



Literacy levels increased by **5%** since 2015-16

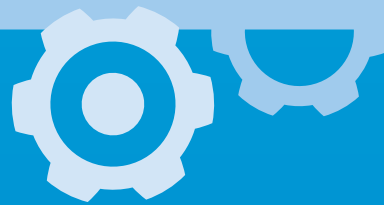


# Standards and Quality Report 2017-18



**95%**  
attendance rate

Primary



Progression to Higher Education increased by

**8.4%** since 2012/13

Secondary



SOUTH LANARKSHIRE COUNCIL

Education Resources

inspire | transform | strengthen





**Tony McDaid**

Executive Director, Education Resources



**Councillor Katy Loudon**

Chair of Education Resources Committee

**Welcome to our Standards and Quality Report for 2017-18. We hope you enjoy reading this report which provides us with an opportunity to share the progress we are making in delivering high quality educational outcomes for all learners.**

South Lanarkshire Council continues to prioritise education as a key service. We want our children and young people to receive the best education possible and for everyone to achieve their potential. Our purpose is to raise achievement and attainment, inspire learners, transform learning and work in partnership to strengthen our communities.

In taking forward the Council's vision to 'improve the quality of life for everyone', Education Resources supports a wide range of learning opportunities for children, young people, adults and families where the focus is on their health and wellbeing and developing their skills in a culture where inclusion and equality are at the heart of what we do.

In South Lanarkshire we have a highly dedicated workforce who demonstrate dedication and commitment to support our learners on a daily basis. Through Curriculum for Excellence our schools and services are improving the experiences for all learners. We also have in place strong self-evaluation practices to ensure further improvement across our schools, services and learning communities. Our strong commitment to working collaboratively and raising the bar is empowering staff to be leaders of learning, change and improvement.

The significant investment made in modernising all of our buildings has helped to ensure our schools and other places of learning are inspirational.

In our report you will find some examples on how we achieve this using case studies and performance information which showcase some of our key achievements. This includes the success of young people in national examinations and their achievements in vocational and community programmes. The number of young people moving into positive destinations is also something which is highlighted, as well as the impact of our programmes which support health and wellbeing, inclusion and our partnership with parents.

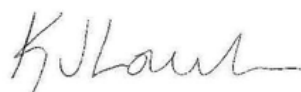
We highlight a range of improvements around the equity agenda and present an insight into a wide range of activities which are resulting in better outcomes for children, young people and families, including those disadvantaged by poverty.

Our Standards and Quality Report has provided an opportunity to reflect on how we are continuing to deliver national and local outcomes. It reflects the ever changing landscape of education and the requirements for reporting on how we are taking forward the drivers in the National Improvement Framework for Education, including empowering our Head Teachers. We use the latest available and verified data for reporting purposes which in some instances is data from the academic year 2016-17.

Our Standards and Quality Report is a tribute to the dedication and commitment of our staff who have once again shown their ability to adapt to change and to deliver education of the highest quality that positively impacts on the lives and aspirations of all learners in South Lanarkshire.



**Tony McDaid**  
Executive Director, Education Resources



**Councillor Katy Loudon**  
Chair of Education Resources Committee

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# Section 1

About our service/who we are...  
facts, figures etc.

South Lanarkshire Council has invested significantly in its school buildings through a modernisation programme which is believed to be the largest and most progressive in the UK. The agenda now is to provide high quality education which will inspire learners, transform learning and strengthen communities.

## Schools

Education Resources is responsible for **124 primary schools, 17 secondary schools and 7 additional support needs schools.**

These are grouped into 17 learning communities across the four main areas of South Lanarkshire:

- Cambuslang and Rutherglen
- Clydesdale (Biggar, Carluke, Lanark and Lesmahagow)
- East Kilbride
- Hamilton

The objectives and priorities set out in the National Improvement Framework and the Education Resources Plan also feature in school improvement plans.

A key priority for schools and establishments is the delivery of the curriculum, raising standards in literacy and numeracy and in closing the poverty related attainment gap.



**148 schools**  
**17 learning communities**





# 49,000

attend primary, secondary  
and support needs schools



Over the last few years our Schools Modernisation Programme has delivered 17 brand new secondary schools and refurbished two others.

South Lanarkshire Council is among the biggest UK-wide education Public Private Partnerships (PPP), with a total capital value of £318 million invested in its Secondary School Estate.

Our £866 million investment in building new primary schools is on track for completion in 2018-19. To date, 122 new primary schools have been built, creating vibrant, modern and stimulating learning environments.



The aim of the schools modernisation programme is simple:  
– to create high quality additional support needs and primary and secondary age provision in South Lanarkshire – fit for the 21st century.

## **Our Education Management Team**

Education Resources is led by our Executive Director, Tony McDaid. Tony took up post in January 2017 and is a former secondary Head Teacher within the Council. He is supported by four heads of education, each with a different strategic remit and a geographical area of responsibility.

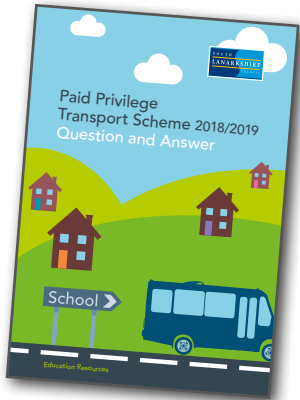
Education Resources encompasses many different services and workstreams, including Inclusion, Early Years, the Curriculum and Quality Improvement Service (CQIS), Youth, Family and Community Learning Service (YFCL), Educational Psychology Service (EPS), Operations Service, Schools Estate and Support Services.

### Supporting our schools

Our Support Services teams provide a range of professional services and advice to headteachers, managers, schools and Learning Communities.

These include:

- The recruitment, management and deployment of around 1200 employees, including school support assistants, technicians and librarians
- School enrolment, placing requests and school transport
- Property management and new build transition
- Health and safety, risk management and security
- Early Years administration
- Corporate Training





# Education Resources organisational structure



**Tony McDaid**  
Executive Director  
@SLCDirectorofEd



**Anne Donaldson**  
Head of Education:  
Inclusion  
(Area: Cambuslang and Rutherglen)  
@HeadofEdCamglen



**Carole McKenzie**  
Head of Education:  
Broad General Education  
(Area: Clydesdale)  
@EducationHead



**Stewart Nicolson**  
Head of Education:  
Senior Phase  
(Area: Hamilton)  
@HeadEdHamilton



**Lynn Sherry**  
Head of Education:  
Support Services and School Estate  
(Area: East Kilbride)  
@SLCHeadofEdEK



**Des Dickson**  
Operations Manager  
@SLCEdOpsManager

## Our Education Resource Plan

In our Education Resource Plan we have set out how we are taking forward the Council's vision to 'improve the quality of life for everyone'

We have set out what it is we wish to achieve;



### 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

[www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)



#itsSLC

The views of staff, parents and other stakeholders have helped to shape and influence our purpose and strategic priorities shown on page 10 for the coming year.

Our strong commitment to working collaboratively and to raising the bar is empowering staff to be leaders of learning, change and improvement. We are also delivering on the priorities which are included in the National Improvement Framework, with which our school and service plans are closely aligned.

## National priorities

The National Improvement Framework is designed to help us deliver the twin aims of **excellence and equity**; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. The national priorities for 2017-18 remained as:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**In this report we aim to answer the following three questions from the key self-evaluation document "How Good is our School" (HGIOS)**

- "How good are we at ensuring the best possible outcomes for our learners?"
- "How good is the quality of the care and education we offer?"
- "How good is our leadership and approach to improvement?"

**We will also look to the future by considering the question:**

- What are we going to do now?

To do this, we make reference to how our own local priorities link and complement the national education agenda.



“How good are we at ensuring the best possible outcomes for our learners?”



### Inspection evidence

#### SLC objective: Use evidence to effect improvement

One way of assessing how we are providing the best possible outcomes for our learners is through school inspections. Schools are subject to external inspection with the purpose of providing assurance to the public about the quality of education we offer. Inspection teams from Education Scotland perform this role and reports are published following every inspection. From August 2017-June 2018, there were 12 inspections of Primary schools and 1 Secondary school inspection.

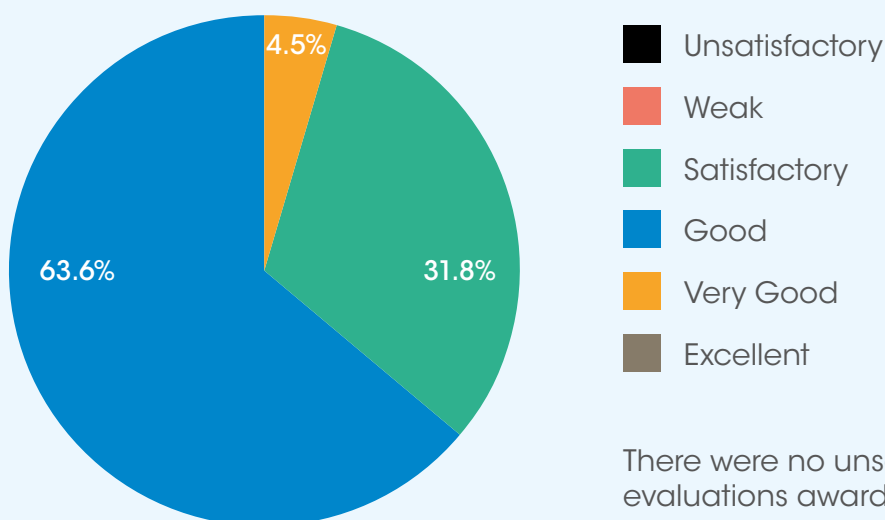
Inspectors use a number of Quality Indicators (QI's) to evaluate the quality of education. From August 2016 inspectors have been using the quality indicators (QIs) outlined in **How good is our school (4)? (HGIOS4?)**. In inspections of nursery classes and early learning and childcare centres, the equivalent QIs from **How good is our early learning and childcare? (HGIOELC?)** have been used.

In 2017-18, all QI grades for published school inspections received “positive” outcomes, which means that there was no requirement for follow-up inspection activity as an outcome. In addition, inspectors were confident in the ability of each school or establishment to further improve.

We also carefully monitor the outcomes of Early Years inspections including those of our partner provider nurseries.

There were a **total of 44 QI grades** for schools over **12 inspections**, with results as follows:

#### SLC School analysis of all quality indicators inspected 2017-18



There were no unsatisfactory or weak evaluations awarded during this period.

In addition, South Lanarkshire Council performed strongly against other similar local authorities for the amount of Quality Indicators that were graded “good” or better.

Some of the **key strengths** noted from some of our school inspections published during 2017-18

**Auchengray Primary School**

"Polite friendly well-behaved children who are proud of their school and motivated to learn."

**Auldhouse Primary School**

"The nurturing and inclusive learning environment where all staff work together very effectively with parents and partners to enhance learning experiences."

**Biggar High School**

"The increasing range of learning pathways from S4 to S6 which are meeting the different needs and aspirations of young people well. Almost all go on to a positive destination such as college, higher education or employment on leaving school."

**Bothwell Primary School**

"Strong partnerships with parents and across the school community which enrich and support children's learning."

**Braehead Primary School**

"(Staff) use a range of well-judged strategies to support the good progress children are making in literacy and numeracy."

**Glengowan Primary School**

"Confident, well-motivated and engaged children who collaborate well together to achieve tasks."

**Sandford Primary School**

"Friendly and motivated children who are proud of their school and eager to contribute to improvement."

**St Charles' Primary School**

"Strong, well-organised support for children with additional support needs which is leading to improved outcomes for learners."

**Braidwood Primary School**

"Articulate, capable, confident children who are motivated and engaged in their learning."

**St Vincent's Primary School**

"The wide range of motivating and engaging contexts for learning."

**Kear Campus**

"Positive relationships with staff help a number of children and young people to successfully re-engage with their learning."

**Park View Primary School**

"Children benefit from the opportunities to participate in leadership, and improvement activities in their school."

## Inspection of our Community Learning and Development Service (CLD)

During the year Inspectors undertook a review of our CLD service (now Youth, Family and Community Learning Service - YFCL). It was awarded the following grades:

Improvements in performance	→	very good
Impact on the local community	→	very good
Delivering the learning offer with learners	→	very good
Leadership and direction	→	very good



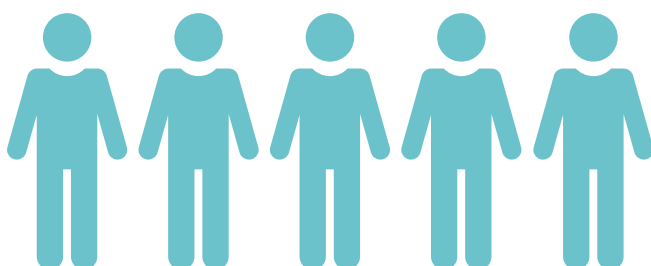
The inspection found the following **key strengths**.

- Work with young people that is improving the learning offer across South Lanarkshire.
- Effective targeting and inclusion of people facing additional barriers.
- Learners accessing clear progression pathways.
- Stakeholders with a positive approach to learning.
- Creative and ambitious community and third sector organisations.

