




Education, Learning and Attainment Delivery Plan 2016-17



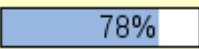


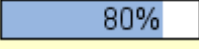
Generated on: 16 May 2017

	Scorecard Name	Vision
	*SLA EDUCATION, LEARNING & ATTAINMENT - Delivery Plan 2016/17	




	Theme/Priority/Objective	Context
	1 Social Mission	

	Theme/Priority/Objective	Context
	Improve life chances for children and young people	

PI Code & Short Name	History					Present		Latest Note	Assigned To
	2010/11	2011/12	2012/13	2013/14	2014/15	2016/17	Target		
	Value	Value	Value	Value	Value	Value	Target		
ED/RAA/001 Percentage of educational establishments receiving positive inspection reports	100%	100%	100%	100%	100%	100%	100%	As at the end of March 2017, two establishments have been inspected so far in the current school session, St Martin's and Goldenhill Primary Schools. Both inspections have resulted in positive inspection reports.	Laura Mason
ED/RAA/006 Percentage of children tested in their pre-school year achieving 5 and above in book knowledge	N/A	N/A	87.4%	84.4%	87.3%	N/A	85%	Data for this indicator is not available until the end of the 2016/17 education year in August 2017. The percentage of children achieving in this area has gone up year on year. In 2015-16 the expected target of 84% was exceeded by 4.4 percentage points.	Kathy Morrison
SCHN11 Percentage of pupils entering positive destinations	91.5%	92.6%	90.9%	90.1%	89.4%	N/A	92%	2016-17 data will not be available until 2018	Susie Byrne



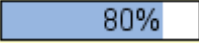
Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
		E/12-17/RAA/321 Implement the Children & Young People Act 2014		31-Mar-2017	Shona Crawford; Claire Cusick	The IT solution supplier, SEEMIS, completed their development on schedule with support from the 32 Scottish Local Authorities and training was rolled out in May and June 2016. However the Supreme Court ruling which has delayed the enactment of the duties of the Children and young Peoples Act means that much of what was planned in this action has had to be paused. Due dates have therefore been changed to the end of the current session, but if the national situation is not resolved by then, this work will need to roll over into next year's plan.	NPS - SEEMIS developments completed	17-Jun-2016	Yes
							Support the development of the Wellbeing Assessment and Planning Processes in schools	17-Jun-2016	Yes
							NPS - Egress accounts in place	21-Mar-2017	No
							NPS - guidance developed for all relevant groups: parents; children and YP; staff	22-Mar-2017	Yes
							NPS - review of central multi-agency systems for screening concerns: police; SW; Health	23-Mar-2017	Yes
							NPS - training matrix developed	24-Mar-2017	Yes
							NPS - communications strategy developed	25-Mar-2017	Yes
							Development of the Central Named Person Service (NPS)	26-Mar-2017	Yes
							NPS - review of JATs functions in light of NP functions	27-Mar-2017	Yes
							NPS - review of Risk Matrix	28-Mar-2017	No
							NPS - use of Chronologies embedded throughout education	29-Mar-2017	Yes
							Support all establishments to embed the use of the latest pastoral notes for recording information on wellbeing.	30-Mar-2017	Yes
							Revise multi agency guidance to staff in light of the revised guidance from Scottish Government.	31-Mar-2017	No
NPS - post filled		Yes							
		ED/16-17/ED/01 Implement broad-ranging school improvement to raise attainment and achievement		31-Mar-2017	Laura Mason	We have improved classroom practice and self-evaluation as key	Implement HGIOS4, improved classroom practice and self-evaluation as key drivers for improvement	27-Jun-2016	Yes
							Implement the expectations for equity set by the government to challenge	26-Sep-2016	Yes



