



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 19 November 2018

Dear Member

Education Resources Committee

The Members listed below are requested to attend a meeting of the above Committee to be held as follows:-

Date: Tuesday, 27 November 2018

Time: 10:00

Venue: Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA

The business to be considered at the meeting is listed overleaf.

Members are reminded to bring their fully charged tablets to the meeting

Yours sincerely

Lindsay Freeland
Chief Executive

Members

Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Stephanie Callaghan, Margaret Cooper, Poppy Corbett, Margaret Cowie, Fiona Dryburgh, Alistair Fulton, Lynsey Hamilton, Ian Harrow, Mark Horsham, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Sheena Wardhaugh, Jared Wark, David Watson

Substitutes

Jackie Burns, Maureen Devlin, Isobel Dorman, Ann Le Blond, Martin Lennon, Eileen Logan, Colin McGavigan, Mark McGeever, Jim McGuigan, Richard Nelson, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh

External Members

Religious Representatives

Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives

Andy Harvey, Ann Marie Hobson

Parent Council Representatives

Christine Hall, Hilary Kirby

BUSINESS

1 Declaration of Interests

- 2 **Minutes of Previous Meeting** 5 - 14
The minutes of the meeting of the Education Resources Committee held 18 September 2018 submitted for approval as a correct record. (Copy attached).

Monitoring Item(s)

- 3 **Education Resources - Revenue Budget Monitoring 2018/2019** 15 - 18
Joint report dated 23 October 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2018/2019** 19 - 22
Joint report dated 31 October 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring - August to September 2018** 23 - 28
Joint report dated 23 October 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Decision

- 6 **School Holiday Dates for Sessions 2019/2020 and 2020/2021** 29 - 34
Report dated 5 November 2018 by the Executive Director (Education Resources). (Copy attached)
- 7 **Attachment Strategy for Education Resources** 35 - 46
Report dated 23 October 2018 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Noting

- 8 **Update on Pilots for Breakfast Clubs and Summer Programme Provision** 47 - 56
Report dated 7 November 2018 by the Executive Director (Education Resources). (Copy attached)
- 9 **Pupil Equity Fund - Progress Update** 57 - 70
Report dated 24 October 2018 by the Executive Director (Education Resources). (Copy attached)
- 10 **Youth Employability and Work Based Learning** 71 - 74
Report dated 24 October 2018 by the Executive Director (Education Resources). (Copy attached)
- 11 **Youth Engagement Update** 75 - 80
Report dated 5 November 2018 by the Executive Director (Education Resources). (Copy attached)
- 12 **Celebrating the Success of Young People and Employees** 81 - 84
Report dated 7 November 2018 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

13 Urgent Business

Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name: Lynn Paterson

Clerk Telephone: 01698 454669

Clerk Email: lynn.paterson@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 18 September 2018

Chair:

Councillor Katy Loudon

Councillors Present:

Alex Allison, John Anderson, Stephanie Callaghan, Margaret Cooper, Margaret Cowie, Fiona Dryburgh, Alistair Fulton, Lynsey Hamilton, Mark Horsham, Monique McAdams, Ian McAllan, Julia Marrs, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Collette Stevenson (*substitute for Councillor Craig*), Margaret B Walker, Sheena Wardhaugh, David Watson, Jared Wark

Councillors' Apologies:

Poppy Corbett, Peter Craig (Depute), Ian Harrow, John Ross

External Members Present:

Christine Hall, Andy Harvey, John Mulligan

External Members' Apologies:

Gillian Coulter, Ann Marie Hobson, Dr Nagy Iskander, Hilary Kirby

Attending:

Education Resources

T McDaid, Executive Director; G Barclay, Instrumental Music Co-ordinator; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Senior Phase); S Nicolson, Head of Education (Broad General Education); L Sherry, Head of Education (Support Services and School Estate)

Finance and Corporate Resources

M Cairns, Legal Services Manager; L Harvey, Finance Manager (Resources); M Milne, HR Business Partner; L O'Hagan, Finance Manager (Strategy); L Paterson, Administration Officer

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 19 June 2018 were submitted for approval as a correct record.

The Committee decided: that the minutes be approved as a correct record.

3 Education Resources – Revenue Budget Monitoring 2018/2019

A joint report dated 28 August 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 17 August 2018 against budgeted expenditure for 2018/2019 for Education Resources, together with a forecast for the year to 31 March 2019.

As at 17 August 2018, there was an underspend of £0.232 million on Education Resources' revenue budget, with a forecast of a potential underspend of £2.3 million at 31 March 2019. The underspend of £0.232 million was due to the timing of employee recruitment and vacancies within the Early Years' service. The forecast underspend of £2.3 million reflected the current estimate of Pupil Equity Funding which could be carried forward, and would be transferred to Reserves at 31 March 2019, to meet spend and commitment in schools in line with the 2018/2019 School Improvement Plans.

