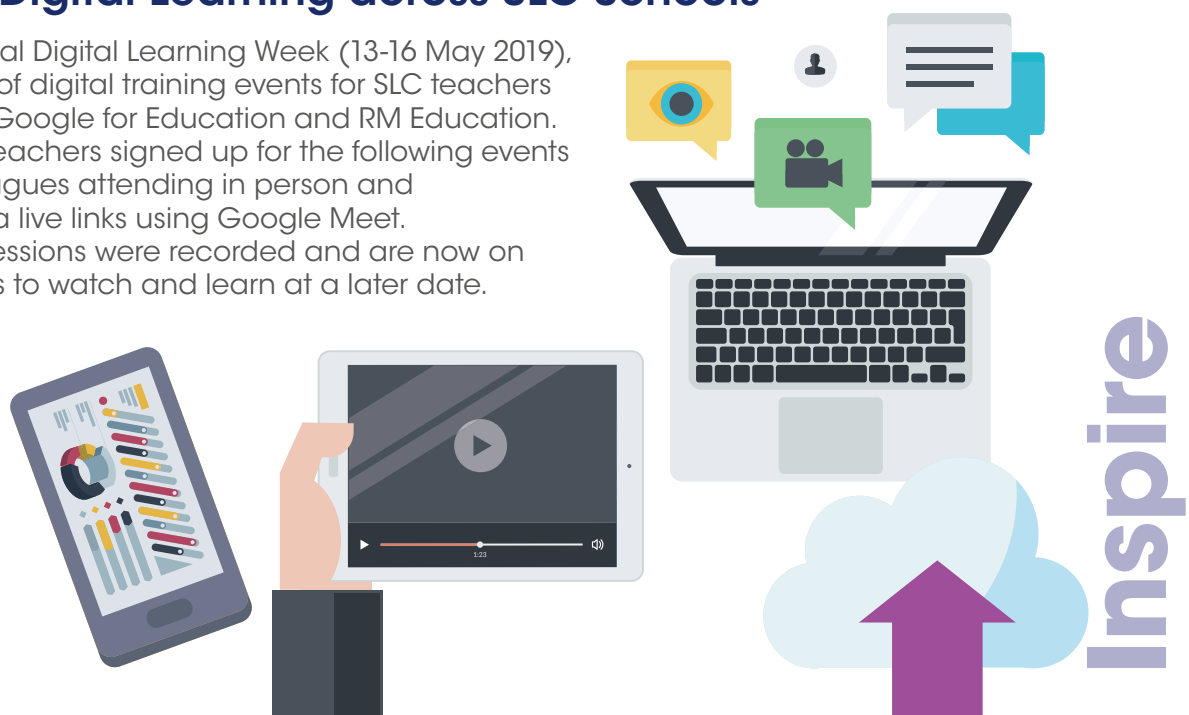
- **85% of students** rated their engagement in the programme as good, very good or excellent
- **100% of teachers** found access to the live sessions very good or excellent
- **100% of teachers** felt the quality of experience for students was very good or excellent
- **100% of teachers** felt they could use the technology further

it [live streaming] was of great benefit to those who need extra revision or who have missed classes due to college courses, the program could definitely be used more often and even for other subjects such as chemistry or physics.

Pupil quote

Celebrating Digital Learning across SLC Schools

To celebrate National Digital Learning Week (13-16 May 2019), SLC hosted a week of digital training events for SLC teachers in partnership with Google for Education and RM Education. South Lanarkshire Teachers signed up for the following events with over 200 colleagues attending in person and 150 participating via live links using Google Meet. The Google Meet sessions were recorded and are now on Glow to allow others to watch and learn at a later date.



Inspire

Case Study

Cathkin High School Chromebook Masterclass



Google for Education and Google Apps Events led a fantastic hands-on event, which included sessions on using Chromebooks to explore Chromebook Apps and extensions, Google Sites and learner journeys and exploration of Google's Applied Digital Skills project-based curriculum. Delegates experienced a hands-on exploration of highly rated apps/extensions and explored how to get the best out of Chromebooks.

Case Study

Uddingston Grammar School Deep Dive into Google Docs and Google Slides



This provided a closer look at some of the features touched on at the whole day event, including time saving features such as voice-activated formatting and notes in Docs and automated closed captions in Slides, further enhancing accessibility for all.

Case Study

Lesmahagow High Google Classroom Masterclasses



This was an opportunity to get the most out of Classroom with two differentiated sessions.

What the teachers said...

"We enjoyed the Google meet and learned loads."

"Lots of great tutorials and information! Will take loads of info back to school."

"Incredibly useful and pertinent to what I was trying to achieve in the classroom."

"Very well paced and informal with understanding mentors quick to make sure you could access all sites."



Sustainability

Air Quality and Active Travel Workshops

During November 2018 to March 2019, a total of 23 SLC primary schools participated in a series of Air Quality and Active and Sustainable Travel Workshops.

The purpose of these workshops was to support a reduction in traffic and hence an improvement in air quality at and around pupils' schools, by increasing the uptake of more active and sustainable travel choices.

In total 80 sessions were delivered to P4-P6 pupils across participating schools in East Kilbride, Rutherglen and Lanark. Nearly 2,000 pupils took part in various class-based activities, quizzes etc. and were given resources to take home to help spread the word to parents/carers about the risks to health and the environment, as a result of the pollution caused by vehicles travelling daily to and from school. The workshops also focused on encouraging pupils to think about more sustainable ways of travelling such as cycling, walking and car sharing; and to explore the environmental benefits of these choices.

An evaluation of the project found that 25% of pupils reported making a positive change to their travel choices as a result, meaning that 500 pupils are making more use of active and/or sustainable travel.



Beat The Street

Eleven primary schools from across Lanark and Rutherglen took part in The "Beat the Street" initiative which saw both towns turned into a giant game from 15 February to 29 March 2019. This initiative was part of South Lanarkshire's action plan to improve air quality in these areas by encouraging local people to travel around their towns in a more sustainable manner.

The game worked by placing sensors across the towns which could be tapped with contactless cards or fobs while walking, cycling or scootering to track their journey. Sensors were placed close to each school to help ensure that pupils could maximise their active travel journey to and from school and earn points for their school in the game.

Participation levels from the pupils across the schools was outstanding with over 80% of pupils using their fob regularly. Some schools had over 95% of their pupils using their fobs.

During the six week period more than 5,500 residents – young and old - walked, ran, cycled or scootered more than 75,000 miles around their community to help their local school, community group or workplace earn prizes. By encouraging parents and residents to leave their car behind during the competition it was hoped that participants would make travelling in more active and sustainable ways a regular habit in future.

The planning and coordination around the initiative involved close partnership working across various South Lanarkshire Council Resources, with Support Services representing Education Resources as part of the process.



Case Study

St Andrews and St Brides High School Reverse Vending



During 2018/19 St Andrew's and St Bride's High School installed a unique 'reverse' vending machine to help address the growing problem of plastic within our society and its effect on the natural environment. In less than a fortnight almost 3000 cans and plastic bottles were recycled.

The initiative was pupil-led and demonstrated how young people respond positively to the messages they hear about in the world they are growing up in.

The school's Pupil Parliament was keen to showcase these green credentials by working with the Council's Facilities team, and EK-based Excel Vending who devised and manufactured the machine.

S3 pupil rep Moray Blackwood explained: "It literally is a vending machine in reverse, taking back the plastic bottles and cans we use every day. For every item we put in, we get a token which we write our name on and post in the vending box. At the end of the trial we will count them up and give out the prizes."

"Here in St Andrew's and St Bride's we want to try and make a difference in our community."

The Pupil Parliament has designed a logo - 'St A and St B hungry to be plastic free' which will be printed on the machine and it is hoped the reverse vending machine will help to focus their minds. Following the trial the pupils and their parents/carers can continue to use a reverse vending machine at a supermarket in East Kilbride as the same type of machine is in operation for shoppers to gain loyalty points which can be used to get money off whilst continuing to protect our environment.



Case Study

Trinity High School Delivering a meaningful curriculum to support the learner journey



Every year Trinity High School reassesses its curriculum and every three years there is a significant review. The aims of this are to ensure the curriculum is meaningful, relevant and coherent and that it meets the needs of each cohort.

Over the past three years several subjects have been added to support the learner journey including **Cyber Security, Computer Games Development, Lab Skills, Practical Electronics, Woodworking, Metalworking and Practical Cake Craft**. Such opportunities sit alongside other courses and choices.

Bespoke opportunities have also been developed such as the "**Positive Futures**" Group working alongside Skills Exchange Scotland. In order to enrich further curriculum choices and to support individual learner journeys, **Cosmetology, Foundation Apprenticeships** and **Certificate of Work Readiness** options have been added proving very popular avenues for entrepreneurial activity.

In recognition of the changing employment context and to further strengthen choice, Trinity High School became the **Early Years and Childcare Foundation Apprentice Hub** offering valuable skills and opportunities for our young people and increasing their employability and options beyond the school.

The addition of flexible approaches to work placements and work-based learning such as Gateway to Engineering has enhanced the learner journey. The school is also the pilot for **Strathclyde University's Access to Engineering Academy**.

In terms of next steps, we will build up the **Beekeeping Option** including producing our own honey and we will be the **Business Skills Foundation Apprentice Hub**. We continue to offer flexible and relevant pathways through a host of options, including Senior Phase College Pathways and Advanced Higher Consortia Arrangements.

Inspire

Creativity

South Lanarkshire Secondary Schools



Arts Exhibition

The talent of young artists from across secondary schools across South Lanarkshire went on display at Chatelherault Country Park in early June. Advanced Higher students put on a show the V and A Museum would be proud of. It is a striking exhibition which captures the creative, innovative and hard work of Advanced Higher students along with an insight into the high quality learning and teaching provided by teachers in our secondary schools.

Those who have visited spoke of the amazing and rich range of artwork on display, including watercolours, oil paintings, sketches, designs, textiles and fashions to name but a few.



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Case Study

St Vincent's Primary School Inter-disciplinary learning



St Vincent's Primary worked alongside Hidden Giants to co-design an immersive, whole school IDL project entitled EK TAKE 2. The project encouraged innovation and creativity through exploring concepts such as: home, heritage, architecture, STEM, culture, and the future of town planning.

A leading architect from Glasgow asked the pupils to be part of his research team to design a new town for Scotland. He needed children who had grown up in a new town to help him understand what a town of the future would need. Classes used this context to design their own curriculum, which connected social studies, citizenship and technologies.

Over 2 months everyone worked together, making new connections, supporting each other's enquiry and learning as a collective team of researchers. Blooms language of creating, evaluating, remembering, etc permeated all lessons. Creative thinking facilitated children designing and making a town of the future reflecting on technology and sustainability.

The project culminated in a Showcase, which offered a multitude of innovative and highly creative solutions for the new town. It was attended by almost 200 parents and guests with overwhelmingly positive feedback from pupils, staff and parents.

At the same time teachers in the Infant school also worked with Deirdre Grogan from Strathclyde University to develop play-based learning having begun the process with Hidden Giants. A year later there is considerable evidence of the impact of this Partnership working on teacher confidence, creativity and skill and also on the overall learning experience of the pupils.

"Pupil engagement and pupil led learning permeated lessons. Pupils showed growing confidence when presenting at the Showcase event and felt proud showing and explaining their work to parents and invited guests."



Inspire

Transform

Provide high-quality learning experiences for all



Improve health and wellbeing to enable children and families to flourish



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



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



Use evidence to effect improvement

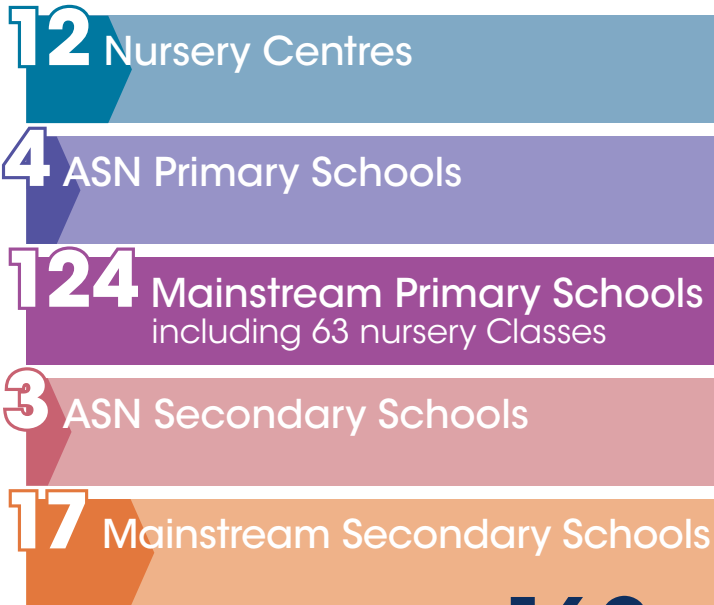
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Our School Estate

Our New Education Estate

By the close of 2019 the Council's ambitious modernisation programme of all Nursery Establishments, ASN, Primary and Secondary Schools will be complete. With a capital cost of approximately £1.2 billion the programme has consisted of the new build or major refurbishment of:



Making a total of **160** modernised Educational Establishments

Our Vision

15 years ago we had a vision to transform our tired, old school buildings into high quality, vibrant, modern, inspirational places of learning and teaching fit for 21st century education and Curriculum for Excellence. This was a programme of consultation and communication involving stakeholder representatives from a mix of teaching and other staff, parents, children and the local community. Our children and staff deserve the best and, with a dedicated specialist team in place, we embarked on the largest school building programme in the UK, if not Europe.

With the completion of our last 2 build projects by autumn 2019, every nursery child and every school pupil in South Lanarkshire will be taught in a modern education establishment which supports and contributes to high quality learning and teaching.



Transform

Transform

The Results

Construction of the new Secondary School estate, consisting of 17 mainstream and 2 ASN Schools was completed between 2006 and 2009 through one of the largest educational PPP contracts in the country. South Lanarkshire was the first local authority in Scotland to have all its secondary school pupils taught in fully modernised buildings.

Although the first Primary School was modernised in 2004 the main construction programme for the Nursery and Primary School estate was undertaken between 2006 and 2019. At the height of the programme the Council was completing 15 new establishments per year. This programme also included the creation of the new Social, Emotional and Behavioural Needs Secondary School at the KEAR campus, Blantyre.

In addition, we have developed a number of school buildings with integrated community facilities, and introduced the concept of shared campus involving mainstream and ASN schools working inclusively.

Although priorities and design specifications have changed over time to reflect changes in the education curriculum the main design priorities included in our new schools were:

- › stimulating school and nursery environments
- › accessibility for all
- › sustainable schools and nurseries with reduced CO² submissions, reduced energy consumption, reduced water consumption, reduced heat loss and utilised recycled materials in the construction process
- › improved air quality and temperature control
- › provision of high quality classrooms with associated break-out space
- › flexible designs which could react to changes in the education curriculum
- › high quality external spaces
- › enhanced Physical Education, Arts and ICT facilities
- › high quality staff and administration areas to reflect the importance placed on our staff
- › improved security, both during school hours and out with school hours
- › improved acoustics to enhance learning opportunities
- › high quality visual spaces internally and externally to enhance pupil and staff ownership of their schools and nurseries
- › high quality kitchen and dining facilities



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Some feedback from our young people

"Open and airy school with lovely break out spaces – this is extremely important given the curriculum requirements."
Townhill Primary School, Hamilton.

*"Bright airy entrance to school.
Logo on floor adds personal touch to the school."*
Loch Primary School, Rutherglen

*"Size, layout and specification of classrooms excellent.
ICT facilities have enhanced the children's learning in this area."*
Bothwell Primary School

"Spacious infant classes."
Wester Overton Primary School

*"The colours are stunning – they make me feel happy.
The underfloor heating keeps the class roasty toasty."*
Pupils of Spittal Primary School, Rutherglen

*"Open areas – the school has open areas accessible by all classes,
an integral part of how the teaching takes place. Having a proper
purpose built library has enthused the children for reading and
again is a useful additional teaching space."*
Craigbank Primary School, Larkhall

Prior to the Schools Modernisation Programme our schools suffered from significant amounts of vandalism, theft and anti-social behaviour. Pride in our new schools from pupils and the wider community, coupled with improved design and enhanced security measures, has led to a fall in vandalism and theft costs by around 80%.

In terms of the sustainability of our new schools, we have continuously improved the environmental performance of each school throughout the programme period. Sustainability targets have increased over the years and all new schools and nurseries in the final phase of the programme have achieved a **Green Profile rating of Very Good or Excellent**. In terms of an Environmental Performance Certificate (EPC) these schools have been awarded either an 'A' or 'B' rating.

Transform

The Educational Impact

A study in 2015 on "The impact of classroom design on pupils' learning" has concluded that environmental factors such as temperature, air quality, light and flexibility can facilitate an increase in pupils' learning rates. We believe our new education estate contributes significantly to enhancing pupil learning and provide safe places for them to flourish and develop their potential.

Relocation of central education support

For many years our various specialist managers and advisors providing direction, promoting policy and strategy and generally supporting all educational establishments, have been located in 'Council HQ' spread over a number of different offices.

This year we upgraded our accommodation and moved staff into one location. This has brought renewed focus into understanding each services' function and particular role in achieving our 4 main priorities, including raising standards in literacy and numeracy closing the poverty-related attainment gap and ensuring inclusion and equality are at the heart of all we do.

Being co-located has enhanced our opportunities of working together to strengthen relationships, maximise opportunities, share experiences and knowledge, with the end result being a more cohesive specialist support service to children, young people, families and places of learning.



Future Plans for our estate

1140 Accommodation Requirements

In preparation for the expansion of nursery provision from August 2020 we have been in planning mode for some time.

Education Resources has worked to estimate the number of nursery places required, engaged with private nursery providers to identify their capacity and then sought suitable accommodation solutions for the shortfall. We are currently working towards securing additional nursery accommodation to allow for more than 2000 new places at an anticipated cost of around £32m.