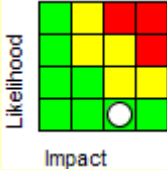


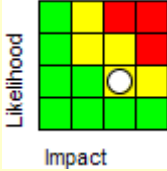


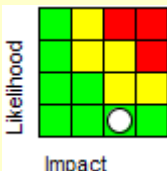
Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						<p>drivers for improvement in line with HGIOS 4. We have implemented the expectations for equity set by the government to Challenge Authorities. We have reviewed Improvement Framework in line with HGIOS4 and HGIOELC. Policy and procedures for early entry to primary school have been reviewed and guidelines produced for schools and nurseries. Each learning community has planned and implemented a Collaborative Action Research (CAR) project using the WDC model of Plan, Measure, Implement, Share. Learning Rounds and / or Lesson Study has been implemented in each Learning Community. The</p>	authorities		
							Review improvement framework in line with HGIOS4 and HGIOELC	03-Oct-2016	Yes
							Produce an evidence informed approach to school improvement	28-Nov-2016	Yes
							Embed 'Building the Ambition' - principles and practice	31-Mar-2017	No

Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						leads of attainment projects have worked in partnership to support a collaborative, research based model of improvement in all projects. Termly and annual reports of impact of projects on attainment and achievement have been produced. Work is ongoing to ensure the key principles of Building the Ambition are evident in practice. Work to organise and deliver staff development opportunities for relevant practitioners is also ongoing.			
		ED/16-17/ED/02 Design and implement strategy for assessment in schools		31-Mar-2017	Laura Mason	Excessive or unnecessary workload for teachers and learners is being avoided. An analysis of insight data Phase One (September	Avoid excessive or unnecessary workload for teachers and learners	26-Sep-2016	Yes
							Undertake analysis of insight data Phase One (September)	26-Sep-2016	Yes
							Improve identification and assessment of pupils with literacy difficulties	26-Dec-2016	Yes
							Undertake analysis of insight data Phase One (February)	27-Feb-2017	Yes


Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						<p>2016) has been produced and also Phase Two (February 2017). The Phase Two update was used to populate school data templates used in Leadership for Learning Visits. Revisions were made to the strategy for assessment in schools made in line with the changes to national SQA procedures. An Attainment Advisor led Broad General Education Working group has been established. A moderation/verification framework has been produced and guidance provided. Each Learning Community is establishing partnership groups. Professional learning sessions have been delivered to all heads of</p>	<p>Deliver rigorous approaches to judging attainment levels</p>	31-Mar-2017	Yes


Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						<p>establishments and service managers. Curriculum Networks Groups have been established and have representation from each Learning Community at Senior Management level. Quality assurance of CfE literacy and numeracy levels is undertaken by the Performance and Improvement team. A process was established to ensure consistency of levels and to support raised attainment. Guidance was provided to schools linked to national and local expectation. A professional learning programme has been delivered to senior leaders. Latest national guidance was shared and reviewed.</p>			

Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
		ED/16-17/ED/03 Develop the use of performance information to support school improvement		31-Mar-2017	Laura Mason	A system has been designed for data collation and analysis for Attainment Challenge projects. We have produced policy for data management. We have established a targeted school approach using performance information to inform decisions. The quality improvement process delivered by Education Officers and Senior Education Officers has been revised. An analysis of requirements for reporting of attendance, exclusion, FOI and complaint statistics has been completed prior to the creation of framework. A position paper on this has been prepared for ELT.	Design a system for data collation and analysis for attainment challenge projects.	27-Jun-2016	Yes
							Produce policy for data management.	10-Oct-2016	Yes
							Establish targeted school approach using performance information to inform decisions.	14-Oct-2016	Yes
							Revise quality improvement process delivered by Education Officers and Senior Education Officers	14-Oct-2016	Yes
							Establish programme of quarterly analysis for attendance exclusions FOI's and complaints	26-Dec-2016	No
Icon	Status	Current Rating	Risk Code & Title	Current Risk Matrix	Measures Of Impact	Internal Controls			