Details were provided on proposed budget virements to realign budgets.

The Committee decided:

- (1) that the underspend on Education Resources' revenue budget of £0.232 million at 17 August 2018 be noted;
- (2) that the forecast to 31 March 2019 of a £2.3 million underspend be noted; and
- (3) that the budget virements, as detailed in the appendix to the report, be approved.

4 Education Resources – Capital Budget Monitoring 2018/2019

A joint report dated 28 August 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme 2018/2019 and summarising the expenditure position at 17 August 2018.

The Committee decided: that the report be noted.

5 Education Resources – Workforce Monitoring - May to July 2018

A joint report dated 14 August 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period May to July 2018:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ disciplinary hearings, grievances and Dignity at Work cases
- ◆ analysis of leavers
- ◆ Staffing Watch as at 9 June 2018

The Committee decided: that the report be noted.

[Reference: Minutes of 19 June 2018 (Paragraph 3)]

6 Education Resource Plan - Quarter 4 Progress Report 2017/2018 and Resource Plan 2018/2019

A report dated 29 August 2018 by the Executive Director (Education Resources) was submitted on the Education Resource Plans 2017/2018 and 2018/2019.

Details were provided on:-

- ♦ progress made in implementing the priority projects identified in the Resource Plan 2017/2018, as detailed in the Quarter 4 Progress Report, attached as Appendix 1 to the report
- ♦ the Resource Plan for 2018/2019, attached as Appendix 2 to the report, which outlined the:-
 - ♦ objectives and actions for 2018/2019
 - ♦ capital and revenue resources for 2018/2019
 - ♦ organisational structure of the Resource

In line with the Council's performance management arrangements, a progress report on actions identified in the 2017/2018 Resource Plan would be submitted to a future meeting of the Committee.

The Committee decided: that the Quarter 4 Progress Report for 2017/2018, attached as Appendix 1 to the report, together with the achievements made by the Service during 2017/2018, be noted

The Committee recommended to the Executive Committee: that the Education Resource Plan for 2018/2019 be approved.

[Reference: Minutes of the Executive Committee of 8 November 2017 (Paragraph 7) and South Lanarkshire Council of 6 December 2017 (Paragraph 3)]

7 Education Scotland Inspection Update

A report dated 23 August 2018 by the Executive Director (Education Resources) was submitted providing an update:-

- ♦ in relation to the support provided to schools by the Curriculum and Quality Improvement Service (CQIS)
- ♦ on the outcome of Education Scotland inspections published in 2017/2018
- ♦ on CQIS developments for 2018/2019

In August 2016, a range of new inspection models was introduced to suit particular circumstances and contexts and also to reflect the changing educational landscape. The models introduced were:-

- ♦ full inspection
- ♦ short inspection
- ♦ localised thematic
- ♦ neighbourhood

Inspectors used the new Quality Indicators (QIs) from 'How Good is Our School?' (4th edition) (HGIOS4) and, in nursery classes and early learning and childcare centres, the equivalent QIs from 'How good is our early learning and childcare?' (HGIOELC).

The number of inspections undertaken within each local authority in a school session was dependent upon the size of the authority. The number of inspections, in each of the 32 local authorities, published by Education Scotland during 2017/2018, was detailed in Appendix 1 to the report.

The CQIS provided extensive support to all schools to best prepare establishments for the increased rigours and focus areas of changing educational policy, expectations around self-evaluation for improvement and the new inspection models. In addition, particular support was provided to those schools who were potentially facing inspection in the next few years. Information on the range of support provided was outlined in the report.

During 2017/2018, 18 inspection reports had been published in South Lanarkshire covering all sectors. All had received a 'positive' outcome, that is a grade of satisfactory or above for all QIs and there had been no requirement for follow-up inspection activity as an outcome of any inspection, as illustrated in appendices 2 and 4 to the report.

Appendix 3 to the report provided a comparative analysis which scrutinised South Lanarkshire primary inspection outcomes with comparator authorities of a similar size and which had a similar number of inspections. This demonstrated that South Lanarkshire was the only authority to have achieved a 100% success rate in relation to positive outcomes.

A summary of inspection results would be published in the Education Resources' Standards and Quality report. Education Scotland placed importance on the role of Associate Assessors (AAs) on their inspection teams. AAs were usually experienced headteachers who had been nominated by their local authority. The Council had 8 AAs and a further 12 had been nominated.

To secure further advances in establishments' self-evaluation for self-improvement, CQIS levels of support would be sustained and developed. This support would be a bespoke package to include professional learning opportunities, provision of resources and targeted support pre-inspection, during inspection and post-inspection.