“

*CLD staff take responsibility for key areas of work resulting in a clear CLD offer across South Lanarkshire. There is a strong commitment to ensuring that the voice of young people is heard and valued, for example, through the recent launch of The Year of Young People (YOYP). Reducing inequality and tackling poverty is at the heart of the Council's agenda for improvement. CLD play a crucial role in terms of tackling social isolation and in addressing mental health issues.*

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# Attainment

## SLC objectives:

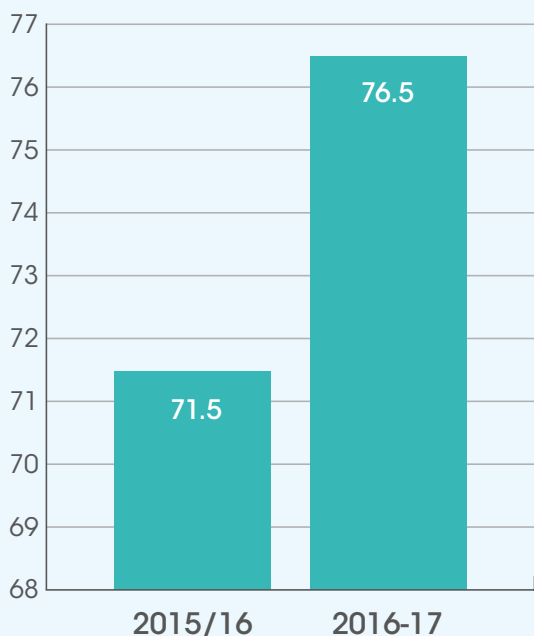
- Raise standards in literacy, numeracy and close the poverty-related attainment gap
- Support children and young people to develop their skills for learning, life and work
- Use evidence to effect improvement

## National priorities:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Children and young people throughout their Broad General Education (P1-S3) are assessed regularly to ensure they are making expected progress. Each year, teachers at P1, P4, P7 and S3 stages report on the "Curriculum for Excellence" levels that have been achieved by their pupils. These teacher judgements are based on a range of evidence and are moderated within and between schools. The graphs below show the progress our children are making, year on year, towards achieving their expected levels.

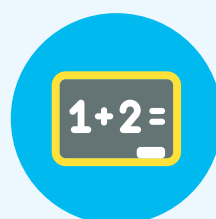
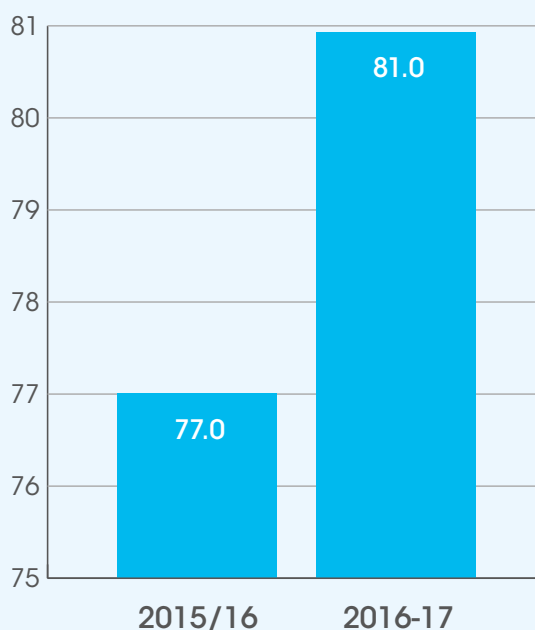
### % Achieved CfE Literacy levels



#### Literacy levels

Early indications for 2017-18 suggest that there has been a further rise in levels of attainment in literacy.

### % Achieved CfE Numeracy levels



#### Numeracy levels

Early indications for 2017-18 suggest that there has been a further rise in levels of attainment in numeracy.

## Senior phase

As our learners move beyond S3 they progress from experiencing a Broad General Education to a Senior Phase which includes sitting externally verified SQA examinations. The Scottish Government provides a tool for secondary schools to use which allows their results to be compared with schools who are made up of similar children. These are known as **"virtual comparator"** schools.



(Based on session 2016-17.)

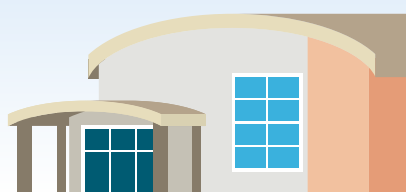
## Attendance and exclusions

We want all our learners to be present, engaged and participating fully in school life. All schools promote positive behaviour and encourage good attendance and timekeeping.



reduction in secondary school exclusions since 2012

### Primary schools



**95%** attendance rate which is in line with National figures

#### % Attendance - Primary

Year	National	South Lanarkshire Council
2016/17	95%	95%
2014/15	95%	95%
2012/13	95%	95%

#### % Attendance - Secondary

Year	National	South Lanarkshire Council
2016/17	91%	91%
2014/15	92%	92%
2012/13	92%	92%

- National
- South Lanarkshire Council

Our most recent analysis of attendance for secondary schools (2016-17 data) shows that SLC has a 91% attendance rate which is line with National figures.

## School leaver destinations

One of our key successes this year has been securing positive destinations for our school leavers which is a key indicator of a successful school education.

A total of 3367 young people left school in South Lanarkshire in 2016-2017. Our aim is for all young people to secure work, employment, training or to continue their education following a successful school career.



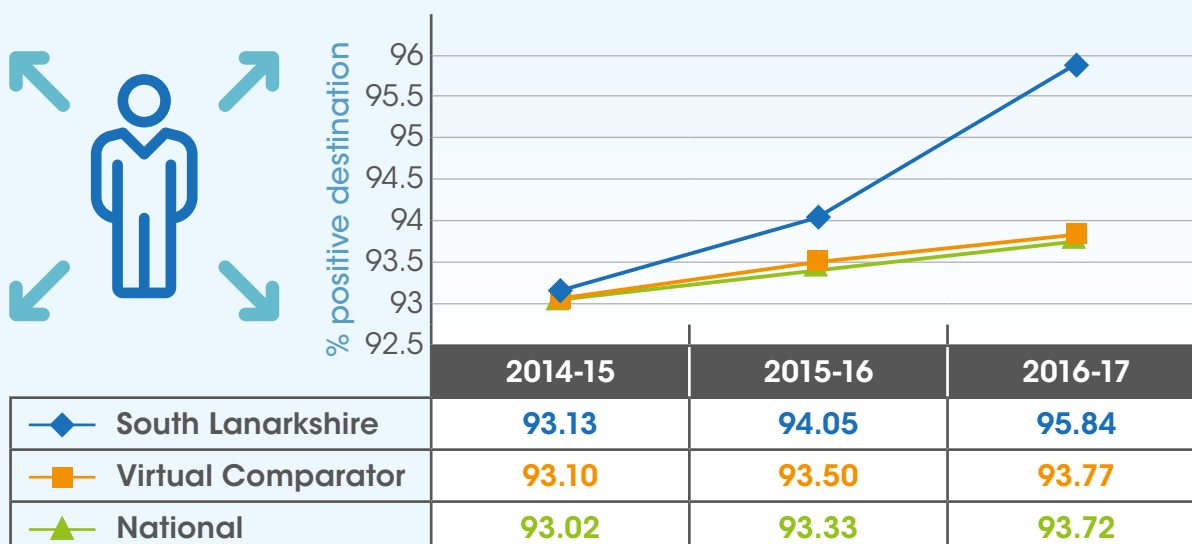
Overall, South Lanarkshire was **ranked 5th for positive destinations** in relation to all 32 local authorities. It is also the 3rd consecutive year that the South Lanarkshire figure has been **greater than the Scottish average**.

Our percentage of school leavers securing a positive destination has **increased 6.7% since 2012/13**

Our percentage of school leavers progressing to Higher Education has **increased 8.4% since 2012/13**

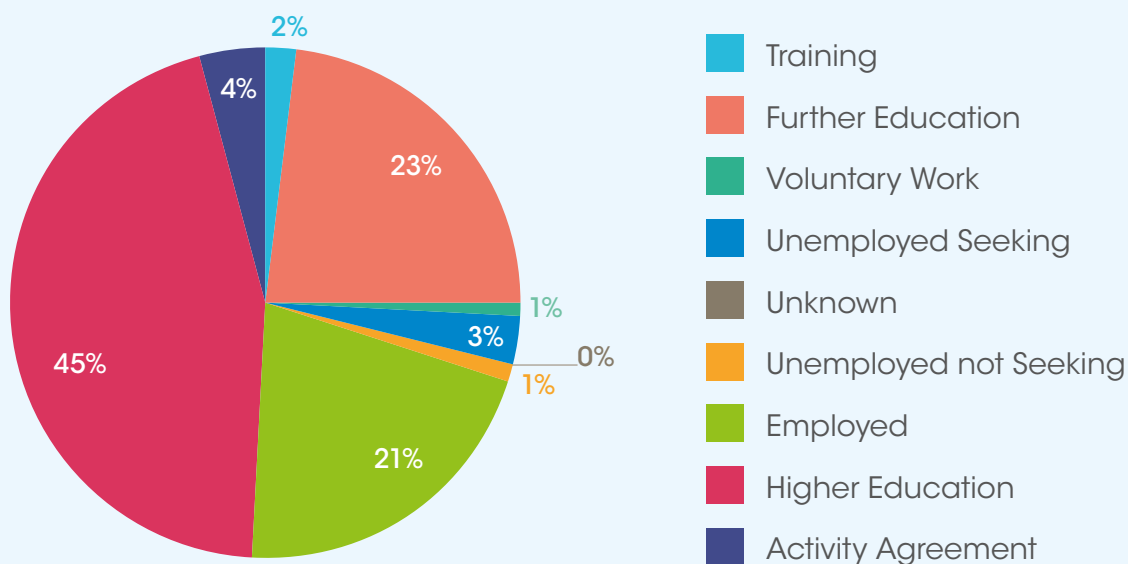
The chart below shows 3 year comparison for SLC against our Virtual Comparator and National figure.

### % of school leavers in a positive destination



## Where do our leavers go?

### Positive destinations: 2016-17 destination breakdown in %



## Youth Learning Service: inspiring achievements beyond school

Our young people continue to do amazing and inspiring things both within and beyond school. They have achieved strongly this year with learning stretching beyond schools and into communities.

South Lanarkshire Youth Council is influential and is regularly engaged on issues affecting local communities.

- Young people are active and enthusiastic contributors to strategic decision making. Their actions are leading to positive change, for example, through recent work with Scotrail.
- Over 1275 young people are actively participating in the Duke of Edinburgh's Award Programme. 332 young people achieved their Award during 2017-18 and this is an increasing trend. (13.7% of these young people live in areas of multiple deprivation)
- Over 4,565 CLD outcomes were achieved by 1,214 learners involved in community based adult learning. Examples of certificated achievement include Health in the Community, First Aid, REHIS (Royal Environmental Health Institute of Scotland), ASDAN and SQA qualifications.
- Engagement in adult literacy and numeracy has increased from 436 to 620 learners, with Access Level 3/4 Numeracy modules provided as core in all localities. Family literacy opportunities link with national initiative including Read, Write, Count have enhanced existing family learning opportunities with schools and communities.

- 289 young people with complex learning needs participated in 30 customised and inclusive groups including Bazinga, Burning Issues, Youth Disability Sports and the M-Factor.
- 260 young people gained a Hi5, Dynamic Youth or Youth Achievement Award, 87% reporting they had a better, or more positive view of themselves.
- Youth Family and Community Learning Service continue to provide innovative opportunities to improve the mental health and wellbeing of individuals and groups. 743 group work and one to one sessions engaged 11,812 young people in learning experiences that help develop resilience, increase optimism and improve confidence, skills and emotional wellbeing.

**The service was commended for its positive work and outcomes during the recent inspection:**

“

*Almost all learners are supported to progress to further learning or other opportunities. Partners collaborate to deliver learning pathways for young people facing challenges. Young people are involved in shaping their learning and programmes are adapted based on feedback from participants. There is a culture of learning from each other and many progress to other opportunities.*

”

## Eco-Schools

South Lanarkshire Council continues to maintain its 100% registration with Eco-Schools Scotland engaging young people, pupils and the wider community in environmental education.

**168 schools and nurseries are registered:**



## Celebrating success 2017-18

Celebrating the achievements and success of children and young people continues to be a feature in our schools, services and throughout Education Resources. With such a successful year behind us, it has been challenging to select just a few achievements for highlighting in this report. Each and every nursery and school provides evidence of success on the wider achievements of our children and young people.

Here are just a few of the local and national awards achieved this year by our schools:

### National awards

#### National UK Nurturing School Award

Trinity High School received the national "Nurturing School Award." This is an outstanding achievement - the first secondary school to achieve this award anywhere in the UK in recognition of their outstanding work in supporting children and young people through nurture.

#### Scottish Education Awards

Trinity High School were well-deserving finalists at the Scottish Education Awards for their whole school approach to 'Raising Attainment in Literacy'.



### Sporting success

In 2018 The Sports Scotland Gold School Sport Award was awarded to **Biggar High School** and **Holy Cross High School** for the second time. This highly prestigious national award is designed to encourage schools to continuously improve physical education and sport as well as developing partnerships with clubs and organisations in the local community. This is a tremendous achievement for these schools.

**Cathkin High School's** football team won the Scottish Schools' FA Senior Shield in an exciting final played at Hampden Park.



## Public speaking

### The Rotary National Public Speaking Final

**St Andrew's and St Brides' High School** public speaking team won The Rotary national public speaking final.

The individual award also went to a senior pupil from **St Andrew's and St Brides' High School**.

## Enterprise

### Young Enterprise Lanarkshire Awards

**Hamilton Grammar School** took two of the nine awards with the overall winners being **St Andrew's and St Brides**, who took all of the other seven awards.

### National Enterprise Awards

**Biggar Primary School** reached the final of the National Enterprise Awards, 'Tycoon in Schools'. They were one of only eight schools from across the UK to reach the final. 31 budding entrepreneurs known as the 'Rocking Readers' marketed second hand books and book bags to promote reading and an eco-friendly message.

## Musical success

The **South Lanarkshire Orchestral Society Senior Concert Band** achieved a highly coveted Platinum Award. This accolade marked a truly sector-leading standard, placing South Lanarkshire's musical reputation amongst the very best in the country.

South Lanarkshire's young musicians have represented their communities in a selection of Scotland's national ensembles including: National Youth Orchestra of Scotland, National Youth Jazz Orchestra of Scotland; National Youth Choir of Scotland and National Youth Brass Band of Scotland.

Concert Band success has continued to be particularly prevalent within a national context. A representation of 8 South Lanarkshire based school and community concert bands participated in the national finals of the Scottish Concert Band Festival in March. Many gold and silver awards were awarded to South Lanarkshire's bands.

See also page 24.