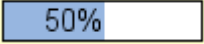



Icon	Status	Current Rating	Risk Code & Title	Current Risk Matrix	Measures Of Impact	Internal Controls
		3	E/12-17/2016/4 Failure to design and implement WDC's strategy for assessment in schools		National data collection: CFE levels, NGRT; Local data collection: Early Years base-line; GL: National Improvement Framework reporting measures.	
		6	E/12-17/2016/6 Failure to develop the use of performance information to support school improvement		HMIE inspection reports - Validated Self Evaluation results - internal performance reporting and surveys - themed evaluations - exam results - validation visits - feedback on SAC progress - GL data	<p>Effective partnering with HMIE</p> <p>Validation visits for all establishments</p> <p>Improvement work within Learning Communities</p> <p>Engagement with staff across all establishments</p> <p>Effective procedures for benchmarking and analysis of data</p> <p>School Improvement Plans</p> <p>Attainment data</p> <p>National Improvement Framework</p> <p>HGIOS4</p> <p>Raising Attainment Strategy</p> <p>Raising Attainment/ Impact review Group (led by Chief Education Officer)</p>
		3	SR112 Failure to implement broad-ranging school improvement to raise attainment and achievement		Examination results - HMIE inspection reports - validation reports - stakeholder feedback - local learning community attainment data - control group model - small test of change model - risk matrix model - bespoke model of intervention for young people and families at early stages to improve on attendance/lateness; social and emotional health; supports for mental health issues; parenting/behaviour management skills and early linguistic & cognitive development - pre/post intervention assessment - increased expectation of raising attainment being the responsibility of all - school to school collaboration with locally initiated bottom-up enquiry - higher level of STEM subject uptake in secondary schools - increased numbers of learners entering STEM related career pathways - standardised literacy and	<p>Raising Attainment Strategy</p> <p>Project management by Service Manager</p> <p>Raising Attainment/ Impact review Group (led by Chief Education Officer)</p> <p>Termly progress reports submitted as part of Educational Service committee reports</p> <p>Scottish Attainment Challenge Project Board</p> <p>Raising Attainment specialists in each secondary school</p> <p>Relevant CPD programme to support education staff</p> <p>Lead Officer responsible for managing Multi-Agency Family Support Team</p> <p>Meetings between WDC and Education Scotland/HMIE</p> <p>Standardised data collection templates</p> <p>Numeracy steering group</p> <p>Local Authority Coordinator</p> <p>Partnership working with University of Glasgow</p>



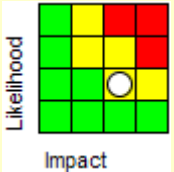
Icon	Status	Current Rating	Risk Code & Title	Current Risk Matrix	Measures Of Impact	Internal Controls
					numeracy tests	Learning Community Partnership Innovation Teams

Theme/Priority/Objective	Context
 2 Organisational Capabilities	

Theme/Priority/Objective	Context
 Committed and dynamic workforce	

Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
		E/12-17/LNH/312 Implement improvement programme for the quality of teaching / learning (literacy, numeracy STEM) based on Attainment Challenge Projects	<div style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center;">100%</div>	31-Mar-2017	Julie McGrogan	A WDC Training Programme (Phonics, Spelling, Linguistic Development) is underway, 2 new officers have been seconded to develop materials.	Plan and implement a WDC Training Programme (Phonics, Spelling, Linguistic Development)	24-Oct-2016	Yes
							Implement the National Numeracy Progression Framework	29-Dec-2016	Yes
							Plan and deliver a training programme for: Problem Based Approaches (CGI); Number Sense, Reciprocal Maths; Maths Resilience.	02-Mar-2017	Yes
							Review and refresh local learning and teaching policy	24-Mar-2017	Yes
							Produce and implement an Early Level Literacy Skills Programme	31-Mar-2017	Yes
							Produce and implement Literacy & English Progression Framework	31-Mar-2017	Yes
		ED/16-17/ED/06 Develop effective leadership to drive improvement	<div style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center;">100%</div>	31-Mar-2017	Laura Mason	We have developed the capabilities of future senior managers. A policy for collaborative professional learning has been	Develop the capabilities of future senior managers	01-Apr-2016	Yes
							Produce policy for collaborative professional learning	27-Jun-2016	Yes
							Produce revised leadership framework in line with National Improvement Framework expectations	29-Aug-2016	Yes
							Strengthened leadership of attainment	26-Dec-2016	Yes

Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						Framework has been planned.			
		ED/16-17/ED/07 Raise teacher professionalism in literacy, numeracy and aspects of Health & Wellbeing		31-Mar-2017	Laura Mason	A training programme on maths resilience, mental maths and growth mindset has been provided and the reciprocal reading programme has been implemented in the Early Years sector.	Provide training programme on maths resilience, mental maths and growth mindset	01-Apr-2016	Yes
							Implement Early Years reciprocal reading programme	29-Aug-2016	Yes
							Produce framework for literacy, numeracy and Health and Wellbeing progression.	27-Feb-2017	No
							Produce guidance on the development of literacy skills	27-Feb-2017	No
		ED/16-17/ED/08 Implement improvements arising from Staff Survey 2015		31-Mar-2017	Matthew Boyle	The analysis of education "issues" has been extracted from the Staff Survey and communication actions addressed.	Extract analysis of education "issues" from survey	26-Aug-2016	Yes
							prepare a communication action plan from consultation with education staff	30-Nov-2016	Yes


Icon	Status	Current Rating	Risk Code & Title	Current Risk Matrix	Measures Of Impact	Internal Controls
		6	E/12-17/2016/2 Failure to develop effective leadership to drive improvement		<p>Successful school validation visits</p> <p>Low incidents of personnel issues in schools</p> <p>Sustained improvement in achievement and attainment</p> <p>Growth of innovation</p>	<p>HGIOS4</p> <p>SCEL Guidance</p> <p>Into Headship programme</p> <p>Feedback on internal leadership programme</p> <p>ADES SLDP programme</p> <p>GTC standards for leadership</p> <p>Corporate leadership programme (Inspiring Leaders)</p>

Icon	Status	Current Rating	Risk Code & Title	Current Risk Matrix	Measures Of Impact	Internal Controls
		6	E/12-17/2016/3 Failure to raise teacher professionalism in literacy, numeracy and aspects of health and wellbeing			







Theme/Priority/Objective	Context
Fit for purpose estates and facilities	











Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
		E/12-17/RAA/312 Reorganise transport contracts for OLSP in readiness for relocation to new build		31-Oct-2017	Susan Mullin	Physical measurement of routes has been undertaken and eligibility for transport re-checked. Currently establishing the addresses that are entitled and liaising with SPT in order to advertise in the coming weeks.	Physical measurement of routes to be undertaken	31-Mar-2017	Yes
							Recheck eligibility for transport	31-May-2017	Yes
							Contracts advertised	30-Jun-2017	No
							SEEMIS check to confirm addresses of all pupils	31-Jul-2017	No
							Information to parents confirming eligibility/non eligibility for transport to new building	29-Sep-2017	No
							Contracts awarded	30-Sep-2017	No
							Procurement of contracts from SPT	13-Oct-2017	No
		E/12-17/RAA/332 Establish extended ELCC in Kilpatrick School		31-Mar-2017	Claire Cusick	Parents have been consulted and are aware of plans in place. Occupancy of building will now happen on 30th December. Reflecting current proposed occupancy levels, there is no need	Staffing recruited for the class to operate	14-Oct-2016	Yes
							Communication with parents to ensure knowledge of change	31-Oct-2016	Yes
							New building opened	29-Dec-2016	Yes
							Children are welcomed to new ELC class	30-Dec-2016	Yes



Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						to recruit additional staff at this time.			
		ED/16-17/ED/05 Implement transition arrangements for Kilpatrick and Bellsmyre and Balloch campuses.		31-Mar-2017	Laura Mason	A transitions project group has been established and a communication plan produced. Updates have been provided to the schools estates board.	Establish transitions project group.	11-Apr-2016	Yes
							Produce communication plan.	18-Apr-2016	Yes
							Provide updates to schools estates board.	31-Aug-2016	Yes
							Provide updates to schools' estates board (Kilpatrick)	26-Dec-2016	No


Theme/Priority/Objective	Context
 Strong financial governance and sustainable budget management	



Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
		E/12-17/IMP/313 Implement new admissions package (NAMS) across all Early Years establishments and partnership providers		31-Aug-2017	Judy Ormond	WDC EY staff met with SEEMiS staff to produce an implementation plan early in 2016-17 session. Partner Centres have been set up in SEEMiS system in preparation for On Boarding with NAMS product. Training is yet to be agreed with SEEMiS but is expected to take place in August 2017 to coincide with our planned	Meet with SEEMiS staff to plan implementation.	25-Aug-2016	Yes
							Set up new centres in budget application.	31-Jan-2017	Yes
							Provide Staff Training	18-Aug-2017	No