The accommodation solutions involve a mix of identification of existing spare capacity, surplus buildings, adaptation, extensions and new builds.

Delivery of the accommodation programme will be through a mix of accessing the Council's own existing internal building services and procurement routes together with some projects delivered in partnership with HUB South West Scotland.

The Education environment is never static. We will strive to maintain our new buildings to a high standard, continue to react to population growth and to changing accommodation requirements in areas such as Science, Physical Education and Health and Wellbeing.



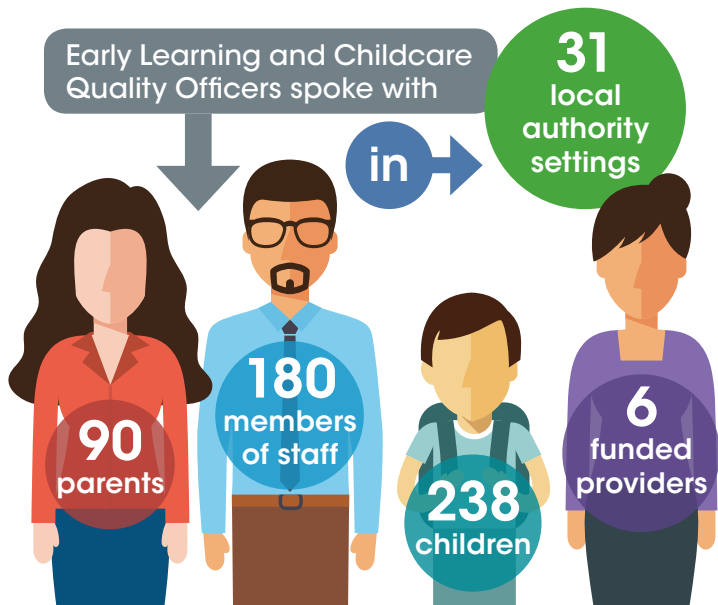
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Early Learning and Childcare

Planning for the delivery of 1140 hours Early Learning and Childcare

Early learning and childcare is delivered across South Lanarkshire Council through the provision of nursery classes, stand-alone centres and funded providers. In August 2017 a phased approach was launched to support the delivery of 1140 hours of high quality early learning and childcare. An extensive consultation process has since been undertaken to glean information from a wide variety of service users. This includes the views from parents, children and staff who have been involved in the transition from 600 to 1140 hours.



across South Lanarkshire Council. The findings were very positive with many involved sharing encouraging and valuable statements which will help to inform further planning as we enter the third phase of 1140 hours.

98% of parents commented favourably

When asked about the positive impact of 1140 within their households 76% of parents stated that 1140 hours had a positive impact on their family life. They gave reasoning such as being more secure financially and having more harmonious relationships.

1140 hours has allowed us to both work during the day which has meant we spend more time together as a family and have re-established our relationships with each other.

Parent
Hollandbush Nursery Centre

27% of parents informed us they were able to increase hours of work, gain new employment or embark on programmes of study as a direct result of accessing 1140 hours.

Transform



I have always worked part time but now I am studying to become an early years' worker. Not possible without 1140 hours as no other child care in area and no family nearby.

Parent
Biggar Nursery Class



When asked if their **child had made progress in terms of overall development** since accessing 1140 hours **78% agreed**.

Of the **205 children** asked if they like coming to nursery all day **89% agreed** they did with **30%** reporting their favoured aspect of nursery was **social occasions with friends, staff or people in the community**.



I can play with my friends longer.

Child attending
Biggar Nursery Class



When asked about the **positive impact of 1140 hours** within their Early Learning and Childcare setting 178/180 staff members **99% agreed** there had been a **positive impact**.

53% of staff commented on the positive impact on **children's overall learning** and **46%** commented on the positive impact on the **health and wellbeing** of the families.



Staff know families better and the parents are more forthcoming with information about their children.

Staff member
Spittal Nursery Class



Nursery Places for 2 year olds

To further the commitment to early support and prevention, children's services partners have been working to ensure that workers from a range of disciplines are in contact with families in early childhood and highlight the opportunity of 2 year old nursery places to increase the uptake of 2 year old places by those eligible.

Early Years agencies have developed an approach that encourages positive, non-stigmatising language in the promotion of free early learning and childcare and highlights the learning and developmental benefits for 2 year olds. Partners have worked hard to establish positive relationships across Early Years staff, Health Visitors, Housing Area Offices, child minders and other partners. This in turn has increased the awareness of places for 2 year old children amongst eligible parents.

SLC Establishments Care Inspectorate Analysis

We carefully monitor the outcomes of early learning and childcare inspections by the Care Inspectorate.

The Care Inspectorate is a scrutiny body which supports improvement by looking at the quality of care in Scotland to ensure it meets high standards.

Inspectors look at and grade the quality of:

- Care and support
- Environment
- Staffing
- Management and leadership.

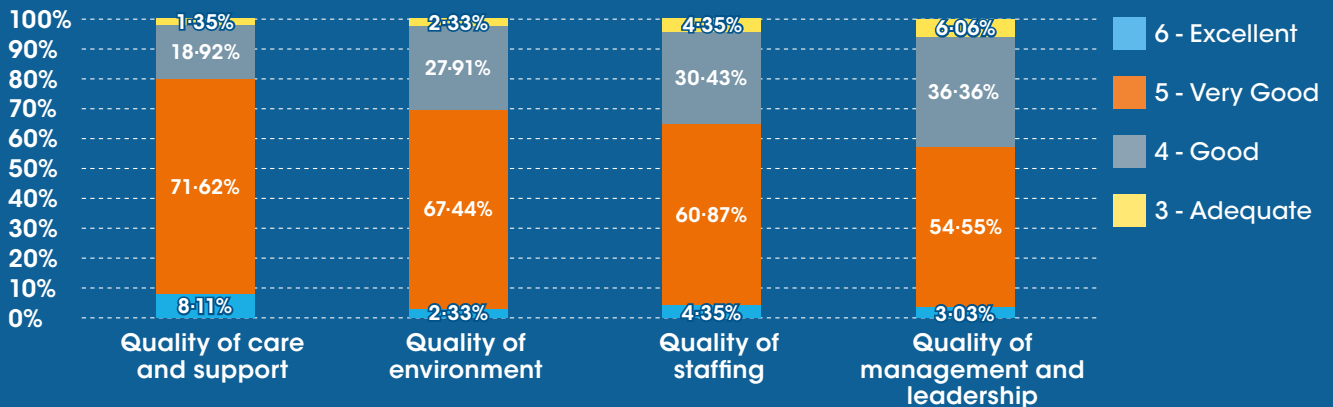


Transform

Transform

Key Strengths from Care Inspectorate Inspections 2018-19

Most recent Care Inspectorate Reports SLC Nursery Establishments



Newton Farm Nursery (August 18)

The outdoor learning space was used effectively to ensure children of all ages spent time outside, which encouraged children to be active and promoted healthy lifestyles. Children were outdoors throughout the inspection visit. We observed children having great fun in the mud kitchen making pretend birthday cakes and soup.



Hollandbush Nursery (November 18)

Hollandbush Nursery provided excellent care and support to the children attending the service. Management and staff had developed an ethos and practice that was child centred and led. The pace of the day encouraged children to explore their environment both indoors and outdoors, be creative, active, learn new skills and develop friendships.



St Hilary's Nursery (November 18)

Relationships between staff, children and families were strong and an ethos of nurture, respect and inclusion was evident. Interactions were effective and helped both children and their families to build confidence and self-esteem. Staff knew children well and were responsive to their ever changing needs and interests, helping them feel respected and included.



Rigside and Rural Communities Nursery (March 19)

Management and staff were clear about their roles and responsibilities for child protection. Robust record keeping and annual training took place to refresh staff knowledge and responsibilities. Relevant information was also displayed for parents/visitors to the service. This highlighted the responsibilities all adults had in keeping children safe.



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Early Years Training and Development - Froebel in Childhood Practice

11 staff with a variety of remits; Early Years Lead Locality Officer, Early Years Heads of Centre, Depute Head Teachers, Nursery Teachers, Early Years Team Leaders, and Early Years Workers from across all 4 localities trained with Edinburgh University and successfully completing Froebel in Childhood Practice training. As part of the training staff choose a variety of areas to develop within their own establishment including the outdoor environment, block play, loose parts and extending community engagement.

Case Study

St Athanasius Primary and Nursery Froebel in Practice

St Athanasius Primary and Nursery developed a shared Pedagogy using Froeblian principles to improve transition within the early level to ensure the children within primary 1 were happier, confident and more engaged in their learning.

The nursery and primary working party aimed to create a natural, flexible environment providing space for children to learn in a variety of ways. Pupil Equity Funding (PEF) funding was used to purchase open ended resources in the nursery and P1 classroom to support learning rather than dictate the learning programme. School and nursery parents were informed of the changes from the beginning of the project. As a result:

- children's engagement is significantly higher when they are leading their own learning and have time to consolidate
- children experience a smooth transition enabling them to settle quicker and with confidence
- feedback from parents has been positive
- school staff are working collaboratively with early years staff on becoming more confident at supporting and challenging children
- children are showing greater independence in their routines and are becoming more aware of the skills they are developing



Transform

Transform

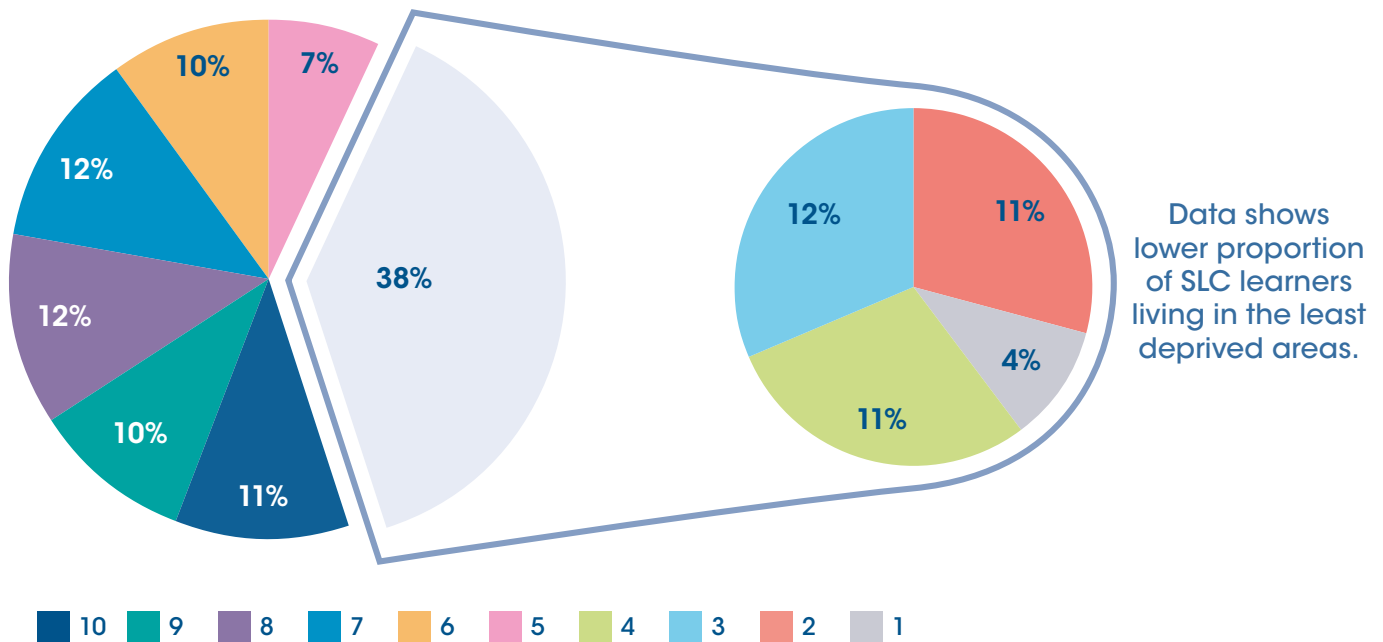
Closing the Poverty-related attainment gap

Measuring the Gap

The measures used for defining poverty are based on the **Scottish Index of Multiple Deprivation (SIMD)**, which is the Scottish Government's official tool to identify areas of multiple deprivation in Scotland. Geographical areas or "datazones" are analysed, ordered and divided into deciles (or 10ths). SIMD Decile 1 describes the 10% most deprived datazones in Scotland; SIMD Decile 10 describes the 10% least deprived datazones in Scotland.

The chart below shows the distribution and proportion of pupils living across each of the 10 SIMD Deciles in South Lanarkshire.

Percentage of SLC Learners residing in each SIMD decile



Through the Community Plan (LOIP) the Community Planning Partnership (CPP) it has highlighted the need for all services to target resources towards tackling poverty and reducing inequalities and to strive to close the gap in outcomes for children and families from the 20% most deprived areas.

Youth Employability provision has been targeted at young people from the 20% most deprived areas over the last three years and we are starting to see some positive progress.

It is recognised nationally that children and young people from more deprived backgrounds in general do not perform

as well in national examinations as young people from less deprived backgrounds. This pattern is replicated across Scotland and is known as the poverty-related attainment gap. The purpose of Pupil Equity Funding (PEF) is to allow schools to provide targeted support for children and young people from backgrounds of deprivation, with the aim of closing the poverty-related attainment gap and providing equity of opportunity.



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Early Intervention

As part of the Scottish Government focus on the expansion of Early Learning and Childcare to 1140hrs, a commitment was made to provide funding for a new **Peripatetic Additional Graduate team** in each Local Authority in Scotland by August 2018. The team aim to support staff in nurseries in their work in relation to closing the poverty related attainment gap, for our most disadvantaged learners.

South Lanarkshire Council were allocated funds to recruit 26 Peripatetic Additional Graduates known as **Equity and Excellence leads**. They support their allocated establishment's improvement agenda, which is established through robust self-evaluation involving all stakeholders. This has resulted in projects based upon each services unique context This team are working in 32 nurseries, both Local Authority and funded providers across South Lanarkshire Council and are impacting on the lives of over 2200 children. These nurseries were selected as they are within the 20% most deprived areas within South Lanarkshire.

Pupil Equity Funding

The Pupil Equity Fund (PEF) is additional funding from The Scottish Government allocated directly to schools to target closing the poverty-related attainment gap.



Scottish Government
Riaghaltas na h-Alba
gov.scot

has committed
£122 million

to the Pupil Equity Fund for
2018-2019 - part of the

£750 million
Attainment Scotland Fund

The **Pupil Equity Fund** forms part of the **£750 million Attainment Scotland Fund**.

SLC Primary
Allocation



£5.76m

SLC Secondary
Allocation



£1.75m

SLC ASN
Allocation



£0.32m

Total £7.83 million

Transform

Transform

Closing the Gap Governance Structure

A revised "Closing the Gap" governance structure was put in place in August 2018, with the appointment of two "Closing the Gap" Strategic Leads.



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Cost of the School Day

In South Lanarkshire Council we recognise the need to continually review our approaches and attitudes towards tackling child poverty and the huge impact it can have on children and young people achieving their full potential in our classrooms. Nationally, this is an area of focus and useful resources for schools and Parent Councils to use have been published.

A "Cost of the School Day" officer has been appointed to help schools navigate this map of change and will be working with schools in the coming year to help them take their next steps on this journey.

One of our schools which is already well on the road to change is Biggar High School...



Case Study

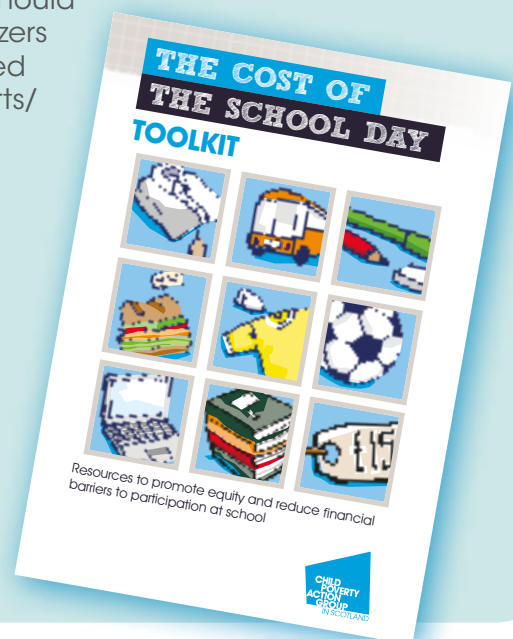
Biggar High School Cost of the School Day

Biggar High have made huge strides this session in reducing the cost of the school day for all pupils who are experiencing poverty.

The Head Teacher and his team are passionate about the need for equality in all aspects of education. The staff at Biggar High realised that parents needed to be part of the solution in reducing costs and encouraged an open and transparent line of communication at all times. Any staff who were arranging a trip had to include a paragraph in the correspondence asking parents to contact Pupil Support if they were unable to financially support their child. This would lead to a, "supportive conversation" that would enable the school to support the family in an appropriate and sensitive manner.

Biggar High believe that education should be free but realised this is not possible for all children all of the time.

Any child in receipt of Free School Meals, however, did not need to pay for resources or equipment in Art, Home Economics or Technical Studies. Transport costs for any curricular trip are also covered by the school. In terms of school uniform, there is no expectation that young people should wear blazers or badged sweatshirts/jumpers therefore reducing the cost.



Transform

Transform

Easier access to eligible grants

Last year we introduced auto enrolment to promote easy access to benefits. We have now seen more than a 20% increase in the award of grants.

Clothing Grants



Increase **21%**

Free School Meals



Increase **15%**

In addition this year we went onto increase the clothing grant from £100 to £130 and made this payment earlier in advance of the new school session 2019/20.

Current work around Free School Meals has led to an **automatic award for those pupils in P4 to S6 who are entitled to this benefit.** There continues to be a focus on ensuring those who had previously claimed Free School Meals continue to benefit from the award.