## South Lanarkshire Euro Quiz Champions

Thirteen South Lanarkshire Council primary schools, took part in the local authority heats of the Scottish European Educational Trust's Euroquiz.

**St Hilary's and Our Lady of Lourdes Primaries** met in a final round with **Our Lady of Lourdes** narrowly winning the heat.

## Chinese New Year showcase and celebration

- 240 young people and teachers attended the Showcase event
- 10 educational establishments were represented from across the authority
- 10 young people were presented with their Young Chinese Test certificates achieved whilst attending the Summer Immersion programme.
- 1 young person was presented with the HSK1 Hanyu Shuiping Kaoshi Language Proficiency Certificate
- 1 young person was recognised for being the first pupil to achieve the National 5 certificate in Mandarin

## Scottish China Association Primary Schools Competition:

- **St Cadoc's Primary School** participated this year in this event and won prizes for 3 categories and also the overall school prize and trophy.

## Key events

During 2017-18 a wide range of events took place in our schools and services to showcase the talents, achievements and encourage participation.

## Year of Young People

In this 'Year of Young People' the outstanding work and contribution made to local communities by children and young people from throughout South Lanarkshire deserves to be recognised.

In March 2018, over 900 children and young people attended the launch event which showcased the amazing talents of 45 acts from early years, primary, secondary and community establishments and groups.



The day was opened with an address from Maree Todd, Minister for Childcare and Early Years, who praised the Council on their commitment to celebrate and showcase the talents and skills of young people and for enabling them to be involved in and at the forefront of events to mark the Year of Young People.



over

# 10,000

young people

have participated in a wide range of activities to celebrate the Year of Young People 2018.



## Scottish Learning Festival

The theme of the Scottish Learning Festival 2017 was "Promoting Excellence and Equity for All Pupils" and young people from South Lanarkshire schools were on hand, over the two day event, to talk to delegates in the Local Authority Attainment Village about the outstanding work they were involved in.



Pupils from Calderglen High, Sanderson High, St Paul's Primary and James Aiton Primary spoke confidently to delegates about the activities they were involved in to ensure that all young people received high quality teaching and learning. The young people also outlined the breadth of opportunities available to them to experience high-quality, work-related learning and on the development of their skills for work throughout, and beyond, their education.

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

## 2018 Instrumental Music Service Showcases

South Lanarkshire Council's Instrumental Music Service continues to provide high quality instrumental music tuition and Youth Music Initiative musical learning experiences to over 9,000 children and young people between the learning stages of P4 – S6. The service remains committed to providing measurable and hugely beneficial outcomes for children and young people. High quality and creative tuition enables pupils to enjoy and perform music in both personal and interactive settings, further enhanced by the blending of equitable and suitably challenging learning experiences which provide positive outcomes for children and young people.

The Instrumental Music Service staged three large scale, sector-leading showcase events:

- **The 2018 Primary Music Showcase** provided performance opportunities for 400 young musical learners, and featured an inaugural public performance of the South Lanarkshire Primary Schools' Chorus, featuring over 60 young voices.
- **The 2018 Instrumental Music Service Showcase** involved over 350 young instrumentalists and vocalists performing in a 'musical extravaganza'. The event, now in its sixth year, celebrated the exceptional talent and musical excellence that is nurtured in our secondary schools. 24 ensembles and musical acts were showcased, including a guest performance by primary school choirs.
- **The 2018 SLC Battle of the Bands** showcased the talents of the county's emerging rock and pop talent. 11 bands from our schools performed on stage to a packed audience. The participants and audience also benefited from a workshop and performance from recently Sony Music signed artist Be Charlotte.





## South Lanarkshire Award Ceremony

Our year of achievements culminated in June with over **400 young people from schools and nurseries** attending the annual South Lanarkshire "Pupil Education Awards"

The ceremony provided a leadership opportunity for senior pupils from Lesmahagow and St Andrew's and St Bride's High Schools who took on the role of comperes – brilliantly!

**7** special awards  
presented to schools



for excellence in a number of areas

“

*My family were very proud of me. I liked coming back to school and showing off my medal. My mum and dad liked hearing about my day out.*

”



“How good is the quality of the care and education we offer?”



### Tackling child poverty and “closing the gap”

#### SLC objectives:

- Raise standards in literacy, 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 all we do

#### National priorities:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people’s health and wellbeing

### Tackling child poverty

The Child Poverty Act 2017 introduced a new requirement for local authorities and each relevant Health Board to jointly produce an annual Local Child Poverty Action Report.

During 2017-18, the Council established a “child poverty action group”. This cross-Council group works to address child poverty directly and indirectly through some of the following:

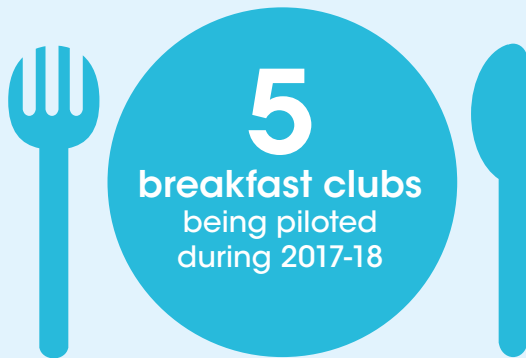
- family focused financial inclusion activities,
- supporting parental employment and childcare initiatives,
- supporting the learning and educational attainment of children,
- tackling health inequalities in early years,
- supporting vulnerable children and
- improving the local environment and housing.

**16,000 pupils have recently taken part in a health survey.** Their views and findings are being considered at a school cluster level to take into account the socio-economic and deprivation levels at a local community level and to plan for improvements and better targeted services. The use of this evidence based research is being used to target resources and effect improvement.

The group have also been looking at how to develop a wider awareness raising strategy to highlight poverty issues which impact on the life of school pupils. Work on examining and reducing the **“cost of the school day”** will continue during session 2018-19



## Free breakfast and holiday lunch clubs



with plans being developed to roll out to another **35 five schools** in 2018-19.

## Summer lunch clubs



## Easier access to eligible grants

Automatic entitlement to a **free school meal** and **school clothing grant** has been put place this year. This means that families whose children are entitled to free school meals, and a school clothing grant will receive this without having to complete a separate application form – ‘if you are entitled to it we should provide it’.



## Increase in school clothing grant levels

The Council has increased the school clothing grant for families from **£50 to £100 for school session 2018-19**.

## Tackling “Period Poverty”

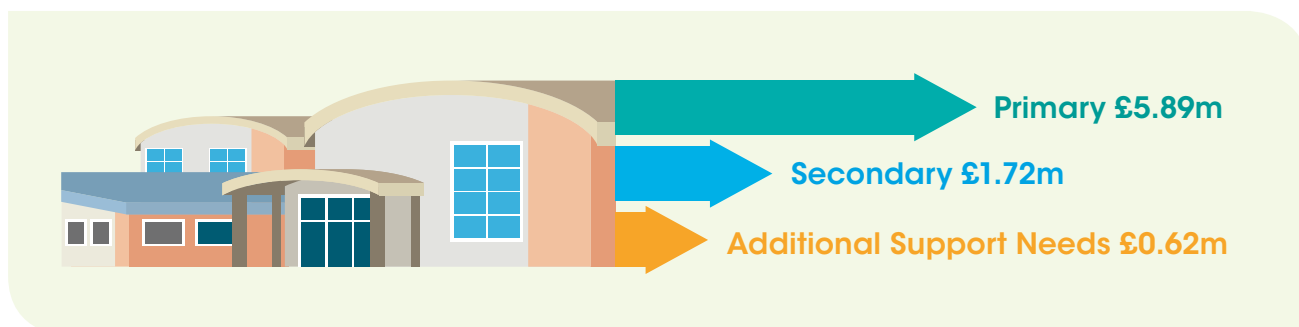
The Council has committed to the national programme for access to free sanitary products in schools from school session 2018-19. We have produced a set of guiding principles which includes ease of access while protecting pupils’ dignity, avoiding anxiety, embarrassment and stigma.



## Pupil Equity Funding (PEF)

The Pupil Equity Fund is additional funding from the Scottish Government allocated directly to schools to target closing the poverty-related attainment gap. The Scottish Government has committed £120M to the Pupil Equity Fund for 2017-18 as part of the Scottish Attainment Challenge. The Pupil Equity Fund forms part of the £750M Attainment Scotland Fund.

In session 2017-18, SLC schools were allocated a total of £7.87m in pupil equity funding.



Within secondary schools, additional funding varied from £33,600 to £172,800. Some smaller primaries received no additional funding and the highest level of funding received by a primary school was £157,200. Despite challenges in respect of timescales, procurement processes and staff recruitment, schools managed to spend over 96% of their allocation over the course of the session, the remainder being carried forward to the next session.

## Identifying the gap

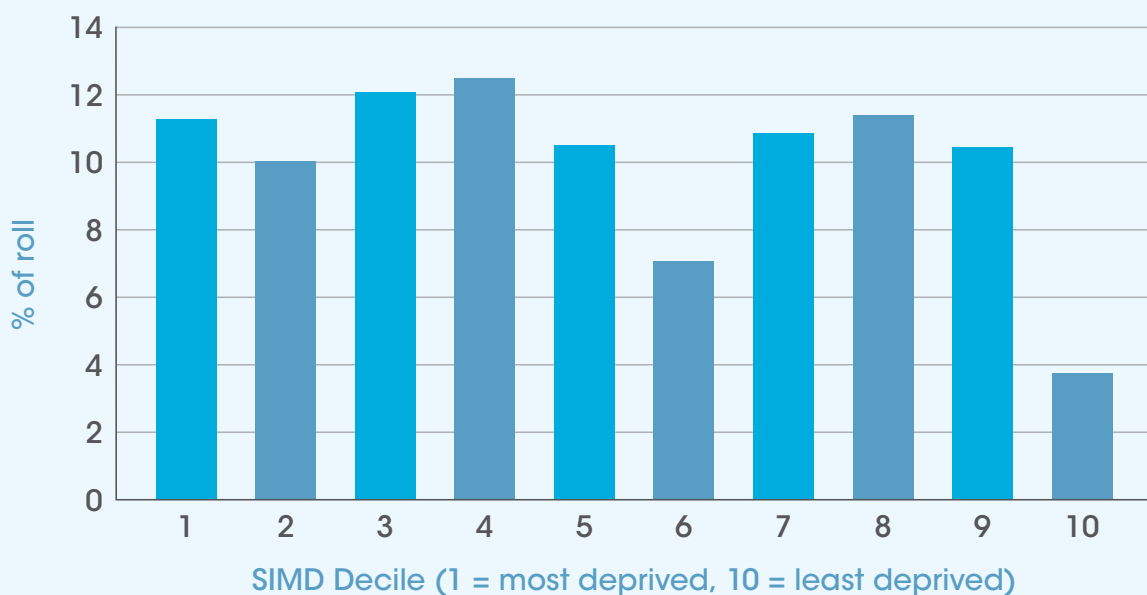
The Scottish Index of Multiple Deprivation (SIMD) is the Scottish Government's official tool to identify areas of multiple deprivation in Scotland. A number of factors are taken into consideration when calculating how deprived a particular geographical area or "datazone" is e.g. employment, health and access to services. Once analysed, all datazones are then 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.

**For more information please see:**



The chart below shows the proportion of South Lanarkshire Council pupils living in each SIMD Decile.

### SIMD Distribution for South Lanarkshire Council Learners



It is recognised nationally that young people from more deprived backgrounds do not perform as well in national examinations as young people from less deprived backgrounds. This pattern is replicated across Scotland in the attainment levels of pupils from as early as P1 in literacy and numeracy. This is known as the poverty-related attainment gap. The purpose of Pupil Equity Funding (PEF) is to allow schools to provide targeted support for young people from backgrounds of deprivation to provide equity of opportunity, with the aim of closing the poverty-related attainment gap.

The SIMD profile of learners shows a skew towards a higher proportion of learners living in more deprived areas and a lower proportion in the least deprived areas.

### Allocation of PEF funds

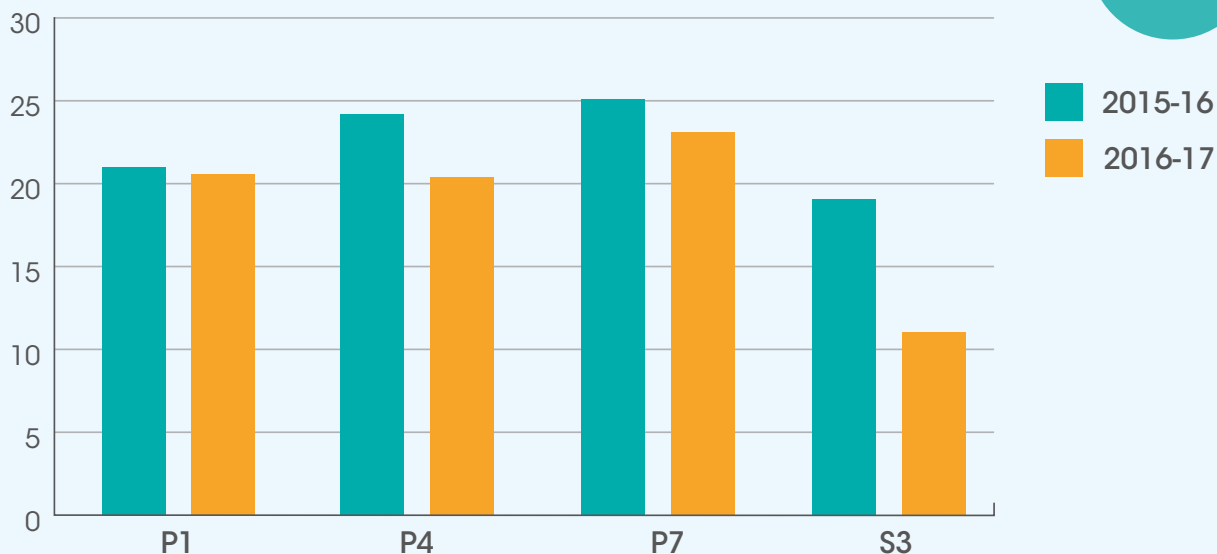
During 2017-18 SLC Education Resources provided support and guidance to Head Teachers with respect to the governance of Pupil Equity Funding. The guidance included advice in respect of contextual analysis of “the gap”, benchmarking, interventions and progress monitoring. It also included guidance in respect additional PEF funded teaching and support staff and additional responsibility payments. In order to provide continuity and stability. A representative group including Primary and Secondary Head Teachers worked with the procurement team to provide practical solutions for schools in respect of the Council’s financial regulations and legal frameworks.