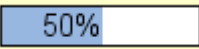


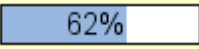
Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						go live date.			
		E/12-17/RAA/316 Review use of taxi contracts in education	<div style="width: 100%;"><div style="background-color: blue; height: 10px; width: 100%;"></div></div> 100%	30-Apr-2016	Susan Mullin	In line with council policy the review of the use of taxi contracts in education has been completed, and changes implemented.			
		E/12-17/RAA/338 Review how ASN resources are allocated to early years	<div style="width: 100%;"><div style="background-color: blue; height: 10px; width: 100%;"></div></div> 100%	31-Mar-2017	Anne-Marie McDonald (Education); Kathy Morrison; Susan Mullin; Judy Ormond	New allocations procedures are in place for Early Years Classes in Primary Schools. A review has been carried out on existing practices reflecting the EY expansion strategy. Recommendations for changes have been made and approved.	New allocation procedures in place	23-Dec-2016	Yes
							Review existing procedures	31-Dec-2016	Yes
							Recommendations for any changes made and approved	31-Mar-2017	Yes
		ED/16-17/CS/01 Review approach to allocation of support resources to establishments	<div style="width: 100%;"><div style="background-color: blue; height: 10px; width: 100%;"></div></div> 100%	31-Mar-2017	Claire Cusick	The existing mechanism has been reviewed. Changes required have been identified. Revised mechanisms for allocations have been established and will be used in the new academic session.	review existing mechanism	30-Jun-2016	Yes
							identify changes required	23-Dec-2016	Yes
							Revised mechanism for allocation in place	31-Mar-2017	Yes
Theme/Priority/Objective			Context						
3 Legitimacy & Support									




Theme/Priority/Objective		Context							
 Constructive partnership working and joined up service delivery									
Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
		E/12-17/LNH/311 Develop existing networks (third sector) to provide a sustainable model professional learning		31-Aug-2017	Julie McGrogan	The local professional learning programme for collaborative action research (CAR) was delivered with Glasgow University. A professional learning programme for 'Inspire and Challenge' has been produced with Glasgow Science Centre.	Deliver the local professional learning programme for collaborative action research (CAR) with Glasgow University	27-May-2016	Yes
							Produce Professional learning programme for 'Inspire and Challenge' with Glasgow Science Centre	23-Jun-2016	Yes
							Establish programme of meetings to consult with existing partners (Glasgow Science, Glasgow University, Education Scotland, Scottish Government, SCEL)	24-Sep-2016	Yes
							Produce a leadership programme	24-Sep-2016	Yes
							Implement in STEM Hub schools in phase one with extension to all schools in phase two	28-Dec-2016	Yes
							Implement Learning Programme	31-Mar-2017	Yes
							Plan and deliver a teacher learning event on learning to raise attainment	31-Aug-2017	Yes
		E/12-17/LSP/301 Monthly quality assurance meetings with Education Scotland Area Lead Officer to review educational provision.		31-Mar-2017	Laura Mason	The planned formal meetings with the Education Scotland Area Lead Officer have taken place on schedule.	First formal meeting with Area Lead Officer	30-Jun-2016	Yes
							Second formal meeting with Area Lead Officer	30-Sep-2016	Yes
							Third formal meeting with Area Lead Officer	31-Dec-2016	Yes
							Fourth formal meeting with Area Lead Officer	31-Mar-2017	Yes
		E/12-17/RAA/313 Review and develop a refreshed SLA with internal transport		31-Aug-2017	Susan Mullin	Difficulties in dealing with internal transport	Liaison and agreement with procurement and Legal Services to clarify requirements	30-Sep-2016	No



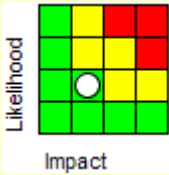
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						staff have slowed this progress up. This is being addressed but will delay completion.	Review of existing SLA	31-Oct-2016	No
							Changes to SLA negotiated with Internal Transport	31-Mar-2017	No
							New SLA in place	31-Aug-2017	No
		E/12-17/RAA/314 Review and develop a refreshed SPT agency agreement	<div style="width: 100%;"><div style="width: 100%; background-color: blue; color: white; text-align: center;">100%</div></div>	30-Apr-2017	Susan Mullin	Existing agreement was reviewed and negotiations took place between SPT and WDC resulting in a new agreement being put in place.	Review existing agreement	16-Dec-2016	Yes
							Legal negotiations between SPT and WDC complete	23-Dec-2016	Yes
							New agency agreement in place	30-Apr-2017	Yes