Information was given to parents to raise the awareness of a Free School Meal and a School Clothing Grant as well as an increase focus on the concept of the cost of the school day. All school establishments are working on a position statement around the cost of the school day, which will include actions to encourage pupils to stay in school for lunch.

Free Breakfast Clubs

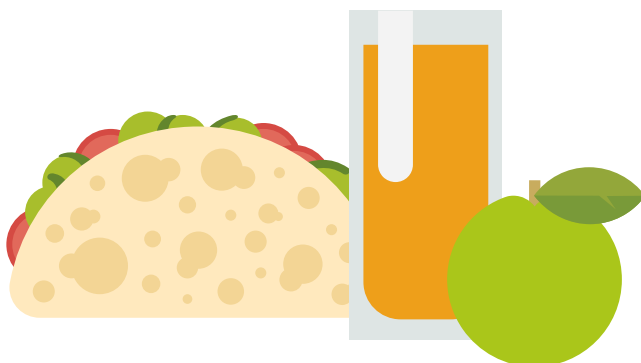
The intention is to help tackle child hunger by providing a healthy breakfast and a positive start to the school day to assist learning and help close the poverty-related attainment gap.

This year we increased the pilot from 5 to 40 free breakfast clubs within our primary schools and have seen a 52% increase in uptake since the pilot began. Some 1,500 children each day are now receiving a free healthy breakfast, a great start to the school day.

Summer Holiday Lunch Clubs

The aim of the summer programme is to prevent children going hungry during school holidays, improve health, reduce social isolation and promote learning through fun and engaging activities over the summer holiday period.

This year we increased the pilot from 3 to 12 summer holiday lunch clubs within our primary schools and have seen participant numbers increase from 143 to around 850.



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Period Poverty

This session we have achieved our target of providing free sanitary products in all schools, thus tackling the issue of period poverty. Schools have been finding their own bespoke solutions to what can be a sensitive topic to help promote equality, and reduce stigma.

Privilege School Transport

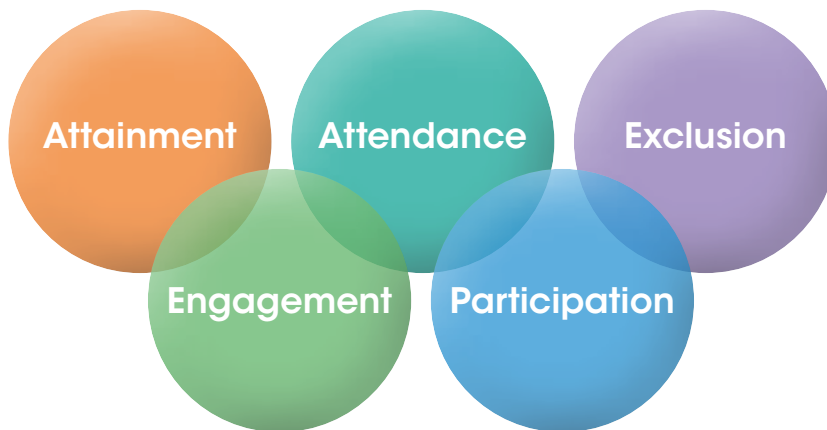
Paid privilege transport places become available when there is spare capacity on an existing dedicated school contract vehicle.

In August 2018 we recognised those on low income by amending the priority criteria to introduce a category for children in receipt of free school meals. From August 2019 this priority category will be amended in that any privilege transport places available will be allocated free of charge. **This change saves such families £190 per year.**

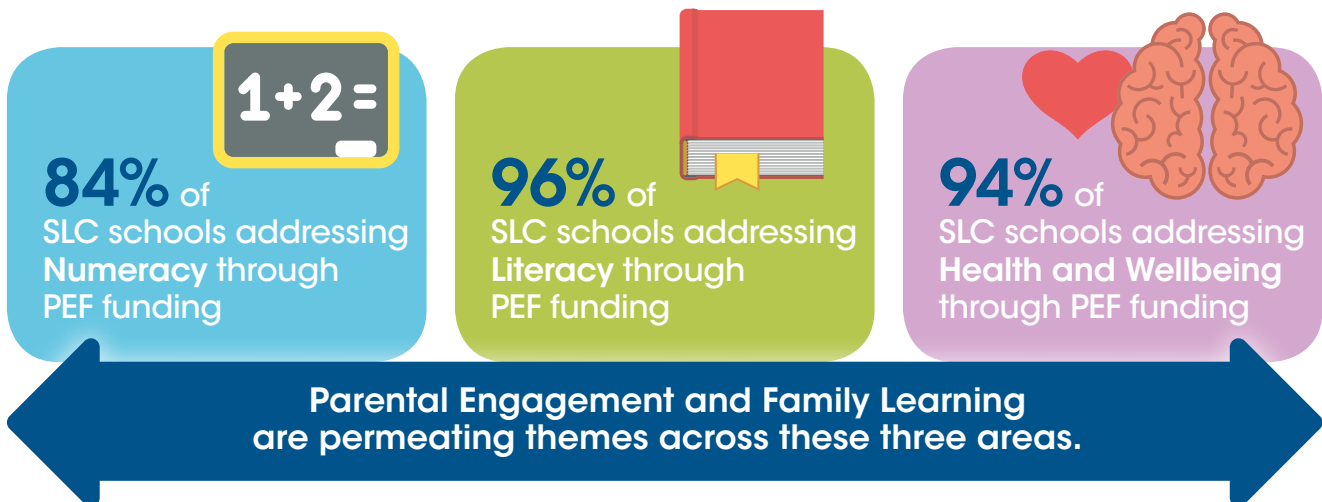


Processes and accountability

Revised local guidance/procedures, timeline, and planning and reporting documents, developed in consultation with Headteachers, are providing greater consistency, clarity and confidence across the LA. Plans report on the 5 key data areas:



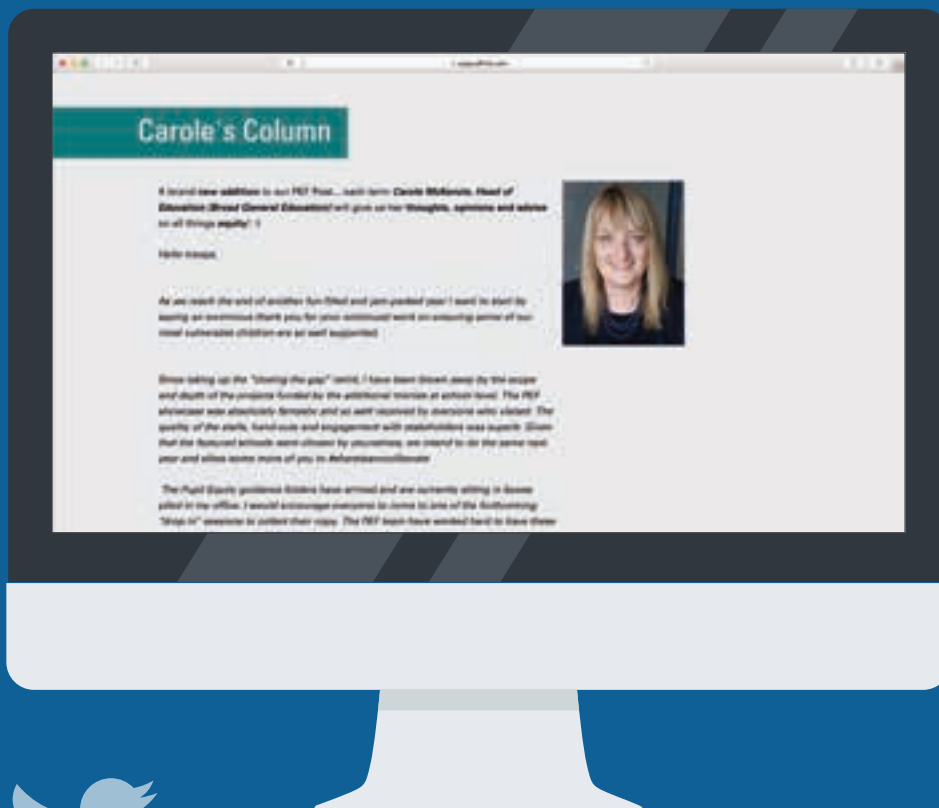
All schools submit a Pupil Equity Funding plan and mid-year report. Analysis of these shows how the funding is being used:



Transform

Transform

The PEF Post, an online termly bulletin providing key information, ideas, links, perspectives and more on the Equity agenda was established this session. This provides key information to schools around the Equity agenda.



A new Twitter feed @SLCAttainment has been established and is being used to share information and good practice around Equity issues and closing the poverty-related attainment



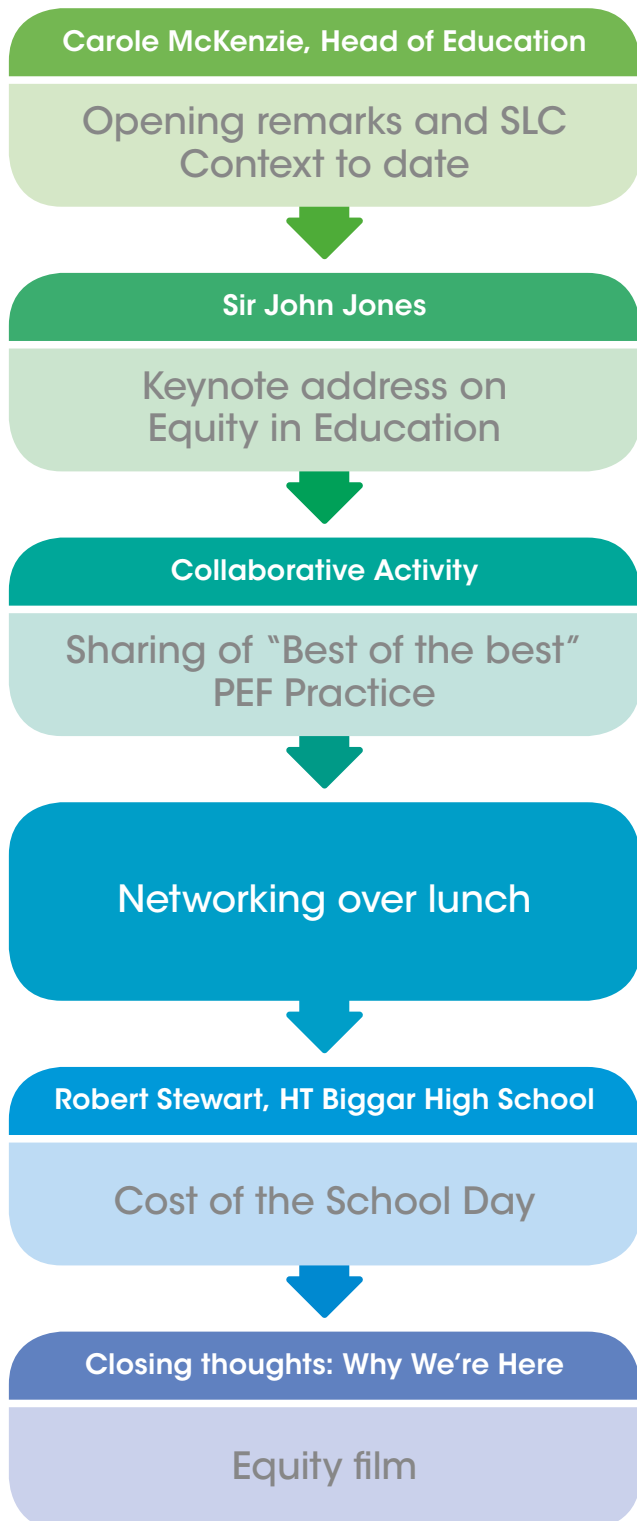
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Closing the Gap Conference:

South Lanarkshire Council's first "Closing the Gap" Conference took place on Tuesday 13 November 2018 and was a huge success. The conference was aimed at Head Teachers from all sectors and focused on all aspects of the Equity Agenda.

The presentations, tasks and discussions combined the key elements of inspiration, aspiration and collaboration, which were enthusiastically received by all Head Teachers:



"Thanks for a really positive and motivating session that inspired us to believe that we can BE the difference. The dialogue around the room was a reminder of what a great authority we are for networking and supporting each other."

"Sir John Jones was outstanding, truly inspirational. Wonderful and thought-provoking, one of the best talks I have had in SLC, Brilliant day."

"More of this please. PEF Guidance look very useful and informative. Appreciate all the PEF guidance and support."



Transform

Transform

Evidence of Impact

Teacher professional judgements on achievement of a level data indicates the proportion of children achieving appropriate literacy and numeracy levels at P1, P4, P7 and S3. Analysis of this data allows us to measure the gap between the attainment levels of:



Learners living in the 20% most deprived postcodes (SIMD 1 and 2)

VS

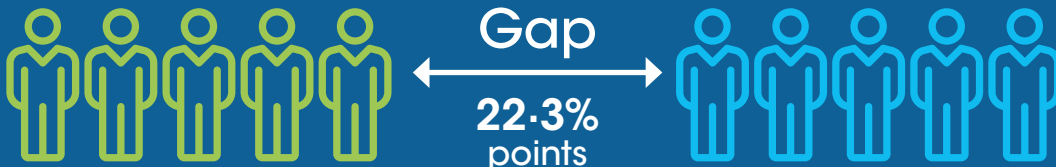


Learners living in the 20% least deprived postcodes (SIMD 9 and 10)

According to this measure the poverty-related attainment gap in both literacy and numeracy has reduced:

Progress towards Closing the Gap in Literacy in P1, P4 and P7

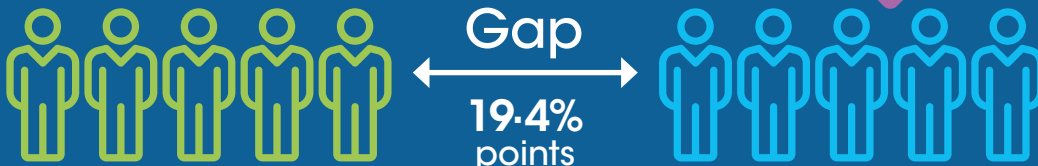
2015-16



Poverty-related attainment gap closed by...

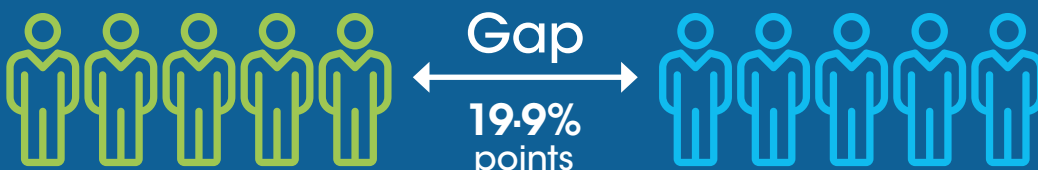
2.9% points

2017-18



Progress towards Closing the Gap in Numeracy in P1, P4 and P7

2015-16



Poverty-related attainment gap closed by...

4.9% points

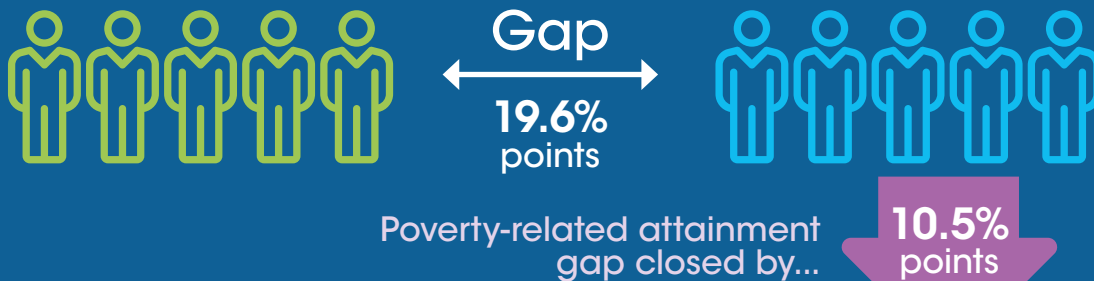
2017-18





Progress towards Closing the Gap in Literacy in S3

2015-16

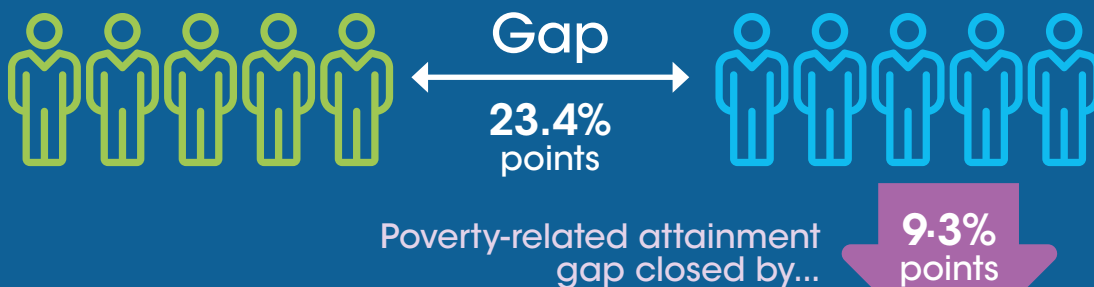


2017-18



Progress towards Closing the Gap in Numeracy in S3

2015-16



2017-18



Transform

Transform

Scottish Attainment Challenge Schools Programme

Within South Lanarkshire, there are twelve primary schools and eight secondary schools who receive funding as part of the Scottish Attainment Challenge. In 2018-19 the funding allocated was £2,050,104.

Support for head teachers and staff within Scottish Attainment Challenge Schools has been provided by the attainment advisor. The attainment advisor, in collaboration with the Strategic Lead Officers, has provided support to schools with planning and implementation of evidence based interventions. Support has also been provided with effective monitoring and reporting processes. Head Teachers and schools staff have welcomed the support and challenge provided by the attainment advisor and strategic lead officers as they continue to focus on equity and excellence for all.