Throughout session 2017-18 training and support was provided in areas such as monitoring and tracking, interpretation of data, planning for improvement and effective use of research. Events in relation to sharing good practice in interventions that have had high impact on raising attainment were made available to establishments and visits facilitated. Strategic Leads and Quality Link Officers engaged in professional dialogue with all establishments around the effective use of Pupil Equity Funding to impact on attainment.

## Evidence of impact

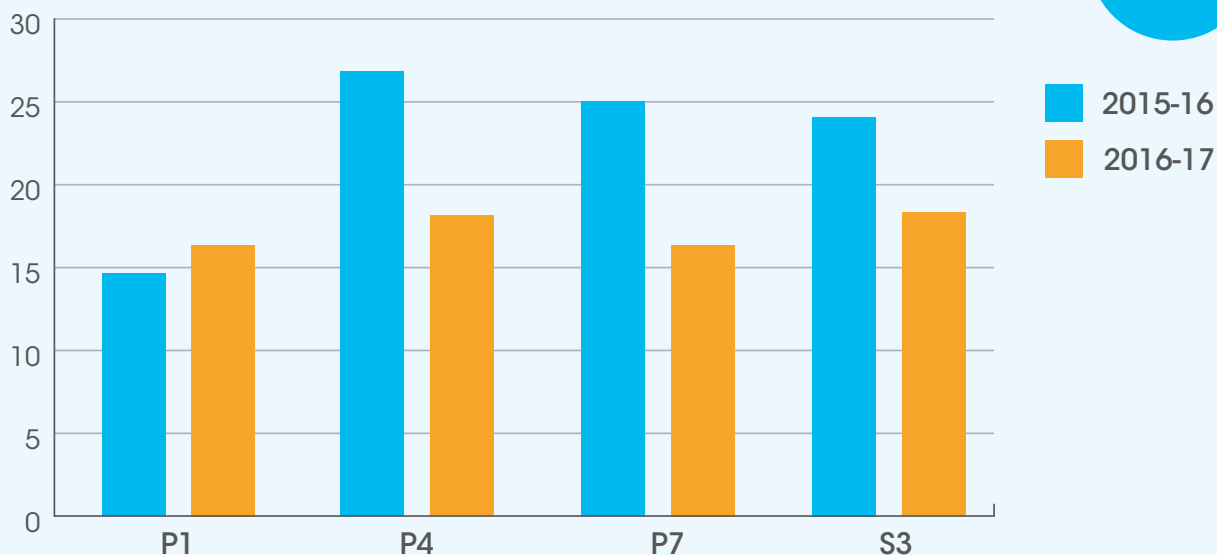
Achievement of a level data gives the proportion of children achieving appropriate literacy and numeracy levels at P1, P4, P7 and S3. Analysis of this data allows us to measure the gap between the attainment levels of children living in the most deprived 20% (SIMD1/2) of postcodes and those living in the least deprived 20% of postcodes (SIMD9/10). This attainment gap is shown in the following charts. The height of the bars represents the difference between the attainment of pupils from the most and least deprived areas in SLC.

### Literacy gap



This indicates that the attainment gap in literacy reduced in each recorded stage from 2015-16 until 2016-17, with the most significant improvement shown by the end of S3 where the gap has **dropped from 19% to 11%**.

### Numeracy gap



This indicates that the attainment gap in numeracy increased slightly in P1 but reduced in P4, P7 and in S3 from 2015 until 2017. The attainment gap in numeracy is higher than in Literacy by the end of S3, but the improvements shown in P4 and P7 indicate that encouraging progress is being made.

It is recognised that these improvements will reflect a range of factors, including more confident application of the standards through increased moderation and with the support of Scottish National Standardised Assessment (SNSA) data as well as interventions funded through PEF. However, the underlying commitment to securing better outcomes for all children and a collective will to tackle inequity underpins practice across these activities and all aspects of the work of our schools.

## **Scottish Attainment Challenge Schools Programme**

Within South Lanarkshire there are 12 primary schools and 8 secondary schools that are part of the Scottish Attainment Challenge Schools Programme. This means our schools most affected by issues of deprivation and poverty based on SIMD measures get more additional funding to target raising educational outcomes for children disadvantaged by poverty. These establishments have had a sharp focus on raising attainment and closing the poverty related gap since 2015-16 (Primary Schools) and 2016-17 (Secondary Schools) and have been innovative in identifying, planning for and delivering targeted interventions.

Initiatives and interventions in relation to literacy, numeracy and health and wellbeing (HWB) are showing signs of success in removing barriers to learning, raising attainment for identified pupils and building capacity and sustainability in our highly skilled staff. Staff have engaged in high quality professional learning and shared good practice at South Lanarkshire and national events. All 8 primary establishments have participated in the "Great Teaching, Great Learning professional learning programme with The Tapestry Partnership." This programme is a whole school approach to closing the poverty-related attainment gap and focuses on the effective use of high quality feedback, depth of learning and parental engagement.

Support for Scottish Attainment Challenge (SAC) schools is provided by the Attainment Advisor and by Strategic Lead Officers funded by a central SAC bid. These officers provide individual support to schools in respect of the management and reporting processes underpinning the schools' programme and activities this year have included training in writing clear outcomes and measures and in supporting effective planning, monitoring and reporting processes. Set alongside SLC activity through the CQIS in respect of tracking pupil progress, this enabled schools to take a robust, data led approach to improvement. The Strategic Lead Officers worked closely with the Attainment Advisor to provide support and challenge as required.

Headteachers have welcomed the opportunity that this funding has provided to engage in discussion and consultation in their own communities, and to collaborate with their colleagues across South Lanarkshire, to identify positive strategies best matched to the needs of our children and young people.

## Case study

### Hareleeshill Primary School SAC Programme:

The teaching staff are engaged in an ambitious programme of activity around professional learning in a drive to ensure the consistent delivery of high quality teaching and learning experiences particularly in relation to literacy, numeracy and health and wellbeing.

The school recruited a specialised numeracy teacher and embarked on a joint research project with Strathclyde University which involved teachers in CLPL and ongoing support and guidance from senior lecturers. To date 14 teachers have completed a Masters level Module at the University of Strathclyde on Supporting Numeracy. The school was also successful in appointing a Numeracy lead teacher with expertise in children's numeracy to guide and support teachers and pupils in numeracy.

Writing was identified as an area for improvement. The staff were keen to build on active literacy strategies already in place for reading and spelling and to adopt these strategies in writing in a bid to raise attainment in this area. All staff attended courses around the teaching of writing and additional resources were purchased.

All teachers were given the opportunity to develop their skills around sport either by attending training or working cooperatively with specialist coaches including a "Coerver" Football Coach who works within the school 2 days per week and has worked alongside staff to establish a school of football which all children benefit from. In addition to this all children are given opportunities to take part in a wide variety of extra-curricular sports activities.

The school has developed a programme for Family Learning and this has had a major impact on parental engagement across the whole school. The school has been proactive in engaging partner agencies in order to help in the promotion of a healthy lifestyle within the school mainly for the children but also for parents.

**Prior to the school's involvement in the Scottish Attainment Challenge data showed that attainment in the school was below the national average in almost all areas. The SAC has enabled the school to develop innovative approaches to teaching and learning ensuring consistency across the whole school and positive outcomes for all children and families. This is evident from the rise in attainment across all measures.**





## Case study

# Forth Primary School “You and your child” programme PEF/Parental engagement

The “you and your child” programme is an opportunity for parents to engage with the school and each other by providing an informal, positive and interactive learning experience. It was designed to help them to understand what their child/children require to grow and develop. The programme puts the child at the centre and the needs of the child are the focus e.g. the need for stimulation, play, praise and encouragement, healthcare and sleep. The aims of the programme were to:

- Build relationships with the school
- Develop confidence and understanding about physical, emotional and cognitive development
- Build parents’ capabilities when managing behaviour and help parents to have practical strategies to use with their child

The programme was offered to all parents within the school, some being encouraged to join the group.



It was led by 2 facilitators, a Home School Partnership Worker and an Early Years Practitioner. PEF provided funding, resources and allowed parents to access the programme by offering care for younger siblings who are not yet in school. This allowed parents to commit to the programme and also allowed them to access it locally. Nine weekly 2 hour sessions took place, focusing on topics such as play, language development and emotional and social development.

## Case study

### Heathery Knowe Primary School – Literacy/PEF

A member of staff took on the role of literacy champion and provided support to targeted pupils who were identified as not being on track to attain their respective CfE literacy level.

Through focused support from the literacy champion in Active Literacy approaches in small group settings progress has been made. Support staff were also trained in “Catch Up” Literacy as part of this early intervention to support pupils. Overall the school has evidence of these interventions being successful in improving reading and comprehension skills for this group pupils.

**100% of the targeted group in P1** are now on track to achieve early level

In P3, 78% of the targeted group are now on track,  
**which is an increase of 22%**

In P4, 33% of the targeted group are now on track,  
**which is an increase of 16%**

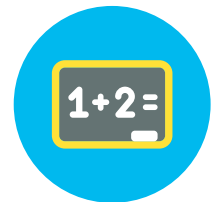
In P7, 63% of the targeted group are now on track,  
**which is an increase of 34%**



## Case study

### James Aiton Primary School – Numeracy/PEF

Staff engaged in high quality professional learning in Big Maths Numeracy approaches. Following this, the programme was implemented across the school resulting in improvement on numeracy attainment across the school.



#### Prior to implementation

#### Impact following intervention

31% of P4 targeted group not on track

**77%**

of P4 targeted group  
now on track

47% of P6 targeted group not on track

**73%**

of P6 targeted group  
now on track

45% of P7 targeted group not on track

**100%**

of P7 targeted group  
now on track

### Case study

## East Milton Primary School – Outdoor Learning/PEF

The school delivered a 12 week Forest School Programme in a local woodland area to develop skills in resilience, independence and creativity. Intended outcomes were to improve: self-awareness; self-regulation; self-motivation; social skills; empathy; resilience; wellbeing and engagement. Assessments were conducted with all pupils in weeks 1, 6 and 12 to track progress and improvements against the 8 key areas.

### Evaluations show that

**100%** of children measured improvement in 1 or more areas

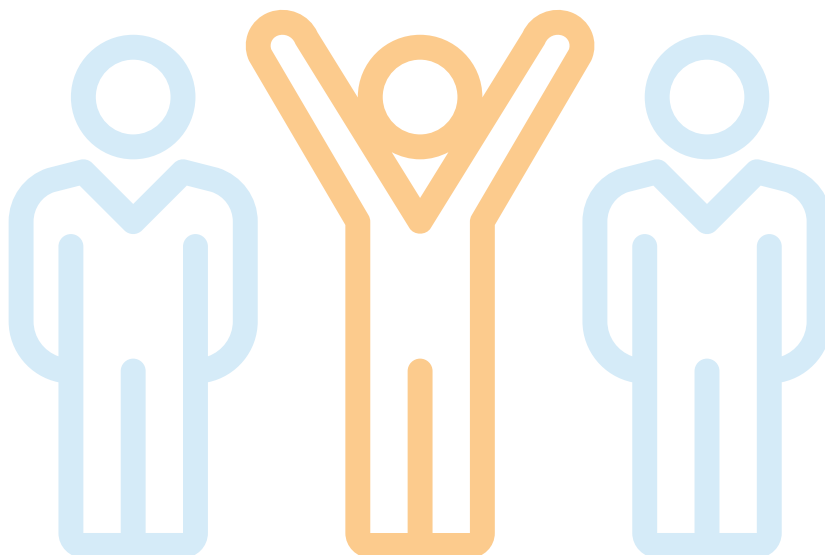
**96%** of children measured improvement in 6 or more areas



### Case study

## Calderglen High School – Wider Achievement and Pupil Leadership

The PEF Coordinator worked directly with pupils who were at risk of exclusion or isolation to develop their skills and allow them to access the curriculum within all areas of the school. A pupil leadership academy was established and the pupils collaborated to organise a charity week in the school. They also engaged in a variety of “Developing the Young Workforce” activities to develop skills for learning, life and work. Early indications demonstrate successful outcomes.



## Case study

### Douglas Primary – Health and Wellbeing/PEF

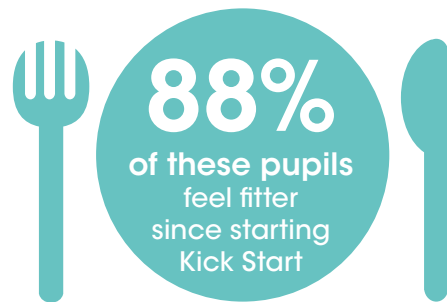
Consultation with parents showed that 92% would like a breakfast club. A daily breakfast club named the Kick Start Breakfast and Fitness Club was established run by parents who were trained in physical activity by Active Schools. Resources were also purchased for the children and adults to use. A core group of 5 parents run the club and evaluations have been very positive. There has been an increase in parental engagement and leadership at all levels in planning, organising and delivery of the club as well as providing a healthy breakfast and opportunity to engage in additional physical activity.

**41% of pupils currently attend the Kick Start Club.** Of these 54% are currently within the PEF target groupings

**69% of the pupils think they have a healthier breakfast** at Kick Start Club compared to home

**94% of the pupils** feel that the Club makes them feel **more awake and ready to learn** compared to coming to school straight from home

**91% of pupils** feel that attending the Kick Start Club has helped them to **improve their lateness/timekeeping** in the morning.