Theme/Priority/Objective	Context
 Positive dialogue with local citizens and communities	

Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
		E/12-17/PAR/302 Develop role of parents and Parent Councils in school improvement planning process	<div style="width: 100%;"><div style="width: 100%; background-color: blue; color: white; text-align: center;">100%</div></div>	31-Mar-2017	Susan Gray	Awareness raising sessions have been held for Head Teachers about expectations set out in the National Improvement Framework (NIF). The Scottish Parent Teacher Association has delivered training for Head Teachers. Improvement planning for	Awareness raising sessions for Head Teachers about expectations set in NIF.	27-Jun-2016	Yes
							Scottish Parent Teacher Association to deliver training for Head Teachers	30-Sep-2016	Yes
							School and Learning Community improvement planning for Parental Engagement	31-Mar-2017	Yes
							Scottish Parent Teacher Association to deliver training a programme of training for Parent Councils	31-Mar-2017	Yes

Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
						Parental Engagement has taken place in schools and learning communities. Scottish Parent Teacher Association has delivered a programme of training for Parent Councils.			
		E/12-17/PAR/307 Provide evidence based feedback to parents about children's attainment and achievement		30-Jun-2017	Julie McGrogan	The Tackling Bureaucracy working group has produced a workload agenda, a detailed profile of current provision and areas for improvement. Secondary heads have been consulted and agreement reached about a process to adapt provision linked to national expectation. A learner profiling group has been established.	Review current provision for reporting on attainment and achievement	22-Jun-2016	Yes
							Establish a learner profiling group	24-Sep-2016	Yes
							Electronic Profiling on learner attainment and achievement	30-Jun-2017	No
							Produce a consistent model for reporting on attainment and achievement in the BGE	30-Jun-2017	No
		E/12-17/PAR/308 Provide information to parents on how to support attainment and achievement in literacy and numeracy		30-Jun-2017	Julie McGrogan	WDC officers have met with parent councils. Pilot projects in 5 schools.	Establish lead officer group	29-Jun-2016	Yes
							Promote use of OurCloud to share information with parents	24-Nov-2016	Yes
							Plan parental information sessions	23-Dec-2016	Yes

Icon	Status	Action	Progress Bar	Due Date	Assigned To	Latest Note	Milestone Description	Milestone Due Date	Milestone Completed
							Consult and work in partnership with corporate communications about effective modes for providing information to the public	28-Feb-2017	Yes
							Produce training programme for schools to use to provide parental workshops on 'Our Cloud' and Google+	22-Mar-2017	Yes
							Co-ordinate work across all sectors to collate information shared with parents	30-Jun-2017	No
							Produce a framework for lead officers to use for communication to parents about curriculum	30-Jun-2017	No
							Produce package of materials for parental information	30-Jun-2017	No
		ED/16-17/PPI/01 Develop the Parental Involvement Strategy in all sectors		31-Mar-2017	Andrew Brown	Heads of Establishment have been informed of the support available from national bodies, and training for Parent Councils has been rolled out.	Inform Heads of Establishment of the supports available through national bodies	14-Sep-2016	Yes
							Roll out training for Parent Councils	31-Oct-2016	Yes
							Check progress of parental involvement through school visits.	31-Mar-2017	Yes

Icon	Status	Current Rating	Risk Code & Title	Current Risk Matrix	Measures Of Impact	Internal Controls
		4	E/12-17/2016/5 Failure to develop the Parental Involvement Strategy in all sectors		Parental engagement within schools and authority-wide events - examination results - HMIE inspection reports - validation reports - stakeholder feedback - social and emotional health; supports for mental health issues; parenting/behaviour management skills - increased expectation of raising attainment being the responsibility of all - attendance data	<ul style="list-style-type: none"> Actions identified in the service plan Parent involvement strategy group PI team meetings Dialogue with NPFS meetings Scottish Parent Teacher Council meetings HGIOS4 framework