Case Study

Rigside Primary School Closing the Gap: An Integrated approach to Health and Wellbeing



Practical Mindset

The "Practical Mindset" therapist worked directly with pupils and teachers to explore a variety of learning and teaching activities and techniques to improve mental wellbeing habits through applied learning to develop the skill set to feel more confident when faced with mental wellbeing related challenges.

Counselling Services

A dedicated trained counsellor worked two days a week in school, engaging with pupils referred for one to one sessions.

Barnardo's

Having created a Home School Partnership Action Plan, our Barnardo's worker worked directly with families, in school and in the home. Using "Five to Thrive", she helped to strengthen relationships within families with an aim to support children and their parents and carers to remove any identified barriers for parental engagement.

All of the work outlined features in the school's submission for Nurturing School Status with the nurturing principles lying at the core of all initiatives.



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Case Study

Lanark Grammar School Closing the Gap in Literacy



The aim was to create two specific "literacy intervention" classes, capped at 20, to target learners most in need of literacy support.

Support/Interventions:

Literacy Interventions classes were formed on the basis of: individual transition profiles created by the Learning Support Department; learners' reading ages at the point of transition; and dialogue between PT English and PT Learning Support. In the class, pupils access:

- resources differentiated to meet their individual needs
- dyslexia-friendly texts as required
- graded commercial reading schemes
- wordshark – computerised spelling programme, which is individually programmed to meet the needs of each child
- literacy support from School Support Assistants trained to deliver the literacy interventions like daily phonics, paired reading and fast-tracking reading programme

The school facilitates parental support at home, which reinforces reading strategies involved in school. A PT Literacy was appointed and works in partnership with the English department to support the literacy intervention classes.

Impact:

82%
of pupils involved made measurable progress in their reading ages.

91%
of staff surveyed saw marked improvements in pupils' reading confidence and writing skills.

75%
of pupils felt they had improved on their reading.

71%
of pupils reported their writing skills had improved; they felt more confident about writing in most subjects across the curriculum.

On average, pupils improved their reading age by **2 years 6 months.**

Transform

Case Study

Beckford Primary School Closing the Gap: a targeted approach to literacy



There is clear evidence of a persistent gap in attainment between pupils from the richest and poorest households in Scotland.

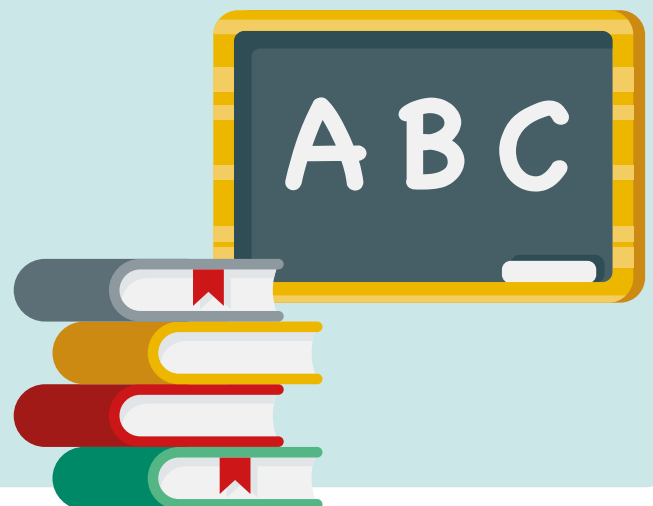
This gap starts in preschool and continues throughout primary and secondary school (Joseph Rowntree Report, 2014). The Children and Young People Improvement Collaborative Language Meets Literacy Practicum supports 14 multi-agency teams across Scotland to collaborate to break the intergenerational cycle of communication disadvantage.

South Lanarkshire's focus is on early intervention and prevention in the Early Years, particularly around improving the oral language skills of targeted groups of P1 children within an area of high deprivation.

Psychological Services and Speech and Language Therapy trained staff at Beckford Primary School to identify a group of children in P1 with impoverished language skills and to deliver an intervention programme to improve oral language skills of targeted children. Following assessment and identification, targeted P1 children undertook The Talking, Listening and Questions intervention programme.

The intervention was delivered for 20 minutes, three times per week to a small group of children for 14 weeks. The first session each week was delivered by the class teacher, while the remaining two sessions were given by a support assistant.

The test group of pupils who have received the 14 week intervention have made average progress of 21 months for Information and 25 months for Grammar; meaning on average their scores moved from being below to above their chronological age. Seven of the children now have language skills within normal limits. The next steps are to replicate this in another school. If this proves to be successful, then the intervention can be spread more widely.



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Case Study

Psychological Services with Calderside Academy An Attachment Based Parenting Programme for Secondary Schools



Despite being born into poverty, studies have shown that children with one committed parent/caregiver tended to overcome this adversity and thrive (NHS Scotland, 2017b) suggesting that initial secure attachment with a parent/caregiver has implications for mitigating the adverse impact of poverty.

Early Years FAIAR (Framework for Assessment and Intervention for Attachment and Resilience) for the Future Programme aims to educate young people on child development and the skills necessary to develop a secure attachment and instil resilience in their future children using Attachment Theory and Resilience Models.

The Programme was delivered to a class of 4th year pupils within Calderside Academy who fall within SIMD 1. During the programme pupils were asked to discuss and reflect on key themes of attachment in relation to their own experiences and in the future if they become parents.

Overall, findings showed that pupils reported an increase in confidence in their knowledge of parenting skills and understanding and knowledge of attachment theory as well as an increased understanding of interaction and bonding with young children.



Transform

Strengthen

Deliver a meaningful curriculum to support learner journey

Strengthen our partnership working

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

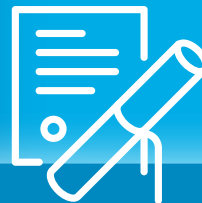
Improve health and wellbeing to enable children and families to flourish



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



Use evidence to effect improvement



Provide high-quality learning experiences for all

Build leadership capacity within a strong framework of governance



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Literacy

Senior Phase

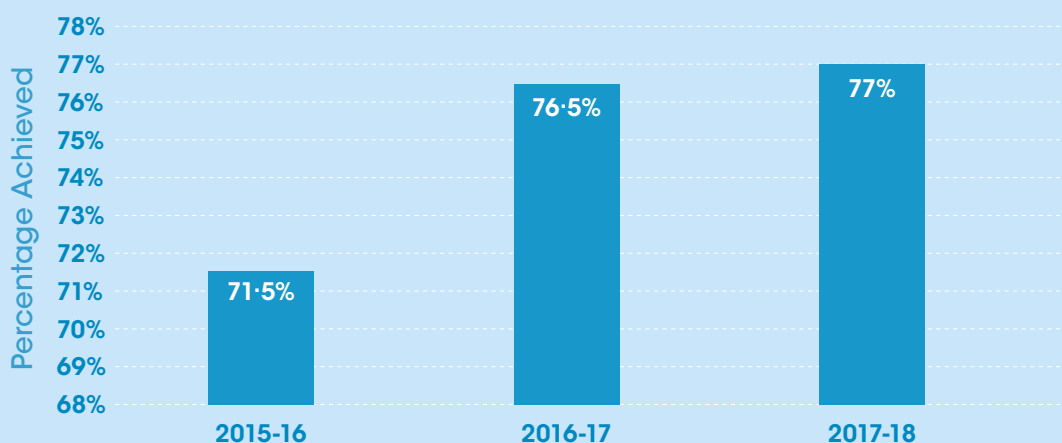
96.4% of all Leavers in 2018 left with **at least** SCQF level 3 Literacy.

2018 saw a **1.76% point increase** in learners leaving school with at least SCQF level 3 Literacy qualifications.

Broad General Education

Attainment in Broad General Education Literacy has gone up by 5.5% points since 2015/16.

CfE Literacy Levels



Active Literacy Rollout 2017- 2019

South Lanarkshire's substantial investment in Active Literacy, where there is a clear focus on excellent teaching and learning, has enabled approximately 800 primary school staff to have been trained in Active Literacy pedagogy in phonics, spelling and reading. Around 60 of our primary schools are in the process of adopting Active Literacy as a whole school approach.

Active Literacy Project 2017-2018

18 primary schools formed the first tranche of our project schools. As part of the project, schools received bespoke support in terms of staff training and professional collaboration and dialogue. Developing leadership capacity via Literacy Coaches and Senior Leadership teams was a key aim of the project.

Project schools were asked to measure pupil attainment in reading before embarking on the Active Literacy approach (start of session 17/18) and after an initial period of implementation (end of session 17/18). Standardised assessments were used to assess P4-P7 pupils' reading and comprehension skills

The results show the **Active Literacy Implementation Project** had a positive impact within its first year. **In its first year, Standardised Assessment Scores for pupils at P4-7 increased by an average of 2.9.**

Strengthen

Strengthen

Training our staff

Multi-agency approach

The Psychological Service initiated and led the development of two multi-agency literacy training initiatives over a period of years. These are now embedded within the Education Resource's annual calendar: an early years (emergent literacy) training, and an early level (primary one) training. Both are delivered at a locality level, maximising professional sharing and exchange; and both are multi-sessional, delivered now as twilights.

Early Level training

In Session 2018-19, 159 Early Years staff members attended the emergent literacy training. There is a heavy focus on speech sound awareness, vocabulary and language development, and reading. Examples of the impact of the training on pupils and staff practice as reported by attendees at follow up sessions/evaluation questionnaires are given below:

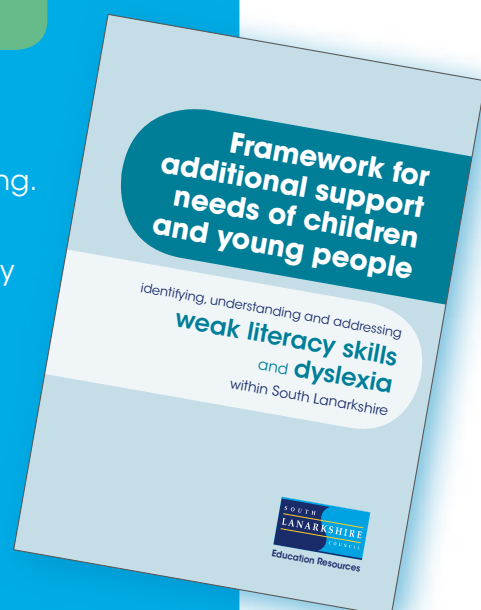
"The children are becoming more confident in using more challenging vocabulary and recognising initial sounds."

"A lot more time is spent reading books and conversations initiated with the children about them. They are more engaged and ask more questions."

"Parents have commented that children are using vocabulary that they had previously not."

95.5% of teachers surveyed said they had engaged with **further personal reading / research** following training.

The guidance on how to identify and support pupils with literacy difficulties including dyslexia will be published in summer 2019. It has been a collaboration between the Psychological Service, Inclusive Education, and the Quality Improvement Service. It advocates and outlines: high quality practice in early literacy; early identification of difficulties using recommended approaches to assessment; and the use of proven interventions, rigorously implemented and monitored. Training is planned for summer and autumn 2019 to ensure this guidance is embedded in schools as soon as possible.



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Case Study

Hunter Primary School Implementing International Dyslexia Learning (IDL) web based literacy programme



Use of the IDL Programme is a simple to use, multi-sensory, web-based programme. It provides a structured, sequential and individually tailored learning experience as an appropriate intervention for targeted children.

It can support children with dyslexia, dyslexic type tendencies and/or children requiring literacy support.

Children were identified as being suitable participants. The programme launched after the October holiday. The children worked through their own 15 minute daily programme.

In March/April, all participants were reassessed to ascertain impact; this information was shared with the children, the teachers and the parents.

Every individual had made progress – some achieving outstanding progress in such a short time frame.

All **22 children** improved their **reading age** and **spelling age**. The **greatest result** for reading was a rise of **3 years and 2 months**.

Case Study

Blackwood Primary School Whole School Approach to Literacy



The dedication of Blackwood Primary staff and the innovative approaches to raising attainment in literacy were recognised this session through 'The Scottish Education Awards'.

The school has been on a journey over a number of years to **build an inclusive literacy curriculum**, which supports and **inspires children and their families** to develop key skills and **positive attitudes to reading and writing**.



Blackwood's ambitious vision has been to build and sustain a vibrant reading culture, not only in school, but out of school and the close links with the community librarian and families has enabled the vision to be realised.

The First Minister's Reading Challenge has been a key driver in raising the profile of reading in the school, creating **a buzz about reading in Blackwood**. Staff in Blackwood constantly seek new, engaging, creative and motivational ways to provide effective learning and teaching in relation to Literacy in order to raise ambition, attainment and achievement.

Strengthen

Strengthen

Case Study

West Mains Primary School Engagement and Communication



West Mains school used expressive arts to enhance engagement and communication for learners with communication needs and/or complex ASD.



Research indicates the structure of music is linked to the string of rhythmic syllabic sounds of speech patterns. Simple repetitive songs are often the first steps to language learning. Reflection on observations in West Mains indicated that music and sensory drama could enhance communication and participation.

The targeted pupils had no or little spoken language and learn at a sensory, object level.

A variety of specialist expressive arts workshop providers were secured to work with groups across the school, either as one-off sessions or longer blocks. Teachers reflected on the impact and how approaches could be replicated through the curriculum.

Data from interactions suggest identified pupils progressed at least by **one communication stage**, with **learners initiating and leading communicative engagements**. Staff observations using the Leuven Scale suggest increased engagement across different contexts and with learning activities.

Case Study

Cathkin High School Strengthening Literacy Foundations S1-S3

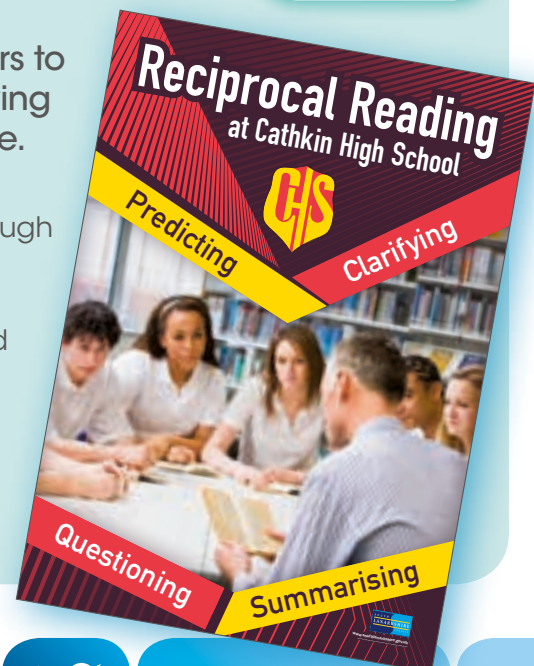


Cathkin High School's approach to supporting learners to improve their literacy skills from first to third year is having a significant impact on pupil progress and confidence.

There has been a focus on "reciprocal reading", a teaching technique, which aims to improve a pupil's comprehension through the application of four strategies practised in a group setting.

A group of staff also embarked on "Fresh Start Phonics" training, an intervention programme which uses a proven phonics-based approach and is specifically designed to engage older pupils. Targeted pupils then benefitted from face to face support.

These two interventions have now been woven into a literacy support framework which is part of the school's raising attainment strategy.



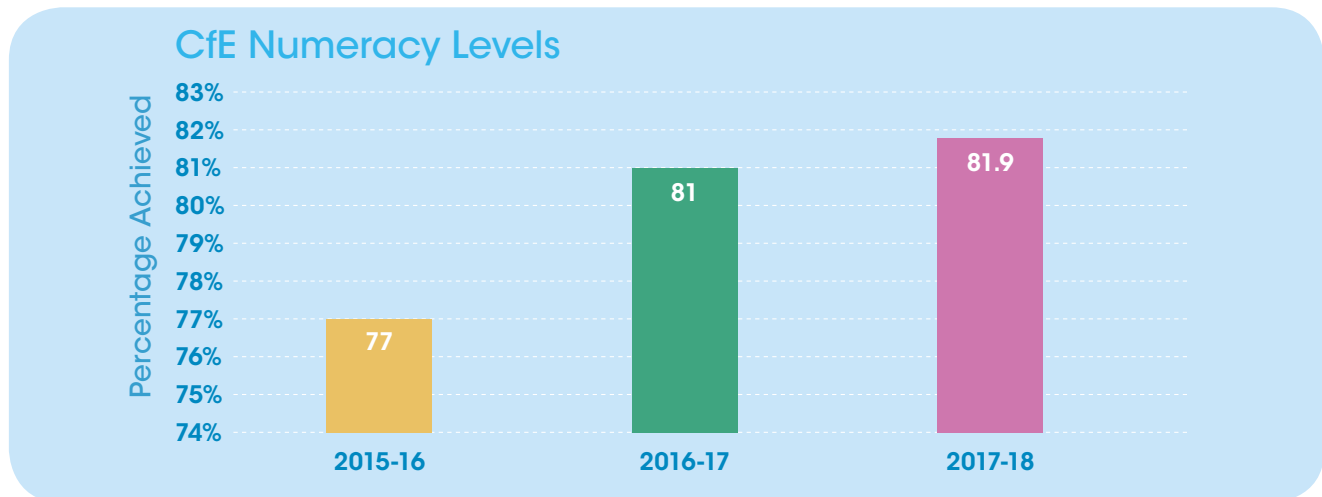
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Numeracy

The focus this session has been on refreshing learning and teaching skills in numeracy and mathematics in order to deliver consistently high quality experiences for learners.

Improvement in numeracy levels 2017 – 2018



This Numeracy graph shows the percentage of our P1/4/7/S3 learners who have achieved their appropriate level for the identified years.

Attainment in Broad General Education Numeracy has gone up by 4.9% points since 2015/16.

In 2017/18 81.9% of learners have achieved their expected levels for Numeracy.