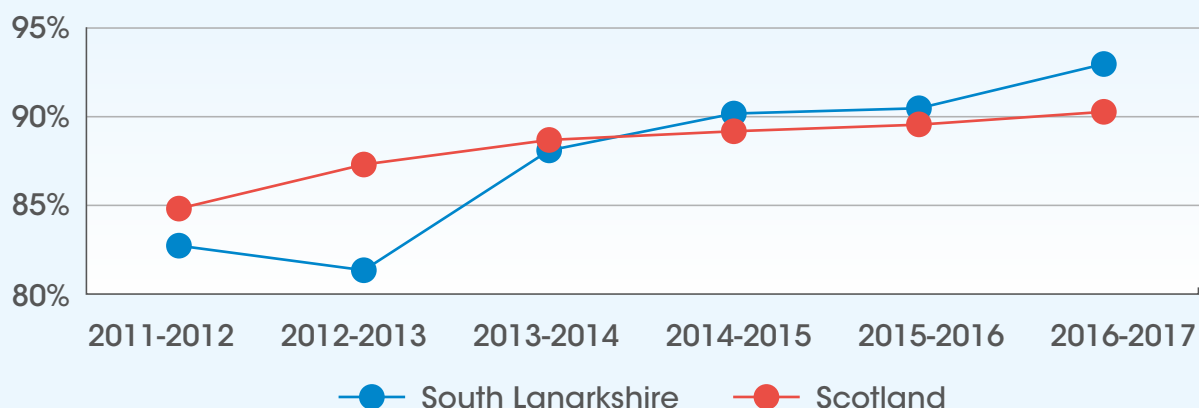
## Tackling poverty and inequalities through securing positive destinations

SLC 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 **30% most deprived areas**.

In 2016-2017, the South Lanarkshire figure of positive destinations achieved by the young people in the 30% most deprived areas was 93%. This is the **highest figure** recorded since figures became available and it is above the national average of 90.3%, for the 30% most deprived areas.



**Figure 1: % in positive destinations from 30% most deprived areas**



The figure for positive destinations achieved by young people in the 30% most deprived areas of South Lanarkshire was 93%, **2.7% above the national average**.

**33 out of 37** care experienced young people leaving school had **achieved positive destinations** in the year.

## **Closing the gap by widening access to Higher Education (HE) through the Top-Up Programme**

The Top-Up Programme has three over-arching aims:

- 1) To promote aspiration for study in HE in under-represented groups.
- 2) To prepare pupils for the transition to HE from school and enhance their chances of continuation beyond Year 1 in HE.
- 3) To provide an access route for pupils from low progression schools to HE via progression agreements with Higher Education Institutes

Facilitated by Glasgow University, our programme enables adjusted offers for young people seeking entry to degree programmes. During 2016-17, 264 young people participated in the Top-Up Programme with **211 young people (81%) completing the full programme**. Of those who completed the programme 89% of those pupils who completed the course achieved at least three Highers at grade B or above.

In June 2017, 30 young people from S4-S5 participated in the one week summer school at Glasgow University. Our young people experienced university life, both social and academic, by attending seminars and lectures facilitated by the different faculties.





## Early Years

### SLC objectives:

- Raise standards in literacy, numeracy and close the poverty-related attainment gap
- Improve health and wellbeing to enable children and families to flourish

### National priorities:

- **Improvement in attainment**, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing

Early learning and childcare is delivered across South Lanarkshire Council through the provision of nursery classes, standalone centres and partner providers.

In August 2017 we embarked on a phased approach towards the delivery of 1140 hours early learning and childcare. We have successfully introduced the delivery of **1140 hours across 11 nursery classes**.



## Launch of Early Years Curriculum Guidance – “Together we can and we will”

Over **180 practitioners** attended the 2018 Early Years Conference which saw the launch of new early years curricular guidance and support materials entitled, “Together we can and we will.”

This resource is designed to **assist and support** all early learning and childcare settings, including local authority, private and the voluntary sector, playgroups, childminders and students to become establishments of distinction that deliver a high quality, flexible curriculum which supports children to reach their full potential.

The curriculum guidance supports the development of pedagogical practice. It reflects Curriculum for Excellence, Pre-Birth to Three, Building the Ambition and current theory/thinking to support practitioners’ confidence in their role and delivery of the curriculum. It will assist improvement by creating opportunities for discussion and reflective practice.

The voices of our younger children have also helped to shape the way forward for early years.

**36 children from nurseries** visited Council Headquarters and participated in an event entitled ‘Little Children...Big Voices.’ This was to find out what children liked in terms of healthy food provided at lunch time.

The children aged 3 and 4 years spoke to a panel of managers from Education Resources and the Facilities Service about their favourite lunch and sampled four dishes to be included in a new nursery lunch menu. A firm favourite was salmon and sweet potato fishcakes! The children ably and confidently shared their opinions and eagerly tried the range of food provided.

A **free hot meal** is now provided in our 11 Phase 1 – 1140 hours nursery classes and in 12 extended day/year nurseries.



# Literacy

## SLC objective:

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

## National priorities:

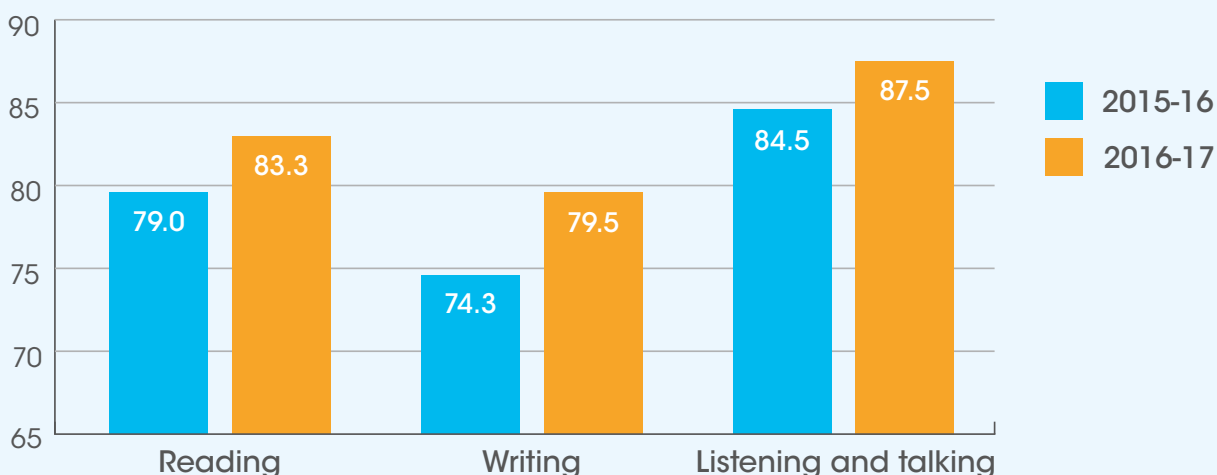
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

The development of literacy has been a key focus in our schools this session. A number of key initiatives have been put in to practice, benefitting all children including those who may be disadvantaged by poverty.

## Improvement in literacy levels 2016 - 2017



### % Achieved CfE levels



## Active literacy

Active Literacy is a tried and tested approach, based on recognised international research developed to raise literacy attainment and to improve the life chances of the children in our schools. To this end South Lanarkshire has invested significantly this session in teacher training in active literacy pedagogy.

This session 811 staff from primary schools have undertaken stage specific training in active approaches to teaching phonics, spelling and reading, with integrated talking and listening opportunities throughout.



**67 Primary schools are involved in 'Active Literacy' as a whole school approach.**

## Catch Up® Literacy

Catch Up® Literacy, grounded in rigorous academic research, is a structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.

- **185 staff from 53 primary schools** have undertaken Catch Up® Literacy training. 54 staff from secondary schools are also being trained.

## Multi-agency literacy interventions and training

Over 90% of establishments have attended training on the Early Learning and Childcare Literacy Programme in partnership with Psychological Services and Speech and Language Therapists. The programme focuses on Building Vocabulary, Phonological Awareness, Making Picture Books Sparkle and sharing best practice.

Over 500 school support assistants completed the "Supporting literacy in the Early Stages" course developed and delivered in partnership with Specialist Support Teams in the four localities.



### Case study

## Catch Up® Literacy

### Quote from teacher from SLC School

*"All learners who started in September 2017 have increased their reading ages. It has also helped certain pupils with their self-esteem.*

*I have also really enjoyed delivering Catch Up® and seeing what a difference it has made to the pupils. It has also increased my own confidence.*

*To give you an example: Pupil A is a P7 pupil who had always struggled with reading. Her reading age when she started Catch Up® in Aug 2017 was 8 years one month.*

*Pupil A was very receptive to the Catch Up® approach and really benefitted from the one to one attention which helped her grow in confidence. When assessed in December 2017 her reading age was 10 years six months, an increase of 2 years, five months. This was achieved within a five month period."*

## Using evidence to affect improvement and inform practice in literacy

The Educational Psychological Service (EPS) has now embedded Primary 1 literacy CPD for teachers. In 2017-2018 the input was mostly delivered by teacher-practitioners, in consultation with Psychological Service.

Early Years literacy CPD was delivered across the authority in 2017-18, following a successful pilot in the Clydesdale locality. This training was delivered to managers, literacy coordinators and practitioners across the authority.

## Next steps for literacy

A further nine schools will join the Active Literacy Implementation Project and become the new Phase 1 2018-19, while our original eighteen schools will continue to be supported to build capacity through Phase 2 of the project.

A training programme to support staff leading literacy in secondary schools is being developed and will start in September. This will offer support on a range of topics including:

- using baseline data to raise attainment;
- leading an effective working group;
- a collaborative approach to developing a clear vision;
- targeted interventions;
- moderation and implementing whole school approaches.

## Modern foreign languages - developing young people's skills

To support the development of skills for learning, life and work, Advanced Higher Spanish and French pupils took part in an Advanced Higher Immersion Day in February. **Over 50 pupils** attended a daylong event which was conducted in the languages as far as possible, working in mixed groups throughout the day so that they had the opportunity to network with languages' pupils from other schools.

“

*Really useful getting new ideas from others from different schools.*

”

“

*Great preparation for the exam!*

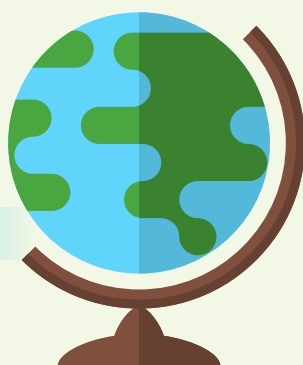
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## Mandarin

A total of  
**2,320**

young people

have accessed the Mandarin provision across the authority during session 2017-18



The provision was delivered in 35 educational establishments including primary and secondary schools, Community Learning Hub and Universal Connections facilities in Clydesdale, Cambuslang, Rutherglen, Whitehill, Hamilton and East Kilbride

### Family learning pilot

Ten families from St Paul's Primary School participated in a pilot Family Learning Programme. The pilot included a range of Chinese cultural activities including calligraphy, Chinese painting, knot tying, paper folding and tai chi to encourage parents to be involved in their children's learning.

This opportunity will be extended to all primary schools in the Whitehill area for session 2018-19.

### Visits and scholarships

The Headteacher from St Cadoc's Primary School will represent the authority on this year's visit to Beijing and Tianjin. The main focus of this year's trip is to develop links with primary hub twin schools in Tianjin to foster better links and partnerships. In addition two pupils from South Lanarkshire have been chosen to undertake a 1 year scholarship course in Tianjin during the 2018-19 academic year.

### Lanarkshire Chinese Association (LCA)

Strong links have been developed with the LCA, a number of events have been celebrated jointly this past year including Burns Night, Lantern festival, St Andrew's Day and Chinese New Year. Over 200 people have attended the events.



# Numeracy

## SLC objective:

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

## National priorities:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

Our focus this year has been on “up-skilling” staff to deliver the best possible experiences in numeracy for all our children and young people.

A number of Career Long Professional Learning (CLPL) events have taken place across the session around maths and numeracy, leading to more confident teachers and better achieving pupils.

## Catch Up® Numeracy

Over 30 schools have trained staff in Catch Up® Numeracy this session with more planned for next session. Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners.

**Over 100 members of staff** from **Early Years and Primary** establishments attended the three twilight training sessions on approaches to Numeracy which focused on:

- Taking Maths Outdoors at the Early Level
- A consistent approach in developing Numeracy and Mathematical Skills
- Developing progression in algebraic thinking and reasoning

Schools report that almost all pupils who engage with this intervention demonstrate significant improvement in their numerical ability.

## West Partnership Collaboration - Making maths count

**Over 200 teachers** from across the eight local authorities within the West Partnership attended the first inter-authority Mathematics Conference held in Smithycroft High School, Glasgow. Further events are planned for 2018-19.

This event coincided with the start of the Maths Week Scotland.





## Growth Mind-Set for Maths: Training Event

Recognising that not everyone is confident around maths, staff worked in collaboration with colleagues from West Dunbartonshire, to plan and deliver a training event on **"Growth Mind-Set"** on 10th May 2018. Primarily attended by **over 60 secondary staff**, this session explored maths anxiety and the need to build resilience in our young people and their families in relation to Mathematics.



### Case study

#### Burgh Primary – Numeracy activity sacks.

To encourage the development of numeracy and a home/school partnership approach, staff from Burgh Primary developed a programme around the use of "activity sacks." Large blue sacks were made and filled with a variety of numeracy activities and games. Workshops for parents were provided which illustrated ways of delivering the activities with children in a meaningful and fun way. All children in the school were given an opportunity to take a sack home over the course of a term. Parents who were initially reluctant to participate were contacted personally by the school with the aim of reducing any barriers. As a result, parents reported an increased confidence in the development of numeracy skills for both them and their children.