The Committee decided: that the report be noted.

[Reference: Minutes of 19 June 2018 (Paragraph 11)]

8 Standards and Quality Report 2017/2018

A report dated 27 August 2018 by the Executive Director (Education Resources) was submitted providing information on Education Resources' Standards and Quality report for session 2017/2018.

The introduction of the Education (Scotland) Act 2016 had placed a statutory duty on schools and local authorities to report on progress towards achieving the National Improvement Framework (NIF) priorities, including raising attainment for all and closing the poverty related achievement gap. On 5 September 2017, the Committee noted that Education Resources had developed a revised format and structure of the Standards and Quality report for schools based on the national priorities and to meet the requirements of the legislation.

The purpose of the Standards and Quality report was to provide high level information on the successes and achievements of Education Resources, specifically, it had been designed to answer 3 main questions from 'How Good is our School' (4th edition), that is how good:-

- ◆ were we at ensuring the best possible outcomes for our learners?
- ◆ was the quality of the care and education we offered?
- ◆ was our relationship and approach to improvement?

The report made specific links to the priorities of Education Resources and the National Improvement Framework.

Arrangements would be made to publish the Standards and Quality report 2017/2018 on the Council's website and an electronic version would be sent to all schools, establishments, elected members and other stakeholders. Printed copies had been made available to members of this Committee.

A Standards and Quality report would be published each year, in the autumn term, and would reflect the work of the previous school session. The format and content would continue to meet national requirements for reporting and also provide information to stakeholders.

The Committee decided: that the report be noted.

[Reference: Minutes of 5 September 2017 (Paragraph 12)]

9 Education Scotland Report – Inspection of Community Learning and Development in South Lanarkshire

A report dated 23 July 2018 by the Executive Director (Education Resources) was submitted on the outcome of the recent inspection of Community Learning and Development (CLD) in South Lanarkshire by Education Scotland.

During March and April 2018, Education Scotland undertook an inspection of CLD partners within South Lanarkshire and the areas of Rutherglen, Springhall and Whitlawburn. Inspectors considered:-

- ◆ the quality of the strategic leadership of CLD and CLD provision in the area
- ◆ how well paid employees were and how volunteers were developing their own practices and building capacity
- ◆ how partners contributed to current and evolving national policy objectives, such as closing the poverty related attainment gap; prevention; reducing social isolation; tackling health inequalities and empowering communities

The inspection report by Education Scotland, published on 23 July 2018, identified the following particular strengths of CLD in South Lanarkshire:-

- ◆ work with young people that was 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

The following 2 areas were identified for continued improvement:-

- ◆ strengthen the coordination between Strategic, Locality and Local Planning
- ◆ improved use of target setting and shared evaluation to capture wider impacts

On 27 June 2018, the Executive Committee had approved a report on proposals to develop a new approach to community participation and the range of planned activity would address the above areas of improvement.

Inspectors noted that communities were achieving very well and, consequently, the inspection process was complete with no further visits.

To help monitor the quality of CLD across Scotland, Education Scotland evaluated 4 quality indicators (QIs). In each of the following QIs, the results for this inspection had been 'very good':-

- ◆ improvements in performance
- ◆ impact on the local community
- ◆ delivering the learning offer with learners
- ◆ leadership and direction

The Committee decided: that the report be noted.

[Reference: Minutes of the Executive Committee of 27 June 2018 (Paragraph 12)]

10 Period Poverty – Access to Sanitary Products in Schools

A report dated 28 August 2018 by the Executive Director (Education Resources) was submitted on the Scottish Government's initiative to provide free sanitary products in schools.

On 30 May 2018, the Scottish Government, in their Programme for Government, gave a commitment that pupils and students in schools, colleges and universities should have access to free sanitary products. The aim of the initiative was to support equality, dignity and rights for young people and to ensure that they had access to products to enable them to fully participate in education, at all levels. £1.850 million had been set aside to cover the period August 2018 to March 2019 and the Council had received £124,534.

The Scottish Government had issued guiding principles in the delivery of the commitment which were detailed in the report. To accompany those guiding principles, Education Resources had produced a good practice document, attached as Appendix 1 to the report, both of which had been issued to schools.

Councils had been advised that the National Framework of Suppliers would be able to offer schools a selection of products, however, this would not be in place until 1 October 2018. Consequently, and in terms of the procurement process, the Council had used a social enterprise business to secure an initial supply of products, with most deliveries made to schools over the summer break.

During August 2018 to 31 March 2019, schools were required to gather information on the initiative which would be shared with COSLA and the Scottish Government. This information would be used to monitor and review the cost of delivery and uptake levels which would inform future funding levels from April 2019.