Numeracy Coordinators from establishments across South Lanarkshire have been updated on the current guidance from Education Scotland, South Lanarkshire Council and from the Regional Improvement Collaborative, as well as sharing good practice.



The South Lanarkshire Council **Numeracy Strategy** has been updated to reflect Education Scotland's Numeracy and Mathematics Benchmarks and progression pathways for Early, First and Second level have now been distributed to establishments. Pathways for third and fourth level are now being developed. These pathways will support schools in planning their Broad General Education curriculum and tracking the progress of learners.

Establishments across South Lanarkshire are implementing a range of **numeracy strategies and interventions** to raise attainment and close the poverty related attainment gap. Evidence suggests that these interventions are having a significant impact on pupil attainment and confidence in numeracy.

Strengthen

Catch Up® Numeracy

Catch Up® Numeracy continues to be a popular intervention adopted by schools across South Lanarkshire with 73 Primary schools and 18 Secondary schools, including 2 ASN, having trained staff between November 2016 and March 2019. A total of 253 Primary staff and 95 Secondary staff have been trained in this intervention with an ever increasing demand.

Number Talks

Number Talks training events have been delivered over this session. Feedback from these sessions is very positive with 99% of attendees indicating that they are confident about applying the new skills and knowledge in their job and 100% indicating that the training will have a positive impact on their work.

Maths Recovery Assessment Scale Collaborative Project

South Lanarkshire Council Education Resources, supported by Psychological Services, is working collaboratively with East Dunbartonshire Council to design and implement an approach designed to help reduce the poverty related attainment gap in numeracy through identifying and analysing children's numerical knowledge, skills and strategies within the Broad General Education.

Staff from each of the schools involved in the project have been trained in the Maths Recovery programme and have complete diagnostic assessments which identify pupil strengths and areas for development in numeracy.

In addition to this colleagues from SLC Psychological Services are gathering data from a number of the schools as part of the research to test the validity of the approach.

Case Study

St Louise Primary School Closing the Gap: Numeracy – Primary 7 Sumdog Champions of Scotland

St Louise Primary school number crunchers named Scottish champions in schools maths competition.

The primary seven class at St Louise Primary won a nationwide online maths contest organised by education technology platform Sumdog to mark Maths Week Scotland – beating nearly 1000 schools to take the title. The youngsters collected their winners' trophy from Deputy First Minister and cabinet secretary for education and skills, John Swinney, on a special visit to the Scottish Parliament.



Mr Swinney said: "With an incredible 20 million questions answered by classes across Scotland during this year's Maths Week, the pupils of St Louise Primary School should be particularly proud of their achievement."

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Case Study

St. Elizabeth's Primary School Number Talks

After attending a Numeracy Coordinators' Conference which featured a presentation on Number Talks, St Elizabeth's Primary School decided to introduce this approach across all stages of their school.

The focus of this initiative was to raise attainment in Numeracy for all children by planning and implementing Number Talks across the whole school to support learners in developing a range of efficient computation strategies and to improve recall of number facts.

They began by engaging in professional dialogue during CAT sessions, partaking in academic reading on Number Talks and organising planners and resources for each stage.

The impact of this has been that staff are now using 'Number Talks' in their classes.

They are introducing, modelling and discussing different computation strategies with the children. As a result, the children are becoming more familiar with the different strategies they can use and are beginning to be able to discuss and explain these strategies. The evidence to support this has arisen from professional dialogue during CAT/Inset days.

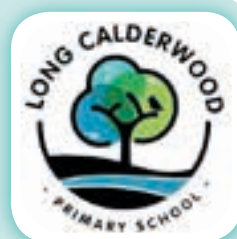


Case Study

Long Calderwood Primary School Using Concrete, Pictorial and Abstract Methodology (CPA)

After being introduced to the Concrete, Pictorial and Abstract Methodology through the 'Glasgow Counts' initiative, Long Calderwood Primary School decided to investigate the methodology further and to embed the approach in all their classes.

The starting point was to visit a Glasgow school to see 'Glasgow Counts' in action. They also engaged in academic reading to further explore the methodology and its evidence base. In addition to this they led professional learning workshops within their school and purchased resources to support the implementation of CPA. The evidence gained from learning conversations with their pupils, class observations, professional dialogue with teaching and support staff and baseline data shows a rise in attainment, increased engagement in numeracy lessons, increased learner confidence and further development of problem-solving skills.



Strengthen

Strengthen

Health and Wellbeing

Social and Emotional Health

Multi-disciplinary approach

Education Resources Mental Health Governance Group

In order to establish effective and collaborative governance of internal and external mental health training and intervention in schools, an Education Resources **Mental Health Governance Group** was established by the Psychological Service in 2018. The group also explored and promoted good practice in mental health interventions. The group continues to be chaired by the Psychological Service and a multi-agency membership continues to include colleagues from Education Resources, Child and Adolescent Mental Health Services, NHS Lanarkshire Health Promotion, the Voluntary Sector, NHS Lanarkshire Adult Psychology Service, as well as the Youth, Family and Community Learning Service. Throughout 2018 to 2019, the group has had a close liaison with the two Strategic Leads for Raising Attainment and Closing the Gap. The group has developed a protocol for Head Teachers to use in order to check quality assurance issues with external service providers where Pupil Equity Funding and Scottish Attainment Challenge Funding is being considered.

External providers who are offering training to schools across the authority have been invited to present at a meeting of the group and this has included Stigma Free Lanarkshire. Outcomes and recommendations from the group are shared with the Education Management Team.



Education Resources Attachment Strategy

South Lanarkshire Council Education Resources fully support the motion lodged before the Scottish Parliament on 13 March 2013 on the **Scottish Government's ambition to make Scotland the best place in the world for children to grow up** and has been exploring how **Attachment Theory** can support this aspiration.

Attachment has been described as a "lasting psychological connectedness between human beings" and the theory focuses on child development and how the early attachment formed between an infant and their main carer can influence all aspects of their development.

The strategy was developed in 2018 by an Education Resources Strategy Group, chaired by the Principal Psychologist and in consultation with a multi-agency Critical Friends Group. The recommendations in the strategy were informed by the learning from the research undertaken in two South Lanarkshire Council primary schools with nursery classes by the Principal Psychologist. This aspirational strategy demonstrates that Education Resources is at the forefront of **Attachment Informed Practice** and demonstrates the commitment to embed Attachment Informed Practice across South Lanarkshire schools and establishments. An **Attachment Strategy Implementation Group** was set up at the end of 2018 and it is committed to ensure an effective implementation of the strategy, provide evidence based training and promote practice which is aligned with the core principles of Attachment Theory.

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Promoting Positive Relationships and Understanding Distressed Behaviour

A multi-disciplinary team from across Education Resources has reviewed the **Promoting Positive Relationships and Behaviour** information pack to ensure that appropriate guidance is in place for staff and establishments in the support of children and young people with behavioural needs. An understanding that **all behaviour is communication** and of the reasons for the behaviour promotes appropriate planning and interventions to support the child or young person and also the members of staff working with them.

Nurture across South Lanarkshire

Many schools are looking at **whole school Nurturing approaches**, ensuring that pupils do not merely access Nurture in a base class but across every aspect of their life in the school.

All schools reported that pupils are benefitting from Nurture and have identified future training needs to enable them continue to deliver a high quality of support. As an authority we are looking at how we best meet those training needs in a cohesive way. We also offer an **annual SLC Nurture meet**, enabling staff from across SLC to come together and focus on developments in the field nationally as well sharing good practice with colleagues in our authority.

Case Study

KEAR Campus A Blended Learning Approach

Taking forward recommendations from the recent school inspection of KEAR Campus, a new blended learning approach to supporting young people engage and thrive in learning is being delivered as part of the new Youth, Family and Community Learning Service (YFCL).

Dedicated Community Learning and Development staff have been based in KEAR Campus and Bases to work beside teaching staff to develop and deliver a learning model that identifies a young person's strengths, areas for development in learning, and provide a consistent nurturing environment.

A range of opportunities have been developed with young people to support them to access the curriculum and maximise opportunities for learning. Opportunities include:

- Life Coaching which prepares school leavers with key life skills ahead of their transition post school;
- Nature in Nurture – outdoor learning which assists health and wellbeing development with learners assessing risk, setting themselves challenges, providing strategies to improve health and wellbeing and

increase their social and collaborative working skills working in teams;

- Friday Fun Day which takes place during the last period of the school day and was brought about through KEAR's student council, working with school and YFCL staff to plan an event that supported fund raising for the school prom;
- Bespoke learning programmes designed to meet the needs of the young person and utilising learning within community settings such as Universal Connections facilities which presents learning in a different context for the young person.

The bespoke learning programmes have been one of the greatest successes within the school. In the case of one young person, who was facing exclusion from education, they are now accessing a fulltime programme and have been offered a modern apprenticeship.

This demonstrates the strength and impact of the partnership between Community Learning and Development and formal education providing an effective blended approach that young people are buying in to.



Strengthen

Case Study

David Livingstone Memorial Primary School, Loch Primary School and Townhill Primary School Nurture interventions



Each one of these schools has established Nurture provision, which is providing targeted support for some of their most vulnerable pupils.

Boxall Profiles have not only provided schools with an audit/assessment tool, but are helping schools track individual children's progress. In all three schools, a proportion of children have now been re-integrated back into their mainstream class, as their barriers to learning have reduced significantly.

David Livingstone Memorial Primary School:



Following assessment using the Boxall Profile, a group of 12 children attended P1-3 Nurture sessions in 2 separate groups.

All 12 of these children have successfully been fully re-integrated back into their mainstream classes over a one year period and a further 12 children have since been targeted to receive this intervention.

Online Learning Journals were introduced to promote parental engagement and increase communication between the Nurture groups and home. These journals allowed staff to track and monitor each child's progress, share pupil successes, as well as identify next steps in their Health and Wellbeing learning pathways.

Loch Primary School:



Five members of staff have now received Nurture accreditation, allowing Loch PS to provide targeted sessions for 31 children (16% of the school role). 90% of the pupils who have attended the group are sustaining longer periods in their mainstream class and have showed an improvement in their Boxall Profile scores.



Townhill Primary School:



Targeted groups at all stages benefit from regular nurture sessions within the "Garden Room" to promote: Growth, Achievement, Resilience, Determination, Encouragement and Nurture. The majority of children targeted for support are now able to share thoughts/feelings/worries with each other.



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“Treat Me Well” anti-bullying guidance

After the launch of our revised anti-bullying guidance the **Inclusive Education Team** continue to support schools in the development of their school policies and practice. This includes the offer of 64 places during the summer term on the training programme delivered by the **Respect Me** training team. Our SLC representatives also attended the Education Scotland Operational Group for recording and monitoring bullying incidents and from this we have provided training materials for schools to enable them to access the SEEMiS Bullying and Equalities module. We will continue to support schools to ensure we are fully operational for session August 2019 -2020.



Corporate Parenting

Care experienced children and young people are less likely than their peers to go on to further or higher education, training or to find employment. Despite recent improvements in leaver destinations for young people in general, the outcomes for this group have shown slower improvement.

During the **Corporate Parenting conference** entitled 'What matters to me' on 4 November 2018 SLC launched the new Corporate Parenting Strategy and signed up to the Care Leavers' Covenant.

A multi-agency care experienced tracking and monitoring group work to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required.

Local Autism Action Plan

2018 saw the launch of South Lanarkshire's 5 year Local Autism Action Plan, which aims to support and develop "a relevant and responsive network of provision cross the lifespan" and "improve... overall quality of life" for individuals with Autism.

The plan arises from a partnership between Education, Social work and Health and Social Care and actively promotes the involvement of people with Autism, coordinated through Autism Resources Coordinators Hub (ARCH).

The plan directs development in 5 key areas;

1. **Better and more consistent diagnostic processes and pathways** with the provision of post diagnostic supports.
2. **Improved life opportunities** through supported employment, training and education placements.
3. **Better and more accessible Information and awareness** for all in the wider community and general workforces within South Lanarkshire.
4. **Better support during key life transitions** such as; moving from preschool to primary, primary to secondary; secondary on to adult services, employment, education or training, independent living and rehabilitation into the community.
5. **Improved professional awareness and training** throughout South Lanarkshire as well as joined up working approaches.

Education has made a significant contribution to this already by **training nearly 3000 school staff** in the **ASD Consultation Approach**. This in-depth training which has had a significant impact on staff confidence, competence and practice around ASD in schools. Following the training,

99% of staff reported increased knowledge,
98% reported increased confidence and
99% intended to use the approach to support their classroom practice.

Strengthen

Give us a break!

Give us a break! is a well-established solution-focused group work programme that provides support for children and young people who have experienced loss and negative change.

Materials have now been developed over 2018 to 2019 that are targeted at children and young people with additional support needs. Evaluations from the pilots that have been completed have been very positive, and give a clear confirmation that the enhanced use of visuals and the flexibility of delivery combine effectively to meet the needs of the target group. The new resource will be launched during session 2019-20.



Enhanced transitions: Early Years to Primary School

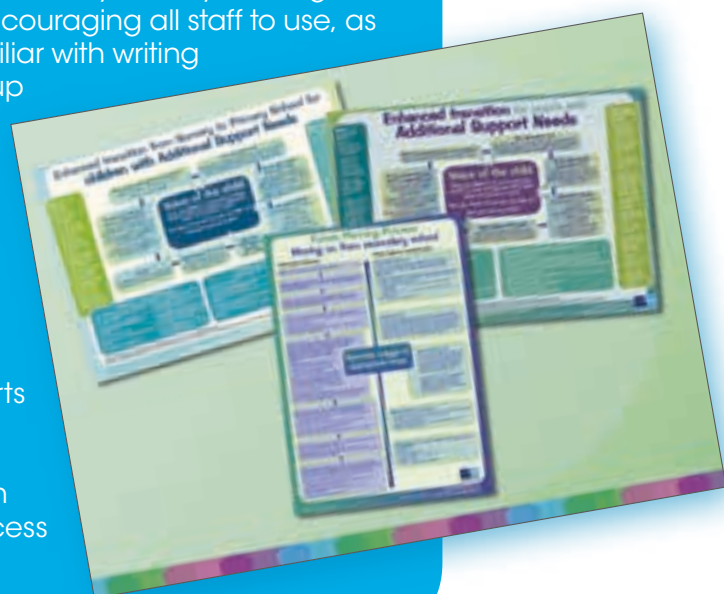
“As Early Years Specialist Support teachers, we know that to include children with additional support needs involves consulting with all practitioners and parents/carers in gathering a wide range of information and evidence to document and then use to minimise potential barriers to learning”.

The Early Years to Primary One programme has been reviewed and re-launched, with additional training for Early Years staff, to ensure that universal enhanced transition opportunities are available for all children with additional support needs. East Kilbride early years specialist support teachers have developed a Booklet, “Targets and Strategies to Support Children with Additional Support Needs in Early Learning and Childcare Establishments”.

“We feel the strategy booklet is a great tool and helps staff when they are compiling additional support plans. It helps them to clearly identify the targets and strategies. The booklet is something we are encouraging all staff to use, as it is very beneficial and for staff who are not so familiar with writing additional support plans as it helps them to build up an understanding of this”.

Enhanced transitions: Primary School to Secondary School

Children and young people with additional support needs can require an enhanced transition to help them access the correct supports throughout their education and into their post-school destination. Education Resources have developed a range of materials to support staff in this area and to ensure that all learners have access to appropriate opportunities.



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Case Study

Duncanrig Secondary School Enhanced transition



In East Kilbride an eight week pilot programme for vulnerable children transitioning from primary to secondary school has run this year involving a wide group of staff from across sectors.

Pupils worked with staff in their own primary school – discussing “wonders and worries” about high school; made road maps of their lives to talk about change they had already experienced and coping strategies they had used. They were given time to try simple tasks like introducing themselves to someone new, finding common interests, reading timetables, packing school bags, using homework diaries.

The pupils were then brought together in Duncanrig - a small, brand new class to get a window on high school life. Pupils’ confidence grew as their circle of experience widened each week, allowing them a small, safe community in which to practice forming friendships, organising themselves, learning how to communicate with unfamiliar adults, make their needs known whilst understanding the expectations on them.

Sport and Physical Activity

Active Schools

There has been a high level of participation by pupils in Active Schools with 49% of our school roll participating (21407 young people in total). 44% of participants in the programme are recorded as being in receipt of free school meals.

The programme has increased the number of young people accessing sport and physical activity and leadership opportunities within their own communities and figures show an increase of 1277 children and young people participating over the last year.

64 NQTs participated in a pilot project to improve deliver of the PE curriculum and Physical Activity in primary schools. This contributed to the increase in the number of extra-curricular activities being offered this session.

Children’s services partners have worked with key agencies including our schools, to increase the quality and range of opportunities offered before, during and after school for children and families.

Activity has been delivered across sport, physical activity and healthy choices as part of the Active Schools, Health Schools and Healthy Schools Plus programmes.



Strengthen

Strengthen



South Lanarkshire Leisure and Culture staff have led the **Active Schools** Programme across our learning communities to encourage children and young people to get active and participate in sport within schools. The programme has strengthened partnerships with clubs and other community organisations to support 'pathways' for pupils to continue their participation in sport out with our schools. Much of the activity is delivered by trained sports volunteers motivating and inspiring young people to participate in sport.

NHS Lanarkshire and Education Resources staff work together to deliver the Healthy Schools and Healthy Schools Plus initiatives in targeted schools and Learning Communities across South Lanarkshire. Effective training has been offered to schools based staff as part of the implementation of the Healthy Schools agenda with **255 staff trained across 35 schools**.

Healthy Schools activity has helped children's understanding as to what constitutes positive health and wellbeing and to make healthy choices in relation to diet, physical activity and lifestyle decisions. Currently 51% of primary schools are benefitting from the approach.

The new target set for **March 2020** is **65% of schools** to be using the **Healthy Schools Approach**.