### Assessment and moderation

We recognise the need to have robust and consistent evidence which will help us in raising attainment and closing the gap. As part of our work within the West Partnership we participated in a collaborative moderation event during March 2018. Practitioners across early to fourth level from Calderglen Learning Community attended this pilot event on behalf of South Lanarkshire Council.

The focus of the moderation work was on talking and listening and reading. Two twilight training sessions took place for staff participating and we joined with our colleagues from a neighbouring authority to facilitate these events. A lead facilitator was also appointed to assist with the organisation of both the local events and the education improvement collaborative moderation event in March.

Feedback following the event was very positive with almost all groups identifying the opportunity to engage in professional dialogue and develop a clear understanding of the standards and expectations as a clear strength. Many of the practitioners felt that the event had given them confidence to support practitioners within their own establishment with the moderation process and recognised the importance of cascading their knowledge across their authority to strengthen consistency and reliability in teacher judgements.

# Health and wellbeing

## SLC objectives:

- Improve health and wellbeing to enable children and families to flourish
- Ensure inclusion and equality are at the heart of what we do

## National priorities:

- Improvement in children and young people's health and wellbeing

## Physical health

South Lanarkshire Council launched its PEPAS strategy (Physical Education, Physical Activity and Sport) in April 2017. This strategy is designed to support establishments to deliver quality physical education as part of the curriculum while encouraging participation in physical activity and sports, working in partnership with active school and clubs within local communities. This aims to increase pupil engagement in physical activities resulting in a more positive impact on health, attainment and life chances.



### Sportscotland

School Sports Awards awarded to



The Healthy Living Survey reports that in South Lanarkshire Council, **100% of primary schools are currently meeting the target of 2 hours of Physical Education per week with 100% of secondary schools meeting this target with pupils in S1-3.**

Professional learning activities are supported by South Lanarkshire Leisure and Culture colleagues with courses delivered in a range of topics including gymnastics, netball, and volleyball as well as disability inclusion and making effective use of the Connections training resource.

The range and number of physical activities available for pupils out with the curriculum continues to increase with an expected increase again this session.

Supporting the delivery of the health and wellbeing curriculum takes the form of partnership working and training for colleagues working with a number of agencies, including South Lanarkshire Leisure and Culture, EPS, NHS colleagues, Police Scotland and University of West of Scotland.

## Food and nutrition

All our school meals meet the recommended food and nutrition standards. This is validated by inspection visits by Education Scotland.

This session we had 9 schools submitting successful bids to Education Scotland for the "Food for Thought" project with **around £24,636 being spent** on new equipment and resources to support learning and teaching around healthy eating.

Community Resources provide the meals in our nurseries and schools and we have been collaborating with them to enhance learning experiences for our children and young people.



Last session, six young people from Sanderson High School were supported in achieving a certificate in elementary food hygiene. 10 pupils from Larkhall academy received silver service training and over 200 young people had the opportunity to undertake certificated work experience with our catering service teams in schools.

## Emotional wellbeing and resilience

### Case study

### Anti-bullying

St John Ogilvie High School and Holy Cross High School were shown to be leading the way in their anti-bullying strategies.

In partnership with Respect Me, Scotland's anti-bullying service, pupils from both schools were invited to address a national audience at The Scottish Parliament.

The Anti-Bullying Ambassadors from Holy Cross High School presented their anti-bullying strategy describing how the Ambassador programme supports the most vulnerable young people in the school.

St John Ogilvie's junior leadership pupils took the lead in implementing their rights based Respect Me anti-bullying strategy throughout their school.

In a presentation and workshop, the current junior leadership pupils of the school passed over their findings and work programme of their strategy to the incoming S2 pupils.

On hand to witness the presentation from both schools was Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills, John Swinney MSP, who described the work of both schools as "excellent practice".



## Health and wellbeing: Thematic Review from Education Scotland

This session one primary and one secondary school were selected to be visited as part of the Scottish Government's thematic review of Health and Wellbeing and Personal and Social Education.

Feedback from both visits was positive with strengths identified in both schools. St Anthony's Primary's use of outdoor learning and inclusive approach involving the use of partners was commented on positively whilst inspectors said about St John Ogilvie High School:

*"Relationships are clearly at the core of all you do"*

# Inclusion and equality

## SLC objectives:

- Improve health and wellbeing to enable children and families to flourish
- Ensure inclusion and equality are at the heart of all we do

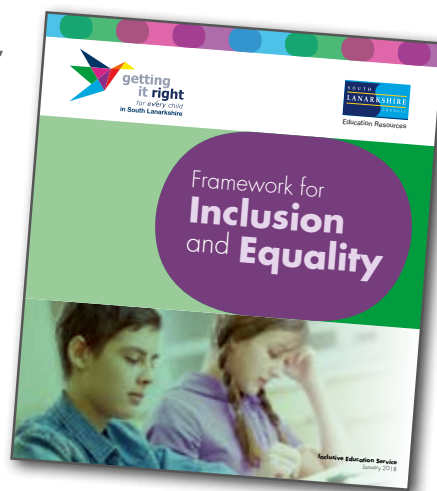
## National priorities:

- Improvement in children and young people's health and wellbeing

## Framework for Inclusion and Equality

Inclusion services encompasses the work of central staff, the area support teams, the Education Psychological Service (EPS), establishment specialist teams and the inclusive education service. The newly established Youth, Family and Community Learning service promotes inclusion for all within a community context.

In March 2018, the Inclusive Education Service published a new resource for schools, establishments, partners and stakeholders called "The Framework for Inclusion and Equality". This resource brought together and updated all the relevant policies and practice guidance on the most important aspects of providing an inclusive education service.



## Support for planning to ensure every child has their needs met

The Inclusive Education Service worked with practitioners and Psychological Service, as well as reviewing the extensive literature on Staged Intervention across Scotland to ensure that the guidance created reflected the settled view of how best to assess and plan for the needs of children, taking account of wellbeing indicators and the messages within "Getting it Right for Every Child".

## Support for pupils with autistic spectrum disorder

A substantial piece of work undertaken by the Inclusive Education Service and EPS during 2017-18 years has been the development of clear guidelines for establishments on how best to meet the needs of children who are on the spectrum of autism. Over 2017-18, EPS continued to roll-out training for school staff using the ASD Consultation Framework. This process involved partners and stakeholders and the result is a clearly structured and comprehensive introduction to the central principles and practice for adapting routine, environment and attitudes to create the conditions for an autistic child to learn.

The ASD Consultation Framework is now informing practice across South Lanarkshire and supports the individual needs of pupils with an ASD profile. The Framework has attracted national interest and it was presented at the 2017 Scottish Learning Festival. The Framework is also published on the Education Scotland website.



## Case study

### Early Bird parental support programmes

Early Bird (pre-school)

Early Bird Plus (age 4-8 years)

Healthy Minds (6-9 years)

Teen Life (P7-S2)

Each programme is designed to support parents who have children/young people who have been diagnosed with Autism. The programmes run for approximately 6-8 weeks, lasting 2 ½ hours per session and take place locally. Staff are trained and Licensed by the National Autistic Society.

*"Small group sessions have been a benefit for me. The home visits were also beneficial in improving how I do things with my child at home."*

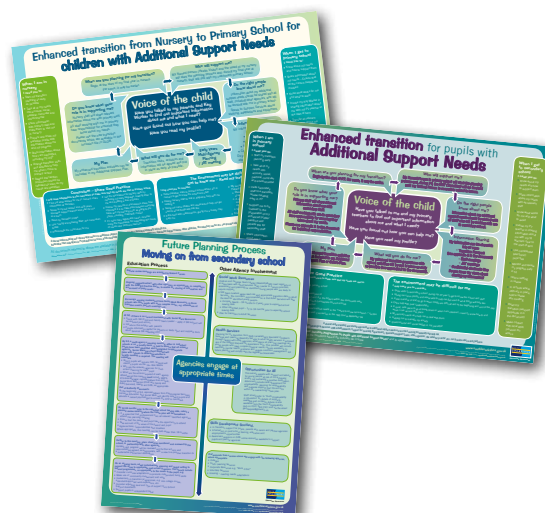
*"I have learned that every single behaviour is a form of communication."*

## Early Years transitions joint working – Early Years' Service and Inclusion Service

A comprehensive suite of Transition Materials to support children aged 3- 5 years, including those with additional support needs, have been created as a result of close collaborative working between the Early Years' Service and the Inclusion Service. The transition materials aim to support children through a seamless transition from nursery to primary school and ensure an enhanced transition from nursery to primary for children with additional support needs.

## Enhanced transition for pupils with additional support needs

Most children with additional support needs will attend their local mainstream school. The Inclusive Education Service has recently completed a series of three posters which feature the most important facets of an enhanced transition between sectors. These three posters deal with transitions between nursery and primary, primary and secondary and from secondary education into work, training or college.



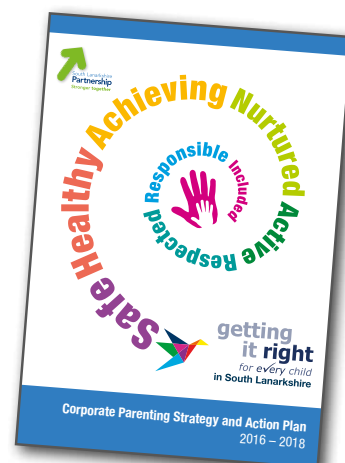
## Nurture

There are now approximately **93 accredited level trained practitioners in our primary schools** and approximately **39 accredited level trained practitioners in secondary**. We also have trained practitioners in our ASN schools and bases. Some schools have opted to train all staff at a basic level and are working towards a Nurturing Schools approach.

Extended teams offer ongoing support and advice to practitioners over the course of the academic session. There is also a central networking group meeting annually to bring all practitioners together to share good practice and to support the development of a core set of standards.

## Corporate Parenting

We want to ensure that **every child is given the best support to suit their particular needs**. The Inclusive Education Service has created a practice guide within the "Framework for Inclusion and Equality" which sets out the tasks and duties of the Designated Senior Manager within schools and establishments to ensure we can be the best Corporate Parents to our children who are looked after by local authorities either at home or away from home. Our Corporate Parenting Strategy sets out this vision.



## Promotion of Attachment Theory and Practice

Training on Attachment Theory and Practice was delivered by the EPS to all **newly qualified teachers** in 2017 as well as to newly qualified social workers. This is an annual programme which raises awareness of attachment theory and promotes attachment-informed practice across South Lanarkshire by offering CPD at an early stage in practitioners' career journeys.

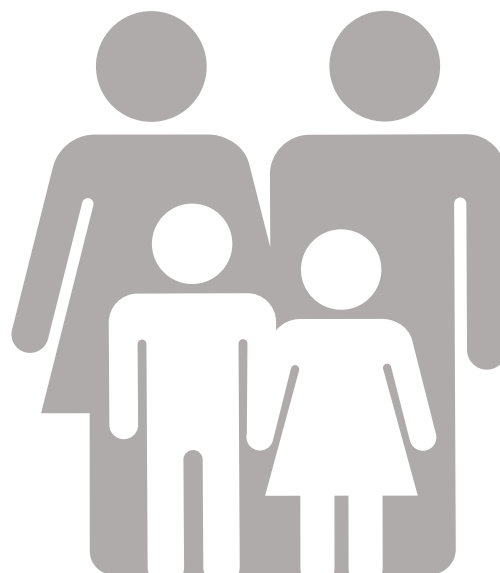
Following the success of the original A to Z of attachment and resilience for parents of young children (up to 8 years old), the EPS developed a version of the resource for parents and carers of older children (aged 8+). **A highly successful launch** took place in 2017. Parents and education practitioners have responded positively to this practical resource, which includes suggestions for developing independence in children and limiting their screen time by promoting more active pastimes.

During 2017-18 a group of education practitioners was established from the Children's Services Attachment Strategy Group in order to write an attachment strategy document for the Education workforce, aiming for a draft ready for consultation in 2018-19. The group is chaired by the principal psychologist.

Research on the impact on education practitioners of training, coaching and mentoring of Attachment Theory and Practice was completed during 2017-18 in a primary school and nursery class.

An Education Resources Attachment Strategy group has been established and chaired by Psychological Service and the learning from the research programme will be used to develop an attachment strategy for all Education establishments and services.

An adaptation of the Early Years Framework of Assessment and Intervention for Attachment and Resilience (EY FAIAR) for parents parenting programme was developed for use with young people - EY FAIAR for the Future. This was piloted during 2017-18 and the feedback from young people led to adaptations to the programme. This initiative aims to provide young people with the opportunity to consider their own early life experience and what would make them become an **effective parent or caregiver in the future**.





## “Give us a break!” programme: grief and loss

“Give us a Break!” is a successful evidence-based programme of intervention for children who have experienced loss within their lives. During 2017-18, an adapted form of the GUAB! Programme was developed for children and young people with Additional Support Needs. This was piloted in a secondary school and feedback has led to improvements in the draft programme. A further pilot is planned during 2018-19.

During 2017-18 Psychological Services also played a key role in identifying need and contributed to the development of a Mental Health Pathway for Education practitioners.



## Equalities

Inclusion and equality is at the heart of what we do and is a key objective for everyone in Education Resources. Our role is to eliminate discrimination, harassment and victimisation. Under the “Getting it Right for Every Child” guidelines we are ensuring our children, young people and adults are **Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included** and have equal opportunities in all aspects of their learner pathways.

We are listening to our children and young people within our communities, using our knowledge of our children and young people and the data associated with our cohorts to identifying their barriers to learning, and their specific needs and to appropriately match/select any related supports. This ensures we assist them in accessing the best educational experiences, achieving the best qualifications in order to prepare them well for learning, life and work.

In 2017-18 we have provided training, support materials and essential information for practitioners to equip them with the knowledge and skills to provide the **best service and outcomes for our children and young people:**

### Case study

## LGBT+ group Lesmahagow High School

Young people within Lesmahagow High School created the LGBT+ Support Group as a space to talk, promote diversity and celebrate difference. The group meets weekly to support the young people of Lesmahagow High School and embraces the principles of inclusion.