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Case Study

Strathaven Academy MACvolley NetSetGo



Strathaven Academy was the stage for the MACvolley NetSetGo CEV Schools Project launch on Tuesday, March 19.

Over 80 young people were welcomed at the event by representatives from National and Local project partners.

CEV Development Manager Vuk Karanovic and Director of Sports Training at Volley Vlaanderen, Kristof De Loose flew to Scotland to celebrate the success of the CEV Schools Project in the country and witness the synergy amongst the partners involved in this West region MACvolley NetSetGo schools project.

The day was a triumph with the young people not only receiving a 'Balloon and

Ball' masterclass coaching session delivered by De Loose but also a 2vs2 festival made possible by the fantastic S5/6 Leadership pupils at Strathaven Academy. As part of their leadership course pupils took part in an introductory coaching course with Scottish Volleyball, which helped equip them with the skills and confidence to deliver in front of such a large audience.

Training and development of 2 Local Development Officers and 15 young leaders from Strathaven Academy will maintain the progress achieved in the project's first year. Strong links with Glasgow Mets will further connect the Strathaven Learning Community with local opportunities to continue the fun had by all at a club level.

"Taste Tucker" Trials Primary Schools

Facility Services ran a "Taste Tucker" Trials Fruit and Vegetable promotional event in all 125 Primary Schools during the period 28 January to 1 February 2019. Each day the pupils were invited to try a new Fruit or Vegetable with an emphasis on Scottish Produce. Over 5000 pupils received a wristband stating "I tried my 5"

Participation in musical learning offers pupils the opportunity to gain a firm musical grounding, specialist instrumental music tuition and opportunities for musical performance. The positive impact in relation to young musical learners' health and wellbeing has become widely recognised within the lives of South Lanarkshire's schools and communities.

Health and Wellbeing through Instrumental Music Participation (IMS)

South Lanarkshire Council's Instrumental Music Service (IMS) continues to provide high quality instrumental music tuition and Youth Music Initiative musical learning experiences to over 9000 children and young people between the learning stages of P4 - S6.



Strengthen

Strengthen

Social and Physical Wellbeing through music

Through participation in tuition, ensemble settings and larger musical groups (choirs, orchestras and bands), learners become part of South Lanarkshire's nurturing and supportive musical community. On an annual basis the Instrumental Music Service stages three sector-leading musical showcase events: Battle of the Bands, Annual Showcase and Primary Showcase. These events celebrate the talent of over 1200 enthusiastic and talented musicians. Activities such as the annual Vocal Days and South Lanarkshire Schools' music ensembles (Big Band, Percussion, Brass and Vocal Ensembles) provide a supportive platform for young musicians to transition from a vibrant school-based music setting into a wider collaborative setting. A very high number of these young musicians and their associated school and community bands/ensembles achieve exceptional local, regional and national recognition on an annual basis.

Planning for Choices through music

From the earliest point of IMS interaction (focusing on first stage access to music in P4/5) through to the advanced stages of securing a proficiency in playing a musical instrument or singing competently, musical involvement supports and enhances learners' abilities to plan for choices. Many South Lanarkshire school leavers progress to musical study at college, university or conservatoire level. As impressive is the high number of school leavers who cite musical involvement as being a direct and defining factor within their enhanced decision making skills and self-confidence levels.



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Case Study

Instrumental Music Jack's Story



An example of how music education participation can positively affect learning experiences, creativity and future pathways for young people can be evidenced through S6 Holy Cross High School leaver Jack Halforty.

Jack commenced woodwind tuition through SLC's Instrumental Music Service in P6. During P6 and P7 Jack strived hard in mastering the musical and technical skills required to play the saxophone. He invested dedicated time and commitment into developing his musical learning and music-making, prior to transitioning to High School where his musical journey continued to flourish.

As a young musician and one of SLC's musical ambassadors Jack has achieved notable musical success during his 8 years' of study in school and with the Instrumental Music Service. The following accolades secured by Jack are representative of many musical learners across South Lanarkshire:

- participation in **award winning musical ensembles** – South Lanarkshire Schools' Big Band, Platinum Award winning South Lanarkshire Orchestral Service Senior Concert Band and the National Youth Wind Ensemble of Scotland
- participation in **school musical ensembles and events** – concert band, soul band, woodwind ensemble, choir, young musician of the year competition and foreign trips
- participation in **SLC Showcase events** - Battle of the Bands, IMS Annual Showcase and national profile events
- success in **external association graded music exams** – achieving the pinnacle Grade 8 Distinction award

- enhanced and specialised **musical study at the Royal Conservatoire of Scotland Junior School** on a Saturday. During his final term in S6 Jack was invited to perform a saxophone concerto with the Conservatoire Orchestra
- outstanding achievements within **curricular aspects of musical learning and SQA examinations** (National 5, Higher and Advanced Higher)
- involvement in **community music-making projects** with peers, such as Jack's rock band 'Revelation' where he plays bass guitar with friends made through his involvement in the IMS

Such is the standard of Jack's musical skill and talent he has gained a place on the Royal Conservatoire of Scotland's Bachelor of Music course this year.



Strengthen

Strengthen

Promoting a Healthy Lifestyle

Children's Services Partners have worked to improve access to services for young people who are at risk of being harmed by their, or their parent's substance misuse. This has led to an increase in the number of young people accessing support and an increase in training offered to staff from a wide range of organisations including our schools.

In the last year more than 700 young people have been supported. 15 Young People have also been trained in Cognitive Behaviour Approaches (CBA) as part of the peer education activity. Peer to peer activities provide an effective way of delivering early intervention drug and alcohol messages to young people.

235 Staff (including school based staff) across a range of services have benefitted from substance misuse training offered by services commissioned by the Alcohol and Drugs Partnership. This provides families with appropriate information and advice and recognise when specialist treatment and recovery is required.

Foetal Alcohol Spectrum Disorder (FASD)

It is estimated that around 5% of babies born in Scotland are affected by Foetal Alcohol Spectrum Disorder (FASD). This is a lifelong condition which influences development, learning, behaviour and wellbeing. Significant Additional Support Needs can arise from FASD.

South Lanarkshire Educational Psychologists have been working with colleagues across the country to identify appropriate approaches to **assessment** and **support** for children and young people affected by FASD. Findings from this work have been shared within the Psychological Service. Educational Psychologists will continue to support schools and parents in meeting children's needs around this condition.

A Senior Educational Psychologist joined a multi-agency working group on FASD, involving Education, Health and Social Work staff. This group has identified training needs, developed resources and supported the application of the Scottish Government SIGN Guideline: 'Children and young people exposed prenatally to alcohol'.

In the last year more than 700 young people have been supported. 15 Young People have also been trained in Cognitive Behaviour Approaches (CBA) as part of the peer education activity.

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Case Study

Hollandbush Nursery Health and Wellbeing: SHANARRI Puppets

Hollandbush Nursery aimed to develop the children's understanding of the eight wellbeing indicators in a way that was child-friendly and relatable for children in an Early Years setting.

They developed their own SHANARRI puppets which consisted of eight large puppets, each with their own background story which helped the children relate to each of the wellbeing indicators. Each puppet comes with information for staff to refer to whilst using the puppets. Puppets are used on a daily basis and are kept in the main foyer for all staff, parents and children to access.



Links were made to the wellbeing indicators in nursery planning, learning journals, personal care plans and through 'Ask me about...' stickers which encourage the children to discuss their learning with their family at home.

Effective home-school partnership working through their Eco Ed initiative, supported wellbeing and reinforced the wellbeing indicators at home.

Staff feedback from questionnaires was positive.

"'Ask me about' stickers are beneficial to encourage children to share their learning with others and also extends their learning."

"The puppet's story allows children to relate to the puppet."

"SHANARRI on our planning helps integrate it into our daily practice."

"The SHANARRI puppets encourage in depth conversations."

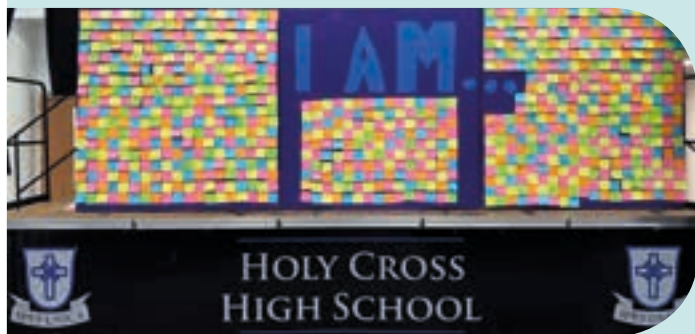


Strengthen

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Case Study

Holy Cross High School Positive Mental Health and Wellbeing



Support/Intervention:

The school pursued the mental health agenda using both universal, whole school approaches and specialised targeted approaches aimed at vulnerable students. Staff and pupils took part in activities to help raise mental health awareness and promote positive mental health. This was the first steps in making Holy Cross a stigma free zone and supports all pupils and staff to cope with the stress and pressure they feel in their everyday life.

Holy Cross High School has 20 trained Mental Health First Aiders, with an additional 6 being trained in the near future.

They are easily identified to pupils and staff through purple lanyards which they wear at all times. First aiders have also been given a 'mental health first aid kit' which has activities and information in them for staff or pupils who are identified as having mental ill health.

'Mental Health Hubs' have been created where pupils can access information about mental health as well as information on charities they can contact if they are concerned. This can be done anonymously so that pupils who are not yet comfortable talking about their mental health are still able to get information and seek help where needed. A Staff hub will be created once resources have been gathered.

There is a now a 'Wellbeing Room' established in Holy Cross High School. This is a safe space for pupils who are on a part-time timetable to work on subject specific material or complete tasks to aid their mental health recovery, whilst trying to keep them engaged in their learning.

Case Study

Calderglen High School S1-S3 Leadership Academy



Calderglen High School ran a BGE Leadership Academy for a number of pupils in S1, S2 and S3 who needed help with developing confidence and improving behaviour and attendance. They have been involved in planning, organising and running events throughout the year including: S1 Wider Achievement Fayre, WW1 Commemoration Event and Calderglen Charity Week. Pupils work together in teams and have the opportunity to develop their leadership skills and improve their confidence.

Impact:

- all pupils achieved a 90% attendance rate
- no pupils were on Behavioural Monitoring Sheets
- almost all pupils reported that the programme has enhanced their confidence levels
- 97% participation rate within sessions
- staff reported pupils had increased engagement in school

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Case Study

Underbank Primary School Health and Wellbeing through Forest Schools



The "Forest school" programme embeds a culture of self-belief and aspiration.

It helps to build vital life skills such as problem solving skills, through testing of alternatives in play, helping pupils to gain experience of pressure to cope with stress and develops social skills needed to interact with others. At Underbank Primary it has had a hugely positive impact on children's overall social, emotional and cognitive wellbeing. Having such opportunities at Underbank has had a noticeable positive impact on the overall resilience and wellbeing of pupils, preparing them for life, learning and work.

The "Forest school" programme has been delivered inclusively to pupils, providing a meaningful curriculum and encouraging creativity, innovation and mindfulness – a true support to the mental wellbeing of children. A programme of progressive activities has allowed children to develop outdoor cooking skills and fire building and tool use over a block of 4 weeks.

The impact of these experiences has been transformational for pupils, bringing learning alive through a creative curriculum and inspiring and encouraging lifelong engagement with physical activity.

"I love Forest School! You get to do stuff that you can't do inside our classroom like making a mud slide and building a swing."

In addition, Underbank Primary worked in partnership with members of their community to deliver Forest School and Outdoor Learning, with several parents and many of their team fully trained as Forest School Level 2 assistants.

"I am delighted with the change in X and the chance that he has been given, it really does make a difference."

Parent

"This is one of the reasons I enjoy school now."

Pupil

"I like working on all the different projects within school."

Pupil

"I love the group as I can work on my confidence with others in the group."

Pupil

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School Improvement through Collaboration

Scottish Learning Festival

The theme of the Scottish Learning Festival 2018 was Collaborating for Improvement with a particular focus on effective collaborations and strong STEM education, and training that inspires learners.

Pupils from Underbank Primary, Park View Primary, Lanark Grammar and Calderglen High were on hand to showcase their outstanding work to delegates in the Regional Improvement Collaborative Village.

The young people outlined the breadth of opportunities available to them to experience high-quality, work-related learning and develop their skills for work throughout, and beyond, their education.

Staff from the CQIS were also on the Local Authority Stand to speak to delegates about initiatives and work being carried out by the Authority.



Regional Improvement Collaborative

West Partnership Collaborative Learning Network

8 schools across South Lanarkshire are taking part in the new West Partnership Collaborative Learning Network over the next year. The West Partnership defines collaboration as *'working together to understand and improve pedagogy for agreed purposes, which leads to better outcomes, informed by evidence and critical self-reflection'*.

The West Partnership Collaborative Learning Network aims to bring practitioners together, informed by their experiences and knowledge of their schools and young people, to identify a small test of change that they can implement collaboratively. Practitioners involved will be supported through the process of implementing a small 'Test for Change Project' therefore enhancing their skills to use professional enquiry as a vehicle to improve outcomes for young people.



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The West Partnership will be able to use the Collaborative Learning Network to share effective interventions across the community. The work will be directed by the Robert Owen Centre and we are delighted to support our schools to take forward this exciting piece of work which will impact directly on one of South Lanarkshire Council's key objectives, 'Provide high quality experiences for all.'

Our Lead Officer for numeracy represents South Lanarkshire Council on the Making Maths Count West Partnership Mathematics Development Group. The purpose of the group is to gather and share effective practice across the eight local authorities of the Regional Improvement Collaborative (RIC) to help inform school, local, regional and national approaches and strategies. The work of this group was recently highlighted as an example of good practice of partnership working within the Regional Improvement Collaborative at the West Partnership Conference in March 2019.

South Lanarkshire presently leads two Regional Improvement Collaborative (RIC) groups; Curriculum Design and Curriculum Networks. The group comprises of representatives from each of the eight local authorities in the RIC (South Lanarkshire, North Lanarkshire, Inverclyde, East Dunbartonshire, West Dunbartonshire, Glasgow, East Renfrewshire and Renfrewshire).

The Curriculum Design group led two very successful workshops for secondary school leaders on Senior Phase Curriculum Design at the West Partnership RIC conferences on the 12th and 20th March. Feedback from attendees of this workshop is now informing how collaboration across the RIC will evolve in this area. Similar opportunities for primary school leaders and secondary subject specialists are planned for 2019/20.



Validated Self-Evaluation (VSE)

Validated Self-Evaluation (VSE) is a process which aims to support and challenge the work of our establishments to improve the quality of provision and outcomes for all learners. An important aspect of VSE is capturing good practice and disseminating this across our authority. This is key to building capacity within the system.

We continue to evaluate the impact of VSE visits on our establishments:

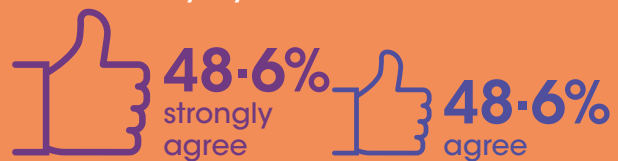
Almost all staff said that they felt listened to, supported and valued during VSE visits.



All staff said that there were opportunities for high quality professional dialogue during the visit.



Almost all staff said that the outcome of the VSE visit was communicated effectively by the team.



All establishments agreed that VSE supported the establishment to take forward the key area of focus.



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Self-improving Schools

In a self-improving school system, schools are empowered to develop their own solutions with the role of the local authority providing appropriate support, challenge and resources to facilitate sustainable, ongoing improvement. Education Resources recognise that collaborative working between establishments provides valuable opportunities for head teachers and other staff to share, reflect, support and learning from each other.

There are currently

125 establishments participating in
37 self-improving attainment family groups.

The programme has supported schools to look outwards, develop the role of the critical friend, enhance the value of school-to-school networking as levers of innovation and improvement.

Self-improving Attainment Family Groups

North and South Lanarkshire

Twelve South Lanarkshire Primary Schools have been working in self-improvement attainment family groups in partnership with North Lanarkshire Council Primary Schools over the last 18 months. Two out of the four family groups have benefitted from intense support from the Robert Owen Centre for Educational Research at Glasgow University (ROC). This included training on Collaborative Action Research methodology (CAR).

For the last 18 months St Mary's Primary School (Hamilton), Kirktonholme Primary School and Lanark Primary School have been part of the Self-Improving Schools Programme working in close partnership with three schools in North Lanarkshire Council.

Having established a relationship of trust and openness between Head Teachers to share their attainment data and practice, the staff have focused on numeracy. This work has involved opportunities for professional discussion around ensuring valid assessment and moderation of standards across the schools. P1, P4 and P7 class teachers have participated in sharing assessment evidence across the family group. The group have also discussed the results of their SNSA assessments and jointly considered next steps in learning.

Making use of 'How Good is OUR school? A resource to support learner participation in self-evaluation and school improvement' it was agreed that the children would focus on the theme 'Our Learning and Teaching'. When children from across the family group visited each school they considered three key challenge questions, engaged in a learning walk and shared their experiences with one another.

The key focus at Kirktonholme Primary School was the use of digital learning. A visit to St Mary's Primary School involved the children sharing approaches in the teaching and learning of literacy. This included the children sharing high level messages from their attainment data.

During a visit to Lanark Primary School the children were involved in reflecting on the use of the outdoor learning environment to enhance their learning. They also worked together to consider the learner participation mapping tool.

The children across all schools will now share their learning with other pupils and prioritise their suggested next steps for improvement.



Case Study

Tinto Primary School School Improvement



Tinto Primary’s Professional Learning Wall tracks their Improvement Journey over three years. It displays data, which tracks a specific pupil cohort and evidences their moderation activities. It illustrates any trends in attainment affected by gender, FSM and SIMD. The Learning Walls also evidence their self-evaluation activities using HGIOS⁴ and their next steps. Research that has been used to underpin their professional dialogue – it is also displayed.

Tinto also have a pupil and parent led Improvement Plan board which evidences pupil and parent evaluations throughout the year. For the pupils and parents there is a sense of ownership and partnership as they add to the I.P board their observations, feedback and evaluations. They understand the purpose of an Improvement Plan and can see the impact on learning. For the staff (teaching and support) the improvement journey displays reinforce the school’s ongoing learning and development at both macro and micro level.

The data displays are a visual tool to track the cohort. It prompts questions and informs planning, discussions and next steps.



The Learning Wall displaying the HGIOS three year rolling programme evidences not only the school’s evaluations but their next steps. These are revisited constantly and inform the maintenance agenda for the I.P.

The Career Long Professional Learning Wall is continually added to by all staff as they attend courses/training. Staff note the impact on teaching and learning. This is collated yearly and celebrates staff achievements as well as evidencing impact on attainment. The Wall celebrates the diversity of teaching experiences and range of qualifications held by the staff. This is motivational and gives a sense of pride.



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Assessment and Moderation

This year we have developed a moderation model at both local and RIC level which facilitates a shared understanding of standards across the authority. Professional learning focused on the integrated approach of planning learning, teaching and assessment. The model takes account of the design principles, the moderation cycle and ensures that evidence reflects planned learning intentions and success criteria to support pupil progress and teacher professional judgement.



21 primary schools took part in the local training. Results demonstrate that practitioner knowledge on the process of moderation has increased. 18 practitioners across South Lanarkshire Council took part in the West Partnership Moderation training and sharing practice session.

Moderation Group

DHTs from Duncanrig Secondary, St Andrew's and St Bride's High, Calderglen High and Strathaven Academy have established the East Kilbride and Strathaven BGE Moderation Collaborative to drive forward improvements in learning, teaching and assessment across their learning community. Professional learning and collaborative working are at the heart of this work and all staff in all schools have received training on assessment principles and moderation. All middle leaders have engaged in a professional learning programme to empower them to lead learning in their own departments and to work collaboratively with colleagues from other schools. They led a moderation event in May which involved all staff from the four schools. This allowed opportunities for staff to plan BGE courses collaboratively using the benchmarks, help develop a shared understanding of standards in the BGE and build confidence in their professional judgement of achievement of a level.

In terms of impact, subject networks are now well established and planning collaboratively. There have been improvements in the validity and reliability of assessments and shared success criteria has been developed for a number of curricular areas. All staff are engaging with the benchmarks and developing a shared understanding of standards. This model of excellent practice will be rolled out to secondary schools next session.

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Learning and Teaching

This year's Tapestry programme, Leading Learning: Improving Pedagogy for Equity, is a rigorous approach to career long professional learning that encourages and requires consideration of research, professional reading, professional dialogue and essentially, professional action to improve pedagogical practice through a teacher learning community approach. 36 primary and 8 secondary schools took part with 88 staff undertaking the role of a Tapestry Leader within their own schools.



Tapestry Leaders have taken part in 4 workshops and led follow up sessions in their own schools. Senior Managers have attended two information sessions and both groups have attended a Masterclass with Dylan William. Evaluations so far show that almost all practitioners rated the training as excellent or very good. Evidence from Link Officer visits to schools indicate that the programme is impacting on learning and teaching, through the consistent use of learning intentions, success criteria and learner feedback. In a recent West Partnership survey, the Tapestry Programme was highlighted as a strong example of collaborative learning and one that is positively influencing practice.

All schools involved will now take part in Year 2 of the programme and Tapestry Leaders will have the opportunity to apply for GTCs accreditation following the work they have undertaken.

Build leadership capacity within a strong framework of governance

In keeping with the National Improvement Framework, our drive to continually improve recognises the development of school leadership as integral to our progress in building an empowered and collaborative system.

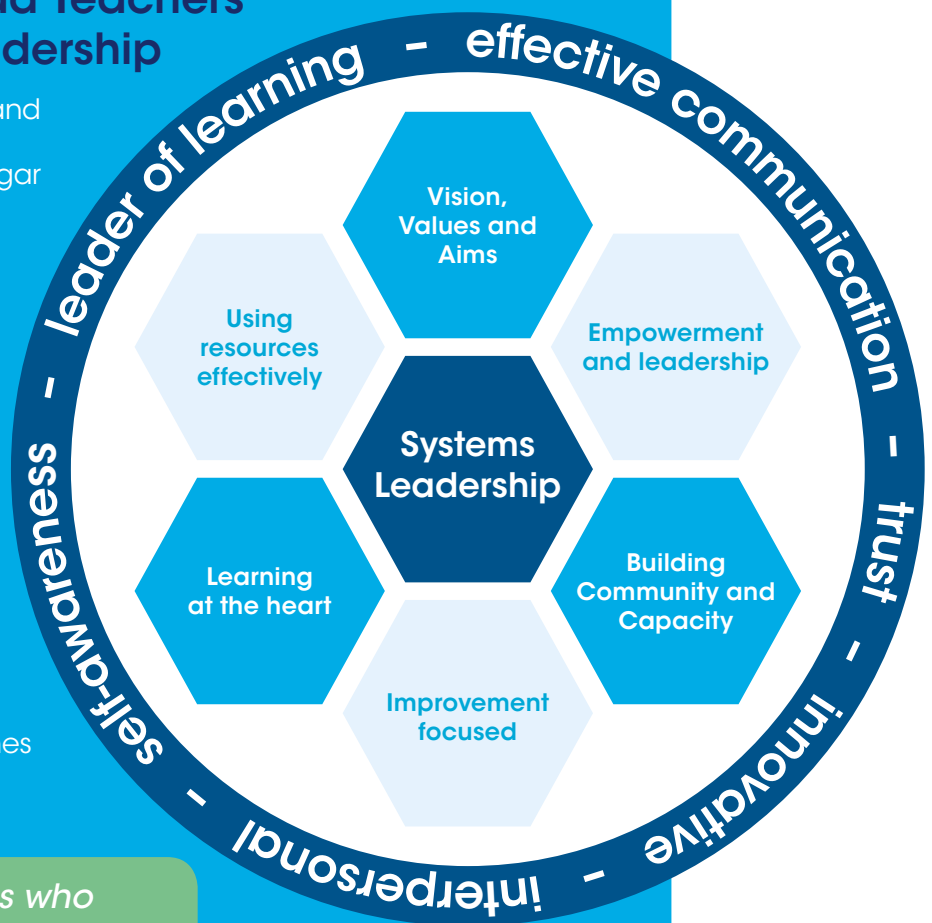
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Empowering our Head Teachers through Systems Leadership

To help develop an empowered and collaborative approach to school leadership and improvement, Biggar and St John Ogilvie Learning Communities have participated in a series of challenging 'futures thinking' workshops, working with The Staff College.

Our Head Teachers embraced this challenge and found the experience valuable and thought-provoking. They have extended their skills in working collaboratively and have co-created plans to build the capacity of leaders at all levels in their communities. As we move into the session ahead, they will work in partnership to bring their plans, hopes and wishes for our children into fruition.



...developing future citizens who have a desire and will to embrace challenge and change for the common good.

St John Ogilvie Learning Community

...developing a community that collectively nurtures our children and young people to foster life skills, enabling them to positively contribute locally and globally.

Biggar Learning Community

Leadership at All Levels

Our pursuit to continue to enhance leadership at all levels has continued throughout session 2018-2019 and we have seen increased interest and engagement in national programmes for teacher leadership, middle leadership and specialised headship programmes, linking in with quality provision from Education Scotland and our universities.

Leadership Academies

At local level, we have developed new Leadership Academies which, ably led by senior leaders in our schools, have enhanced the leadership capacity of 110 middle leaders across our authority from both the primary and secondary sectors, an increase on 35 participants from last session. Workshops in all localities have been very well received:

"Revisited my own values and priorities for what I believe constitutes a 'good school'. This will impact on my practice and the vision I share with my department."

"Great to collaborate with colleagues from across primary and secondary sectors."

"Found this very useful. Used information at my departmental meetings to empower my faculty."

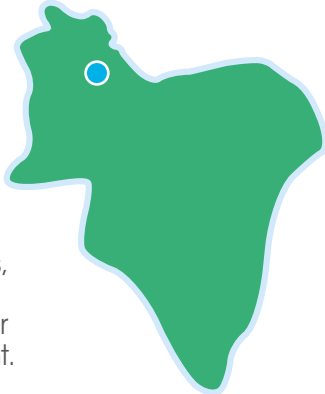
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Hamilton area:

Building Leadership Capacity

The Hamilton Leadership Academy 2018-2019 took place once a month in St John Ogilvie High School after school for two hours. Colleagues from across the authority came together to discuss, debate, listen and learn about leadership and our capacity for improvement.



The Scottish College of Educational Leadership course was delivered by two Head Teachers and from St John Ogilvie High School Hamilton Grammar. The twenty participants came from six different secondary schools. The sessions were well paced, active and practical.

The group worked through a number of workshops including Leadership and Learning, Valuing and Visioning in context, Communication and Decision-making, Motivating People and Building Teams, Managing Conflict, Planning for Improvement and most importantly Evaluating Impact for Learners.

Participants were challenged in their thinking and given the opportunity to discuss various scenarios with their colleagues. The feedback from the group suggested that this type of peer dialogue really enhanced the experience and provoked deep reflection on their current practice.



Hamilton Grammar:

Continuous Professional Learning

The Continuous Professional Learning Improvement Team focus on meeting the professional learning needs of all staff. In order to provide a rich variety of opportunities, the strategy takes account of professional review

and development, professional update, probationer and student mentoring, school self-evaluation and improvement planning. Staff engage in a wide range of professional learning activities such as targeted training sessions, learning rounds, a Tapestry Teaching and Learning Community and professional enquiry projects. All staff are increasingly involved in leading and driving change through Improvement Teams.

The school's commitment to professional learning has resulted in participation in the GTC national PRD survey and in the appointment of an Advocate for the GTC Excellence in Professional Learning Awards. Several staff have completed the SCEL Teacher Leadership Programme while six staff are currently working towards, or have completed their Master's Degree. Furthermore, six members of staff are participating in the SLC Leadership Academy.

External Inspections

Across South Lanarkshire, we had a total of **11 Primary School inspections**

over session 2018/19. Of these,

5 were standard inspections whilst **6 were "short model" inspections.**

The areas evaluated through inspection were:

- 1.2 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

Our total percentage of Quality Indicators evaluated good or better rose from

68.2%
over session
17/18

to

81.3%
over session
18/19



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Partnership Working

Confucius Hub, China Trip

In April 2019 12 of our 'Scottish Dragons' took part in a working trip/cultural experience to China. As part of their project the learners created a comic reflecting the life of a young person in Hamilton, South Lanarkshire. Their peers in Tianjin Nos 3 High School created a similar comic depicting the life of young people in Tianjin. The project afforded the young people learning and development opportunities in Digital Literacy, Committee Skills, Financial Literacy, story boarding, project planning and language all of which added to their transferable skills increasing their prospects for employment or accessing further/higher education.

During the visit there was a mixture of collaborative activities and participation in a variety of cultural activities planned by the school. During the 5 days of the visit the young people from Tianjin High School Nos 3 and their Scottish peers enjoyed sharing time and communicating with each other using their new language skills, both inside and outside the school environment. They took particular joy in discussing the cultural and educational differences of their two countries. The cultural, collaborative trip enabled the young people to explore and experience school life in Tianjin and broaden their knowledge of the City and the attractions and activities available to their Chinese Peers. They have also forged lasting friendships and an array of memories, which will last a life time. Both groups of young people also successfully completed their collaborative project creating their comic in English and Mandarin giving it the title "Adventures in Tianjin".



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Case Study

Robert Owen Memorial Primary School "STOMPS" inclusion project



Some children from Robert Owen Memorial Primary School (ROMPS) and Stanmore House School (SHS), an independent school for children with complex additional support needs got together this session to work in partnership. This group have named themselves "STOMPS" and have created their own unique logo, which nicely captures the vision and values of both schools. Through our STOMPS project the values of equity, equality, diversity and inclusion have been shared and developed.

Working across the two schools and local community venues, all stakeholders/partners have committed to ensuring that there are equitable approaches in removing potential barriers for a fully inclusive environment. This has allowed all children to fully participate in learning experiences in a number of community settings.

Over the past few months the children have worked together on a range of activities influenced by current art trends and cultural interests. Highlights have included:

- painting friendship stones and placing in local community
- "Banksy" style art
- digital music composition, influenced by Scottish artists
- performing at Lanark's Sing a Song for Christmas as the STOMPS Choir
- visits between both schools and community venues

Communication has played a vital part in working together with both schools learning new skills. For example, ROMPS children have been exposed to different types of opportunities to learn and have had opportunities to use Makaton.

Feedback from pupils, parents and the wider community has highlighted the impact the project has had. This included increased tolerance, respect, confidence, awareness of social justice, empathy and a drive for leading their own learning. Genuine friendships have been established.

"We might seem different, but actually, we're all the same." ROMPS Pupil

Case Study

Cathkin Community Nursery and Cathkin High School Partnership working



This initiative made excellent links with Cathkin High School and involves our children aged 3-5 working alongside a selected group of high school pupils to participate in healthy cooking within the Home Economics department. This programme successfully promoted warm, nurturing relationships between both sets of pupils, whilst supporting each other in preparing and cooking a range of healthy recipes. The children, from both the high school and the nursery grew greatly in confidence and self-esteem as the programme progressed, feeling valued, respected and included in purposeful lifelong learning.

Strengthen

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Case Study

Mossneuk Primary School The School Community: Developing Pupil Voice



Over the last few years Mossneuk Primary have developed the use of their Mossy Voice groups in the school, with each member of the school community being part of a group. This, along-with other initiatives have ensured that self-evaluation has become a purposeful, meaningful whole-school activity.

This session they began by using "How Good Is **OUR** School?" as a tool for improvement. Starting the year with a whole school assembly based on the five themes, all pupils got the opportunity to vote for OUR annual focus. Theme 2, "Our Learning and Teaching" came out on top, linking perfectly with other developments in our School Improvement Plan.

Once this theme was in place, each Mossy Voice group met once a month to take forward discussions, debates and sharing of ideas. These sessions involved pupils in mixed stage groups (P1 – P7) meeting for an hour at a time. Our Primary 7 pupils became leaders and facilitators, supporting the whole group to participate in the focused discussion.

Throughout the year, the groups undertook great evaluative work including;

- discussions around "What Makes a Good Lesson"
- traffic lighting statements of highly effective practice, which elicited "behaviour" and "making choices about our learning" being highlighted as areas for improvement for next session
- creation of their first Parent and Pupil Friendly SIP
- evaluating how they can take our Rights Respecting School work forward
- pupil interim evaluations of their Improvement Plan
- discussions to inform development of their Curriculum Rationale under the four contexts of learning

Case Study

Calderglen High School Case Study: Learner Participation



Young people, led by Victory Ekpekurede, MSYP, East Kilbride, are helping to shape future curricular developments and contribute to discussions that solicit their views, opinions and expectations for education. This was an empowering experience, making pupils stakeholders in their own learning.

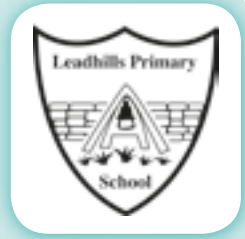
As a result, pupil empowerment has been significantly increased, as has the our ethos of pupil led partnership working. All pupils are highly motivated as a result of the direct involvement and leadership responsibility they are given. Current LP Champions will provide training to our new S1 Champions.

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Case Study

Leadhills Primary School Widening opportunities in the rural setting through effective partnerships



The school applied for and secured a £21,000 SSE grant for a two year project, which focused on improving opportunities for the whole community and offered payment and employment opportunities.

Pupils wanted a wide variety of extracurricular opportunities, including art, sports, animation/coding, getting outdoors more to name but a few. Those who could deliver these opportunities from within the locale were secured and blocks of activities offered to all pupils over the course of a session. For example, parents (level 3 trained) led a 6 week block of Forest School activities for all pupils, and local storytellers were involved in Scottish Book Week celebrations.

There has been improved links between the wider community and school through this project. This is evident in the increased number of parent and volunteers from the wider community who are supporting the young people.

The uptake of extracurricular opportunities has increased, with 100% of pupils participating or accessing after school clubs throughout the term. Due to this improvement the school achieved their Sport Scotland Gold award status in December 2018.

There has been an increase in the number of parents/volunteers who have successfully managed to get back into employment as a result of their involvement with this project – directly or indirectly. Skills and confidence gained has resulted in 5 people securing work.



Amazing! For a wee school you continually punch above your weight!

Grandparent



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Partnership with Parents and Carers

Engagement with parents/carers is something that we value highly and our Parents as Partners Focus Group met the Executive Director on six occasions last year to consider and discuss matters of interest in respect of parental involvement in education. The group have also been very active throughout the year and have helped to prepare a Parent Council guide, contributed to the revision of the Parental Involvement Strategy and been active in supporting the excellent work being undertaken by the 140 Parent Councils/Groups we have across our schools.



Parent Focus Group

Our Parents Focus group have been taking forward their ideas on publishing a guide for 'Parent Councils'.

Parents told us that they wished further guidance on the role and responsibilities of a Parent Council. The parents group were empowered to develop the guide and this is captured in the phrase 'produced by parents for parents'.

A working group has been reviewing our Parental Involvement Strategy in light of current legislation on parental engagement and the focus on family learning.

In such a diverse service as Education, the establishment of an overall approach to parental involvement and engagement is essential in ensuring consistency of practice and coherence across the service.

In addition, the development of good communications, consultation and engagement is described in documents such as, How Good is our School?, How Good is our Community Learning?, How Good is our Early Learning and Childcare as well as the commitment in the National Improvement Framework where the emphasis is.