From this activity the school has pledged that:

*“We promise to give everyone a safe place to learn; to allow every member of our community the chance to flourish; to embrace diversity; to be champions for our peers; and to respect the right of others.”*

## Case study

### Refugee Resettlement Programme

Families are settled in the following areas – Cambuslang/Rutherglen, East Kilbride, Hamilton and Clydesdale. From the 29 families, 27 have children who are attending nurseries/schools across the South Lanarkshire area. The families have been warmly welcomed into their communities and have received support and assistance to integrate into the culture, language and Scottish way of life. Children and young people have settled particularly well into nursery and primary school life. The educational environments have provided a safe and happy environment for learning and social interaction.

## Case study

### The Gypsy Traveller Education Group (GTEG) – Larkhall Academy

GTEG provides a bespoke educational provision for gypsy/traveller young people of secondary age residing in South Lanarkshire Council. Teaching and the Youth Learning Service deliver an individualised curriculum ensuring literacy, numeracy, health and wellbeing and employability needs are met. Young people have access to resources, activities, trips, experiences and qualifications to develop their skills for learning, life and work. A number of our young people have achieved qualifications in English, Maths, History, PE and Media at National 3 and National 4 level, Construction and Beauty at National 5. They have recently introduced National 5 Leadership award, National 4 Travel and Tourism, National 4/5 Music units and the John Muir award. Presently they have young people from our group attending day release college courses in addition to attending the GTEG group. They continue to build the opportunities for our GTEG young people to access more qualifications and they are building in more assessment to benchmark literacy and numeracy using national assessments.

## Case study

### Uddingston Grammar RISE girls group

RISE is a project which is aimed at supporting and empowering girls. Its aim is to help them reach their potential and enhance their whole school experience. The RISE initiative is part of a broader response to ensure that everyone in the school has a fair chance to reach their goals. The majority of RISE participants are drawn from SIMD 1 and 2 but it is open to pupils from all socio-economic backgrounds. The level of support required is tailored to the need of the pupil and is flexible.

RISE aims to develop the confidence and skills needed for the success of each individual young person. The young people themselves state that they have had great benefit from participation in the programme and evaluation highlights improved school attendance, engagement and participation in the individual's learner journey.

# Parental Engagement

## SLC objective:

- Strengthen our partnership working

Parents, carers and families are the most important influence on children's attitudes, behaviour and achievement. In South Lanarkshire we recognise the crucial role that parents play in the education of their children.

Our partnership arrangements with parents is helping to shape and influence our planning both at the centre and in school's through the improvement planning process and in providing opportunities for parents to talk about how their child's school will spend and utilise their PEF monies. At the parents conference parents took part in an interactive activity to re-shape our priorities for 2018-19.

Our two parent representatives on the Education Resources Committee ensure that the voice of parents is heard when considering strategic priorities and family learning matters. The involvement of parents on interview panels for Head Teacher and Depute Head Teacher posts has a significant and positive aspect in the selection process for senior leader appointments in our schools.

All of this, and the work of our Parents as Partners Focus Group help to make our partnership with parents strong.

## Next steps

A review of our "Strategy for Parental Engagement" is underway. Our schools are introducing increasingly creative ways of engaging with and involving parents in family learning activities.

### Case study

## Promoting Roles of Father Figures – St. John Ogilvie High School and Calderside Academy

The Promoting Roles of Father Figures (PROFF) provides opportunities for male carers (dads, step dads, granddads, uncles and children) from across the learning communities of Calderside Academy and St John Ogilvie High School to participate in outdoor learning activities and camping activities. Training has also been offered in teambuilding and first aid. The group were awarded the national Parents as Partners in Learning Award at last year's Scottish Education Awards. The initiative has had a positive impact on parental engagement within the school and wider community.

### Case study

## FAST – Families and School Together Partnership

St Paul's Primary School and Nursery Centre, Holy Cross High School and a number of local families worked on the FAST – Families And Schools Together – initiative. It saw families with children ranging from nursery age to S3 work together on a number of events.

The aim of the programme was to increase parental engagement by building positive relationships with parents/carers and to model quality family time. Activities included visits to the Glasgow Science Centre, an old-fashioned games afternoon, a picnic in the park as well as many other exciting family fun activities. Parents received a FAST pass to collect a sticker each time they attended a nursery or school event to track engagement and entry into a family prize draw.

The initiative has had a positive impact on attainment as well as the development of positive, trusting relationships between families and staff.

### Case study

## Robert Owen Memorial Primary School – Literacy/Parental Engagement

A parental engagement programme was delivered throughout the year which involved parents/carers being invited to attend twice per month to read with their child and use 'reading rings' to ask higher order questions in order to develop comprehension skills. Feedback after these sessions indicated that **100%** of parents/carers said it was a worthwhile experience and that their children were reading more readily at home. **85%** of children in the targeted group commented that they enjoyed reading more and read at home for pleasure. **56%** of parents/carers attended every session. Results have shown an increase in reading attainment at almost all stages.

### Case study

## Carstairs Primary School – parental engagement

Staff, parents and pupils have all been involved in a new parental engagement pilot programme, Families Connect. This programme designed by the charity Save the Children, which aims to help families learn how to support their child's emotional development as well as their development in literacy and numeracy. Teachers and parents have been trained and this is beginning to have a positive impact on the literacy and numeracy skills of children. **They report that working together is making a difference.**

## Family learning

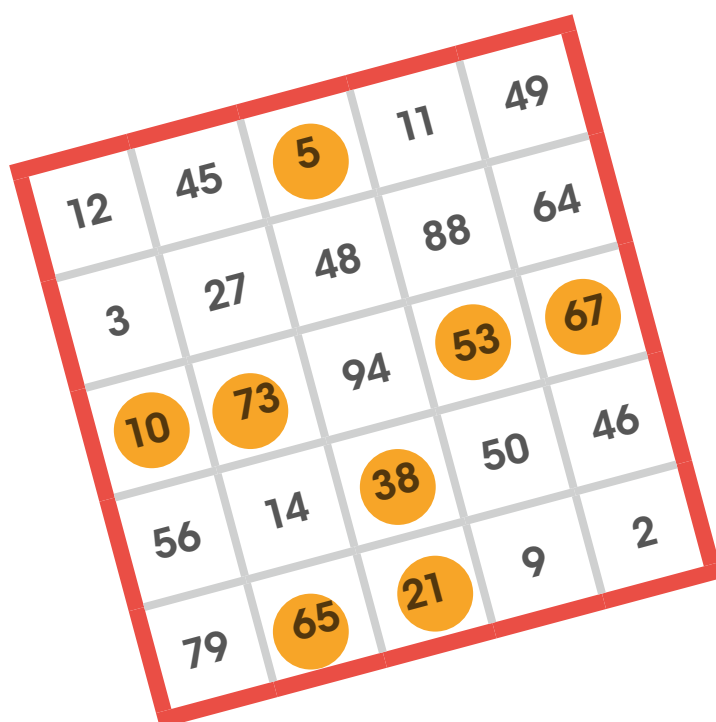
Family learning is designed to improve literacy, numeracy and health and well-being. As part of National Family Learning Week, South Lanarkshire Family Learning Festival, provided opportunities for partners involved in delivering family learning to celebrate and showcase good practice including the Youth, Family and Community Learning Service, secondary schools, primary schools, early year's establishments and libraries.

### Case study

#### St Vincent's Primary School, East Kilbride – "Play along Maths" Primary

"Play along Maths" has been an extremely popular programme for a number of years, supporting mums, dads and other adult carers to confidently engage in developing their child's numeracy skills. The staff introduced pre and post evaluations to ascertain the learning achieved and the distance travelled by the families.

Adult participants were engaged in a baseline assessment about their knowledge of specific aspects of the numeracy curriculum their child was following. Questions focused on their knowledge of the themes being taught and the methodologies being used to teach them and ended with an opportunity for participants to make requests of anything they wished to be covered during the programme. Families then took part in a range of fun class activities that were complimented by homework tasks. Almost all of the families now engage in a range of numeracy activities at home including bingo, board games and the use of number squares.



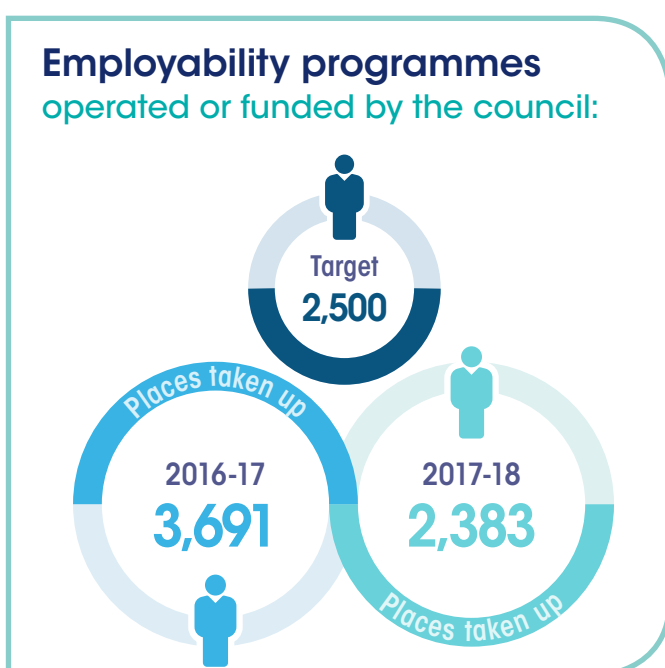
# Developing the Young Workforce

## SLC objectives:

- Support children and young people to develop their skills for learning, life and work
- Develop a meaningful curriculum to support the learner journey
- Strengthen our partnership working

## National priorities

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people
- Closing the attainment gap between the most and least disadvantaged children and young people



We want all our young people to leave school fully equipped with the skills they need for adulthood. Many of our young people move onto further or higher education whilst a number go into employment. We plan an extensive programme of support to encourage skills for life, learning and work which starts as early as possible, developing and sharpening our young people's focus as they enter the Senior Phase of their secondary education. We continue to revise and develop our Senior Phase curriculum, expanding and refining the vocational learning experiences on offer for our young people.

## Learner conversations: "Talking Tomorrows"

The voice of our young people and their experience is vital to the successful implementation of DYW. "Talking Tomorrows" offered a cross-section of S3 learners in four South Lanarkshire Secondary Schools the opportunity to engage in meaningful discussion about their skills development before transitioning to their Senior Phase. The Talking Tomorrows resource was developed by South Lanarkshire Schools and designed for use in employability classes, Pupil Council and personal and social development contexts as well as amongst teaching professionals.

The "Talking Tomorrows" initiative was showcased at the Scottish Learning Festival in September 2017.



## Employer Engagement/Work Placements

School and employer partnerships are key to ensuring our young people benefit from the knowledge and experience of those in the world of work. Schools are engaging with local business partners in a variety of ways e.g. business breakfasts, careers events and work placements. Work placements provide opportunities for our young people to contextualise skills for work under the supervision and guidance of an industry mentor.

**In 2016-17 over 2000 young people undertook a work placement.**

### Example of good practice

#### Biggar High School links with Industry

BHC Ltd are a large engineering/steelwork company based in Carnwath that employ over 300 staff. The company support Biggar High School by supplying the school with materials, attending the S3/S4 career day, supporting the S6 expedition trip to Peru as well as taking on pupils from the school as apprentices. A staff visit to the site facilitated discussion on the huge array of jobs and potential career opportunities the organisation offers from engineering to office/clerical work. Areas of the curriculum were identified that would be most suited to developing the skills that BHC are looking for, the discussion also revolved on how the expertise within the company could be used to adjust/focus/enhance areas of subject courses. The company has agreed to provide placements for work experience; focused class visits; potential apprenticeship opportunities which will benefit both the school and the employee.

### “Opportunities for All”

‘Opportunities for All’ is the Scottish Government’s vision and an explicit commitment to offer a place in learning or training to every 16-19 year old who is not currently in employment, education or training.

The Opportunities for All commitment is realised through the Strategic Partnership, which consists of key national and local organisations identified for their position and influence in planning and delivering employability support and services in South Lanarkshire for young people.



## Foundation Apprenticeships

A Foundation Apprenticeship (FA) offers a blended learning experience combining school, college and work-based activities. The objective of Foundation Apprenticeships is to help young people gain valuable, real-world work experience and access work-based learning while they are still at school. The programme is delivered as part of the senior phase curriculum in school and gives a greater opportunity for young people to develop their vocational skills and qualifications alongside the more traditional academic qualifications.

For young people it is the chance to get a head start on their careers by gaining an industry-recognised qualification, work on real projects and broaden their career options when they leave school.

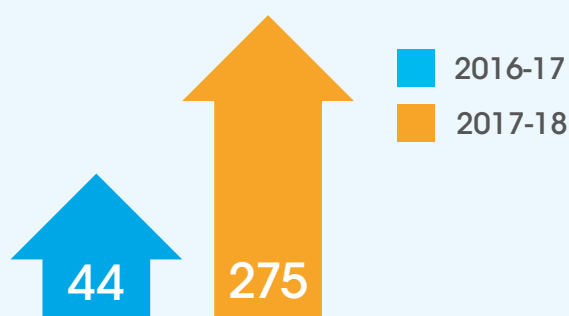
Young people will spend time out of school at college and/or with a local employer, and complete the Foundation Apprenticeship alongside their other subjects like National 5s and Highers.

All secondary schools in South Lanarkshire are now engaged in the programme.

### Young people starting Foundation Apprenticeship

In 2016-17 – 44 young people started the FA programme

In 2017-18 – 275 young people started the FA programme



## GRADU8

The GradU8 program 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 they undertake as part of their school curriculum. The courses are delivered by South Lanarkshire College, New College Lanarkshire and a variety of other local training providers. They last for one year and are delivered within the normal school hours.

As well as learning new skills relevant to the individual options, each course provides transferable skills such as health and safety, problem solving, communications, working with others and time keeping which are the key employability skills in high demand by employers.