Education Resources is committed to providing the highest quality of services for children, parents, other adults and local communities. Our new strategy, supported by case studies, appears now in Glow and includes a film of a parent who talks about her experiences.

Incredible Years Parenting programme

The Incredible Years (IY) Programme aims to: promote positive parenting, improve parent-child relationships, increase the use of positive strategies, help parents to identify social learning theory principles for managing behaviour and improve home-school relationships.

The programme is aimed at parents of children aged 3 to 6 years. Eleven groups met over 14 weeks for 2.5 hours across the four localities of South Lanarkshire. The group sessions were delivered by two skilled multi-agency practitioners.

Over 2018-19, 80 families enrolled in the programme. Of the 36 families completing the group 32 of them started with a score in the high risk range at the beginning of the group.

17 out of these 32 families (53%) moved out of the high risk range by the end of the group.

©The **Incredible Years**® 



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Case Study

Netherburn Primary School Parents as Partners



Outline:

An audit took place consisting of: questionnaires (parents and pupil), Chit Chat groups, learning conversations (pupils) and parental meetings (parents). Results show that although pupils enjoyed having parental involvement opportunities, such as school shows, assemblies, Nativity etc. they wanted their parents to be more involved in the real-life school day, shifting to an increase in parental engagement. Parents concurred with this response, saying that they would benefit from further opportunities to support them and their child's learning.

Following this, a Parental Engagement and Family Learning calendar was generated for the academic session. The following programme and opportunities were agreed through consultation with pupils, staff and parents:

- Staying Strong – a parent-learning group which supports parents with loss, change and bereavement
- Supporting Your Child's Learning sessions – each class hosted 3 one-hour sessions for parents to work alongside their children on literacy and numeracy
- Bring Your Parent to School mornings – throughout the session, 4 BYPS mornings were planned with each one having a specific curricular focus
- Netherburn Natter – a monthly meeting with nursery parents to give them the opportunity to share ideas, thoughts and opinions in a welcoming and friendly group setting
- Tea with the Teacher – an updated name for the curriculum evening which discussed the key aspects of the School Improvement Plan, new initiatives, programmes and resources used to support learning and parental support for literacy, numeracy and H&WB and an opportunity to meet their child's teacher

- ICT Lending Library – this initiative offers parents and pupils the chance to borrow ICT equipment for 3 weeks at a time to support pupil learning and parental life-long learning opportunities.

Parental engagement has been tracked over the last 2 years through parental attendance records, which showed an increase in parental engagement of 11.5% from 2017-18 to 2018-19.



Great to see how things are explained so I can use the same language at home.

P4 parent



I now understand how he learns at school so I can carry this on at home with him instead of confusing him with my way of learning.

P2 parent



strengthen

Strengthen

Case Study

St Cuthbert's Primary School Inter-generational Working



St Cuthbert's Primary School and Nursery have implemented inter-generational working, benefitting both children and the wider community. The upper nurturing group attend a local dementia café 'Memories Tearoom' monthly, doing arts and crafts activities with the visitors and their carers and spending time dancing and socialising with them. Other groups of children, e.g. choir and dancers have also entertained visitors to the café at special events. Pupils were also involved in planting flowers and bedding plants in specially made planters made for the café to make the entrance area look more attractive. Pupil attendance at the café was featured on a news report on BBC Scotland.

Pupils also chose to raise money for 'Memories Tearoom' and organised an Easter Raffle which raised £125 for the café. Through the work at 'Memories Tearoom', the Depute Head Teacher made links with Alzheimer Scotland and P5-7 received an input and became 'Dementia Friends'. Pupils across the whole school chose Alzheimer Scotland as one of the Lenten charities they wished to support, raising £1000 through a variety of fundraising activities.

The full time nursery children also attend Aberglen Care Home weekly to interact with the residents and do structured activities with them. The next step is to invite care home residents to the nursery.

There have been positive outcomes for school and nursery children and the community. School and nursery staff have noticed improved listening and talking skills, increased confidence in working with others and dealing with unfamiliar situations, and increased empathy and understanding. Visitors to the dementia café and residents and staff of Aberglen care home commented very positively on pupil involvement and the impact on the elderly people in the community.

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Case Study

Crawforddyke Primary School
Partnership Working

Through their work on improving health and wellbeing, and a focus on developing confidence, resilience and a growth mindset for all learners, Crawforddyke Primary School has developed effective and long-lasting partnerships that will continue to have a positive impact on learners for some time.

Just a few of these examples include:

➤ **Whitewater Publishing** supported the school and nursery to write their own book about Mossy the Mindset Monster. The key messages in the book were based on 'mindset mantras' which have been embedded across the school. Learners can talk about the 'power of yet' and are demonstrating an increased perseverance in their learning, with over 80% agreeing they feel more confident to make mistakes as part of their learning. Parents/Carers are also recognising the impact of growth mindset, with 87% agreeing their child is becoming more confident about mistakes, seeing them as opportunities to learn

- **Skill Force UK** works with the current P6 pupils, focusing on achieving the Prince William Award. Pupils are developing skills in teamwork, confidence and resilience. Comments such as "this is the best thing I have ever done" are heard on a weekly basis. There has been a significant improvement in behaviour and social relationships across the year group
- **Clyde and Avon Valley Landscape Partnership** have delivered 2 Forest School Programs, developing skills in problem-solving, resilience and self-esteem. In addition, further partnerships have been developed with Equitots, Dobbies Garden Centre, Lanarkshire Beekeepers Association and Forest Friends. Three members of staff will be Forest Schools trained, so that all children will benefit from outdoor learning across the school and nursery
- **Youth Learning Services** have delivered workshops in Managing Behaviour and Sleep Therapy, along with a Parent + Pupil S1 workshop which was attended by almost all P7 pupils and their parents



Strengthen

Strengthen

Case Study

Carlisle High School Family Club

Carlisle High School



Aims:

- to consolidate and strengthen the curricular learning of pupils
- to positively enhance parents' perceptions of education
- parents will have greater capacity to be involved in their child's learning

Support/Interventions:

The school wanted to enable parents to become more engaged in their child's learning through the development of a Family Club. The club ran across four sessions on Friday afternoons. In the first half of the session, pupils and parents attended Home Economics where they made and ate lunch together. Participants were guided through simple, healthy and inexpensive recipes which could be replicated at home. In the second half of the session, families visited a different department in the school and participated in a typical lesson where pupils and parents were equal partners in the learning. Across the past two years, the project has involved P7, S1 and S2 pupils and families.



For the young people involved, the club has provided valuable additional learning experiences. Through the consolidation of subject based skills in each session, pupils have gained a stronger grasp of the curriculum. The club also has also met many Social Wellbeing outcomes. Pupils who otherwise struggle to engage in daily school life have been notably enthusiastic to demonstrate their knowledge in this setting – to show what they have learned to their parents and to involve them in each session. They developed their communication skills as they coached their parents through tasks. The club provided a valuable experience for parents too. Through full and active participation in each session, parents have gained more positive perceptions of school, and a greater capacity to support their child.

Project Leader



Listening to the views of young people and their families was a valuable aspect of the school's evaluation process. 100% of parents agreed it gave them a better understanding of what learning involves at secondary school and 85% of parents stated they will get more involved in learning at home.

"My mum said she really enjoyed the family club and we now spend more time together at home and do stuff together."

"I really enjoyed this. I can talk to my son about high school better now as I have a real view of the class, and how it works. This has really helped his anxiety."

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Lanimers Day 2019

Every June the town of Lanark in Scotland holds its Lanimer celebrations. The Lanimer Celebrations are based on King David I (r. 1124 - 1153) granting Lanark the status of Royal Burgh during his reign. A condition of the charter stated that the merchants of the town must inspect their March or boundary stones each year. Lanark claims to have carried out this duty every year since then, and the Land Marches became transformed over time into the annual Lanimer celebrations.

The festivities reach a high point on the Thursday of Lanimer week, when the town's school children parade in fancy dress with decorated lorries, pipe bands, and a Lanimer Queen and her Court, who have been elected from local schools. The Lanimer Queen and the majority of the Lanimer Court were chosen from St Mary's Primary School this year.

This year St Mary's Primary entered with A Royale Masquerade and were awarded 2nd prize for non-motorised large pageant.

Robert Owen Memorial Primary School entered with Silver Dell and were placed 3rd in the non-motorised large pageant category.

Lanark Primary School's Primary weather report entry received a first place award and the Vancouver Shield overall school winner.

New Lanark Primary School entered with Absolutely Awesome and were placed 1st in the small motorised pageant.

As well as primary school entries, Lanark Grammar entered musical bands.

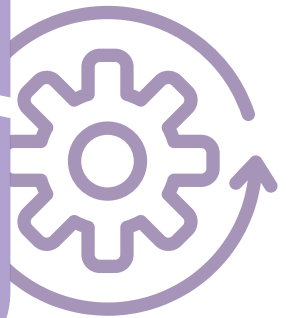
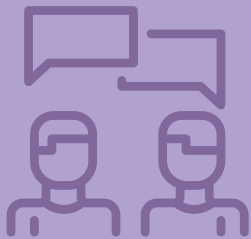
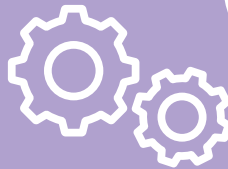
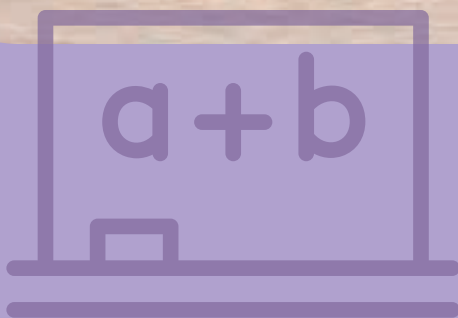
A great day was had by all!



Strengthen

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Inspire
Transform
Strengthen



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Share, Learn, Collaborate

It's Show time! #sharelearncollaborate

On 19 and 20 March, SLC had their first #Its SLC Share, Learn, Collaborate Showcase. The theme for the event was "Excellence and Equity", with a particular focus on sharing good practice in strategies, which help close the poverty-related attainment gap.



22
primary schools



9
secondary schools



4
early years establishments



4
partner-agencies

Showcased their "best of the best" practice

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Share, Learn, Collaborate

The event was open to all practitioners.

Over **270** colleagues attended across the two days including:

West Partnership Colleagues, Elected Members, Scottish Government Colleagues, Head Teachers, Class Teachers, etc.

Feedback from the event was very positive:

"A fantastic event. Great to speak to colleagues and learn about the huge variety of exciting initiatives in place across SLC, which raise the attainment and achievement of our pupils."

Head Teacher

"Every participant I spoke to said it had been very worthwhile to speak with other practitioners. Great to see young people at the event; presenting confidently about their school."

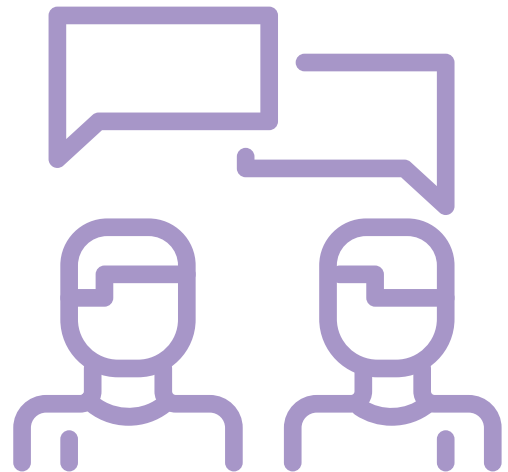
Elected Member

"I have been inspired by many services, particularly Nurture and how nurseries are implementing outdoor learning."

Teacher

"Will now review and discuss ideas shared today within our own school/nursery, especially coming from a different authority."

West Partnership Colleague



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Celebrating Achievements

Scottish Education Awards 2019 - Nominations

Blackwood Primary
School – Raising
attainment in literacy



COSLA Awards - Nominations

Aspire – supporting young people to achieve
positive destinations

Gypsy Travellers – Education Scotland have
recognised the excellent work of Larkhall
Academy and its community in supporting
gypsy traveller families and have now
featured this as a case
study which they have
made available via the
learning hub.



Music Awards

2019 Scottish Concert Band Festival Finals



Yet another impressive haul of shining awards
was amassed by around 200 young concert
band musicians and their musical mentors
at this national event. The Platinum Award
presented to the South Lanarkshire
Orchestral Society (SLOS) Senior Concert Band
was one of only two awarded to youth music
populated bands during the finals.



Achieving School Band Class Final

- **Calderglen High School Senior Concert Band** – Gold Plus Award
- **Duncanrig Secondary School Concert Band** – Gold Award
- **Larkhall Academy Concert Band** – Silver Plus Award

Advanced Youth Band Class Final

SLOS Senior Concert Band – a second
consecutive Platinum Award. The Clyde Wind
Ensemble (East Kilbride) achieved a stunning
Platinum Award in the Community Band
Class Final.

South Lanarkshire Orchestral Society Spring Showcase

300 young people performed in the concert
band and string orchestra community
musical concert on 25 March 2019. The event
was a true celebration of an effective and
developing community musical partnership.

Rotary Young Musician of the Year 2019

Ben Finlayson, Strathaven Academy S4 pupil
and saxophonist, was recently crowned
'Rotary International Region 1: Scotland and
N.E. England Young Instrumentalist of the
Year' (expertly accompanied on piano by
Mrs Heather Blades).

Glasgow Music Festival 2019

Congratulations to all SLC musicians who participated in the 2019 Festival. As in previous years, glowing adjudications were received. Special mention to Hamilton Grammar School's Vocal Ensemble and Lesmahagow High School's Brass Ensemble who performed exceptionally well and received certificates of excellence for their performances.

By Royal Command

A group of young strings performers, and their teachers, from Bothwell Primary School, Muiredge Primary School and Uddingston Grammar provided the musical entertainment for HRH The Princess Royal during her visit to Bothwell Parish Church.

Police Scotland Excellence Awards

Brenda McLachlan, Head Teacher of Stonelaw High, Rutherglen has been nominated to receive a Lanarkshire Division Excellence Award.

Rutherglen High (Sustainability)

Pupils from the school are participating in the John Muir Environmental Award and were commended for their participation in the 'Big Garden Birdwatch' survey which features on BBC TV.

Bridgeton Burns Competition

A number of children from schools in the Cambuslang/Rutherglen area received awards at the prestigious Bridgeton Burns Competition. Cairns Primary won the overall best school award (for the third time).



Duke of Edinburgh's Award Scheme

Available to all aged between 14 and 25, the DofE encourages the development of key life and employability skills, such as confidence, commitment and team working through participation at three progressive levels which, when successfully completed lead to a Bronze, Silver or Gold Award.

DofE participants design their own programme and select activities that are tailored to suit their personal circumstances and choices. The flexible and personalised nature of the DofE means that young people who might not otherwise gain qualifications or awards can achieve their DofE. The skills learned and experience gained can significantly help them to achieve a positive destination.

Young people taking part in the award gain invaluable life skills which help to set them up for a positive future. The programme develops skills, confidence and a view of life that potential employers, colleges and universities are looking for. A recent study conducted by the United Learning Trust involving major employers rated The Duke of Edinburgh's Award as the number one activity undertaken as an extra-curricular activity.

With the restructuring and realigning of the Youth, Family and Community Learning Service the DofE formed part of its responsibilities across the Service. The Service explored links between DofE, the STEM agenda, Community Based Adult Learning through the Discovery Award, and also the wider outdoor learning agenda.

In recognition of this wider agenda and learning opportunities for young people, adults and communities, support for the delivery of the Award has been considered through a broad approach to offer opportunities across a range of ages, promoting volunteering to support the longevity and impact of participation in the Award. The range includes:

- Duke of Edinburgh's Awards levels - Bronze, Silver and Gold
- STEM learning opportunities
- Volunteering
- Discovery Award - adult learning
- John Muir Award
- Forest Schools

Duke of Edinburgh's Awards 2019

Over 300 young people from schools across South Lanarkshire received their Duke of Edinburgh's award at a ceremony on 16 April 2019, in recognition of their personal achievements.



Road Safety Calendar 2019

Annessa Mohammed from Lesmahagow High School won the SLC Road Safety Calendar competition for her excellent artwork.



23 South Lanarkshire Schools now have their Sports Scotland Gold School Sport Awards.



The following schools achieved this award this session:

- > Biggar High School
- > Biggar Primary School
- > Blackwood Primary School
- > Craigbank Primary School
- > Duncanrig Secondary School
- > Hareleeshill Primary School
- > Holy Cross High School
- > Kirklandpark Primary School
- > Lanark Primary School
- > Law Primary School
- > Leadhills Primary School
- > Netherburn Primary School
- > Newfield Primary School
- > Our Lady and St Anne's Primary School
- > Robert Owen Memorial Primary School
- > Stonehouse Primary School
- > St Bride's RC Primary School (Bothwell)
- > St Kenneth's Primary School
- > St Mark's Primary School (Rutherglen)
- > St Mary's Primary School (Hamilton)
- > Strathaven Academy
- > Townhill Primary School
- > Underbank Primary School

South Lanarkshire Leisure and Culture Sports Awards

At the South Lanarkshire Leisure and Culture Sports Awards 4 primary schools were recognised for their excellent work in engaging children, young people and families in sports.

Well done to all the finalists, namely, Burgh Primary, Crosshouse Primary, Robert Owen Memorial Primary and the winners Newfield Primary School.

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Pupil Awards Ceremony

300 young people from throughout South Lanarkshire attended the Education Awards Ceremonies on 9 June 2019. The events, which are sponsored by RM Education, celebrate the achievements of children and young people from nurseries and schools.

The recognition of a young person's success plays a major part in helping to boost their self-esteem and confidence. At the ceremony young people are presented with a certificate of achievement. The commitment of children and young people in making a difference to others through their participation in a wide variety of citizenship and neighbourhood related projects was also given recognition.





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