In 2016-17 over 556 young people participated in our Senior Phase School and College Programme delivered by New College Lanarkshire, South Lanarkshire College and Glasgow Consortium Colleges. The overall success rate for our young people was 81%.

**The highest achievement rates for our young people were in the following courses.**



## ASPIRE

Aspire is a custom made programme for young people who are at risk of entering a negative destination upon leaving school. Young people are supported into a positive destination with aftercare support also provided to help them sustain this. A designated Aspire Vocational Development Worker supports the young person to provide a bespoke programme which may include work experience, employability skills, volunteering, health and wellbeing interventions. Programmes are flexible and can be designed to work around any awards that the young person is completing in school.

**It is anticipated that around 800 young people will be supported in this way during 2018-19.**

### Case study

#### Aspire programme

Aspire supported a young person who was identified through the School's 16+ meeting as needing employability support. The young person had no career aspirations of what to do when they left school. Following an initial meeting in school with partners, parents and the young person an individual learning plan was drawn up that set small achievable goals to remove barriers such as low confidence, social anxiety and raising awareness of the post school options. Intensive one to one support with their Aspire Vocational Development worker took place over 4 months which helped the young person progress. Lots of possible post school options were identified and visits to local colleges, training providers and Voluntary Action Programmes took place. Following this, the young person successfully obtained a 12 week place at college and this has now led to a full time place on an HND course.

### Training for trades

Targeted at young people who would benefit from an amended curriculum, these training programmes feature sessions ranging from initial taster days through to longer term vocational programmes requiring more commitment which are 3-5 days per week.

**It is anticipated that around 100 young people will be supported in this way during 2018-19.**



# The Youth, Family and Community Learning Service (YFCL)

## SLC objectives:

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

## National priorities:

- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people

The Youth Family and Community Learning Service (YFCL) has responsibility for ensuring that individuals, families and communities across South Lanarkshire reach their potential through lifelong learning, mutual self-help and community organisation. Using a range of effective partnerships YFCL provide learning opportunities that are community-led and built around people's aspirations.

## Highlights of the work of the Youth, Family and Community Learning service over 2017-18 include:

- YFCL are key partners in delivering on the ambitions of the South Lanarkshire ESOL Strategy in line with the national objectives outlined in the Welcoming Our Learners Strategy. YFCL provide highly effective support to learners to make sure that 'new Scots' are integrated into local communities and achieve life changing outcomes through ESOL provision. Over 91% of ESOL learners reported that their English language skills have improved.
- The CLD learning offer leads to life-changing impacts on local people and improving life chances of learners through targeted programmes such as Gypsy Traveller Education Programme, LGBTI+, PROFF (Promoting Roles of the Father Figure) engaging dads. The Money for Life programme has stimulated the development of the first Credit Union Youth Hub in the UK, in partnership between South Lanarkshire Youth Council and Lanarkshire Credit Union. Young carers are well supported and actively design learning programmes to suit their needs.
- Digital Inclusion Network has seen the roll out of free Wi-Fi access within Universal Connections facilities and the creation of maps identifying free access to IT within communities to support CV creation, Universal Job Search, Universal Credit and digital learning courses in partnership with the Department of Work and Pensions.

“How good is our leadership and approach to improvement?”



### Improving our schools

#### The Curriculum and Quality Improvement Service (CQIS) @EducationSLC

##### SLC objectives:

- Use evidence to effect improvement
- Build leadership capacity within a strong framework of governance

##### The Curriculum and Quality Improvement Service (CQIS): Supporting our schools

The Curriculum and Quality Improvement Service (CQIS) provides support and challenge for schools in South Lanarkshire Council (SLC) to ensure the best possible outcomes for children and young people are achieved.

Following the establishment of a new team structure in August 2018, the team has worked hard to ensure schools are well supported to deliver the demands of the local and national agenda.

##### The following is a summary of the work of the CQIS during 2017-18:

- The creation of a central HMIE Inspection Support Team which has provided support to establishments undergoing inspection
- The provision of resources to support self-evaluation for self-improvement e.g. the HGIOS4 and HGIOELC Toolkits
- The provision of revised School Improvement Planning and Standards and Quality Reporting frameworks which reflect all of the national guidance and support self-evaluation for self-improvement
- The launch of an SLC Tracking and Monitoring system for Primary and Secondary establishments respectively
- The introduction of a targeted Active Literacy programme to support identified schools
- The creation of a central Learning and Teaching group which has worked to develop materials for schools. An associated training programme is also planned
- Attendance at national moderation events and delivery of authority-wide CPD events for all schools on Moderation and Achievement of a level
- The introduction of a revised data report for secondary schools, including attainment visits to which support the use of this data to inform school improvement
- The Professional Learning Trios and Attainment Families programmes which support self-evaluation for self-improvement
- Membership of Professional Learning Trios which provide an opportunity for senior managers to work in trios to support and challenge one another

- Membership of Attainment Family Groups. This is run in partnership with North Lanarkshire Council (NLC) and involves twelve SLC primary schools
- Regular Head Teacher meetings and conferences
- A well-established leadership programme
- A well-established programme of CLPL
- An opportunity for schools, in consultation with their link officer to participate in the Validated Self-Evaluation (VSE) programme which aims to strengthen schools' self-evaluation processes and gain information which influences their School Improvement Planning and Standards and Quality Reporting processes
- Intensive and focused input on self-evaluation for self-improvement, supporting schools to prepare for school inspection. This has included a range of training and the provision of appropriate resources
- The provision of an SLC Tracking and Monitoring template and intensive package of support to train HTs in its use
- The establishment of a number of networks to support and challenge targeted groups in different areas e.g. Teaching and Learning network and Curriculum network
- Support and challenge with curriculum. It is anticipated that the introduction of the Lead Teacher role will enhance this support

## Case study

### Self-Improving Schools Partnership with North Lanarkshire Council

Twelve South Lanarkshire Primary Schools participated in the Self-improving Schools Partnership with North Lanarkshire Council. Schools have been empowered to find their own solutions, with both local authorities offering support and resources to facilitate ongoing and sustainable improvement. All schools have focused on raising attainment and projects which aim to close the poverty related attainment gap by identifying common patterns and themes within the group of schools.

#### Quotes:

*"As teachers we are all guilty of striving to do our best and having it done by yesterday! This programme helped slow us down and better direct improvement."*

*"I think the key to the ongoing success of the Family Groups will be to continue to create opportunities for more of our staff to meet together to share practice around the targets on our action plan."*



# Empowering our staff: career-long professional learning

## SLC objective:

- Build leadership capacity within a strong framework of governance

## Leadership

We recognise that effective leadership is built around the principles of collegiality. We want all of school staff to have the opportunity to be leaders of learning.

The CQIS provide and support leadership development from NQTs (Newly Qualified Teachers) through to systems leaders, within their current roles and also to recognise and develop those aspiring to formal leadership roles.

Last year we reviewed and updated our Leadership Framework to meet the needs of stakeholders and developed a comprehensive programme of activities aimed at building leadership capacity at all career stages, with a focus on school improvement and improved outcomes for all learners. Evidence from evaluations show that the programme of activities over 2017-18 have been well received and making a difference.

The Leadership Programme included:

- Newly Qualified Teacher Induction Programme
- Head Teacher Induction Programme
- School Improvement Trios collaborative groups
- Scottish Attainment Challenge schools collaborative working
- Coaching programme for experienced Head Teachers
- Acting Depute and Acting Head Teacher opportunities
- SCEL opportunities: Teacher, Middle leadership, Into Headship, Excellence in Headship and Fellowship
- Post-graduate study in Teacher and Middle Leadership
- Externally provided Aspiring Heads, Aspiring Faculty Heads, Faculty Heads, Aspiring Principal Teachers and Aspiring Depute Head Teacher's courses

Our leadership framework highlights appropriate professional learning for all educational professionals, making links to training provided internally and externally which are closely aligned to the Scottish Council for Educational Leadership framework (SCEL).

## Leadership Achievements 2017-18

We have and continue to provide opportunities for staff to take on senior leadership posts such as Acting Head Teacher or Acting Depute Head Teacher roles.

This approach helps to foster and develop staff's leadership potential. We also tap into the enormous pool of talent we have in our existing team of Head Teachers who share their experiences and achievements with aspiring leaders.

### **Scottish College for Educational Leadership:**

- Geraldine O'Hanlon, Head Teacher, St. Kenneth's Primary became a SCEL Fellow
- Fifteen candidates completed Into Headship, three have become head teachers
- Fifteen Head Teachers are working on the Excellence in Headship programme

### **Head Teacher Induction**

- Eighteen newly appointed and acting Head Teachers participated in this programme

### **Post Graduate Study in Educational Leadership**

- A total number of 30 teachers are working towards post-graduate certificate in either Teacher or Middle Leadership Glasgow and Strathclyde Universities

## **Newly qualified teachers**

As part of workforce and succession planning strategy we want to empower and enable our teachers and other staff to develop their professional learning and leadership capacity.

South Lanarkshire Council engage with newly qualified teachers before they officially take up their teaching posts to provide support and guidance. During two induction days in June and early August experienced teaching and non-teaching staff deliver sessions to the probationers on such areas as Child Protection, Internet Safety including appropriate use with young people and corporate systems, policies and practices. In addition to this the Induction Day in June allows the probationers to meet their head teachers to discuss their placement etc.

Probationers are allocated a supporter from within their school and the Local Authority provides annual and ongoing training for supporters to allow them to engage positively with their probationer and provide the correct balance of support and challenge.

A comprehensive professional learning programme has been developed for probationers and this is delivered by experienced practitioners from within and out with the authority. Throughout the session the probationers are provided with additional support and guidance. The Probation Manager, supported by staff from across a number of establishments, provides support to probationers to allow them to undertake a practitioner enquiry to enhance their skills in engaging with research to support their own learning and ultimately pupil experiences.

## **Professional learning for our employees**

We are committed to the development of all our employees to ensure that they have the necessary skills and knowledge to support them in their role and to further develop their career and professional learning.

Our learning and development board has produced a strategic learning and development plan which links into the Council's Connect plan. This ensures that all key learning and development activities undertaken by employees help us as a Council to achieve our objectives. We have a blended approach to learning and development, recognising that everyone learns in different ways and may have a preferred learning style.

The Council Learning and Teaching group has created resources for schools in the following areas: feedback and metacognition. There is also a focus on Co-operative Learning, Differentiation and a Learning and Teaching Position Statement for schools.

In support of our aim that younger children get the best start in life, early years employees were provided with an opportunity to undertake the BA in Childhood Practice. 26 employees have started their professional studies with support from the Council.

School Support Assistants are allocated to establishments based on the needs of the pupils.

Support Services Co-ordinators work closely with schools to help ensure practitioners are fully supported in taking forward high quality teaching and learning.

In 2017-18, Support Services set out to increase the capacity of School Support Assistants to support the delivery of literacy initiatives in schools. There were two key outcomes:

**Supporting Literacy in the Early Stages for School Support Assistants** - In partnership with the literacy strategy implementation group and our Specialist Support Teachers, a one day course was developed to look at how School Support Assistants could better contribute to literacy intervention programmes. The course explored the use of evidence based interventions in the context of how children learn, phonological awareness and barriers to learning. Following a successful pilot the course was rolled out to all schools. By April 2018, almost 400 School Support Assistants had completed the course.

**Catch-up Literacy Trios in Secondary Schools** - In a jointly funded initiative, CQIS and Support Services developed a programme designed to extend the reach of Catch Up Literacy in secondary schools. Evidence suggests that this intervention programme is resulting in considerable improvements in reading ages. Two assistants from each school and one Support for Learning Teacher received three days of training. Feedback from the 50 employees who attended has been very positive.

Our capacity to further improve is strong as is evidenced by these statements written about **leaders in our schools and services** during 2017-18 by Education Scotland

**Park View Primary School**

*"The high quality leadership of the headteacher and her vision for improvement, based on effective self-evaluation, which she has successfully shared with staff."*

**Community and Learning Development Inspection**

*"Senior leaders ensure that visions, values and aims are well understood by staff and stakeholders."*

**Auchengray Primary School**

*"The teamwork of all staff and their commitment to improving the work of the school."*

**Biggar High School**

*"The effective leadership of the headteacher and depute headteachers in promoting a culture of professional learning."*

**Auldhouse Primary School**

*"The teamwork of teaching staff and their commitment to continually improve their professional knowledge and practices leading to children doing well."*

## Section 5

### Our capacity for improvement

“What are we going to do now?”



**Education Resources continues to give the highest priority to further strengthening the quality of its teachers, practitioners and of its educational leadership, through a relentless focus on the importance of high quality learning and teaching and the provision of focused professional learning opportunities. This is designed to support the profession and our staff in meeting the needs of our children and young people and communities. It underpins our work towards inspiring learners and transforming learning.**

It also reflects the ever changing landscape of education and the requirements for reporting on how we are taking forward the drivers in the National Improvement Framework for Education, including empowering our Head Teachers.

Through our involvement in the West Partnership which brings together East Dunbartonshire, East Renfrewshire, Glasgow, Inverclyde, North Lanarkshire, Renfrewshire and West Dunbartonshire Councils in an Education Regional Improvement Collaborative we will enhance the work which is already taking place within the local authorities. It is essential that the partnership supports teachers and practitioners to use the expertise we have and share best practice in learning and teaching. The work of the partnership will develop over the years to come.

We are proud of our schools and the communities they serve and will continue to strive towards delivering increasingly positive outcomes for all our learners.

Building on the improvements we have made over the last year our focus will be on the following key priorities for 2018-19:-

- Maintain and build on the high standards of attainment, inspections graded “good” or better and securing sustained, positive destinations for all young people
- Keep a relentless focus on closing the poverty-related attainment gap
- Work towards a self-improving system by developing further the skills of our staff to develop them as empowered professionals









**99%**  
of primary pupils  
are being taught  
in new school  
buildings



**Nursery**

**11 new**  
nursery centres



**1,800**

young people  
participated in awards schemes



**#itsSLC**

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