The Committee decided: that the report be noted.

Councillor Cooper left the meeting during this item of business

11 Learning Together – National Action Plan

A report dated 27 August 2018 by the Executive Director (Education Resources) was submitted on the publication of 'Learning Together', the Scottish Government's national action plan on parental involvement, parental engagement, family learning and learning at home over the next 3 years.

In August 2018, the Scottish Government launched its new engagement plan to improve links between home and school. 'Learning Together' had been developed in collaboration with COSLA and was supported by the National Parent Forum of Scotland and set out a vision for parental involvement and engagement from 2018 to 2021. The plan was based on the guiding aim of Getting it Right for Every Child and its theme was relationships, based on trust, mutual respect and collaboration. A summary of the plan's 13 goals and 52 national actions, many of which were already being addressed by the Council, were detailed in Appendix 1 to the report.

On 14 November 2017, the Committee noted:-

- ◆ the National Parent Forum for Scotland's key findings on the impact of the Scottish Schools (Parental Involvement) Act 2006
- ◆ that a working group would be established to review the Council's Parental Involvement Strategy

This review group would take account of the recommendations in the national action plan to ensure that the revised Parental Involvement Strategy reflected the shift in emphasis from involvement to collaboration and supporting family learning and learning at home. In South Lanarkshire, evidence showed that there was a strong track record in supporting parental engagement and involvement.

A report on the progress in taking forward the goals and actions points of the Scottish Government's national action plan would be submitted to a future meeting of this Committee.

The Committee decided:

- (1) that the Scottish Government's national action plan, 'Learning Together', be noted; and
- (2) that it be noted that a report on the progress in taking forward the goals and action points of the national action plan would be submitted to a future meeting of this Committee.

[Reference: Minutes of 14 November 2017 (Paragraph 8)]

12 West Partnership Update

A report dated 28 August 2018 by the Executive Director (Education Resources) was submitted on the progress of the West Partnership.

On 6 February 2018, the Committee noted the contents of the Initial Improvement Plan of the West Partnership which had been submitted to Education Scotland. On 19 June 2018, the Committee noted that feedback on the Plan had been received which highlighted certain high level strengths and also areas to be considered when devising phase 2 of the Improvement Plan.

The second phase of the Regional Improvement Plan aimed to build on the outcomes and measures outlined in the previous version, working towards the vision of Equity, Excellence and Empowerment. The Plan, attached as Appendix 1 to the report, set out the workstreams to be delivered over the coming year together with a remit and outline action plan for each workstream. Those action plans would remain in draft form as it was envisaged that, following consultation with stakeholders, they could be subject to change to take account of feedback received.

The Committee decided:

- (1) that the content of phase 2 of the Improvement Plan of the West Partnership be noted; and

(2) that update reports be submitted to future meetings of this Committee.

[Reference: Minutes of 6 February 2018 (Paragraph 9) and 19 June 2018 (Paragraph 8)]

13 Celebrating the Musical Success of Young People and the Instrumental Music Service

A report dated 29 August 2018 by the Executive Director (Education Resources) was submitted on the range of achievements and musical success of young people and employees from South Lanarkshire in a variety of highly prestigious national and local events during 2018.

The Council's instrumental music service provided high quality instrumental music tuition to over 9,000 children and young people from P4 to S6, across the entire school estate, including Additional Support Needs schools. A variety of creative and practical learning was offered using a selection of delivery methods and South Lanarkshire was recognised as one of Scotland's leading local authorities in nurturing musical excellence and success.

Example of the breadth of events and individual achievements were detailed in the report, including the following:-

- ◆ Battle of the Bands event held in February 2018, which showcased the emerging rock and pop talents of 11 school bands
- ◆ Instrumental Music Service Showcase held in March 2018, which celebrated the talent and musical excellence of over 350 young instrumentalists and vocalists from secondary schools
- ◆ Primary Music Showcase held in June 2018, which provided performance opportunities for 400 young musical learners and featured the inaugural public performance of South Lanarkshire's Primary Schools' Chorus featuring 60 young voices
- ◆ South Lanarkshire Schools' Big Band performed as part of the Children's Classics Concert; provided musical entertainment at the South Lanarkshire Leisure and Culture Limited Sports Award event and staged a successful sell out concert
- ◆ Local and Regional ensembles where many young musicians and their teachers had represented the Council within a number of regional ensembles, including the South Lanarkshire Orchestral Society (SLOS), Strathclyde Youth Jazz Orchestra, West of Scotland Schools' Orchestra and West of Scotland Schools' Concert Band
- ◆ 8 South Lanarkshire based school and community concert bands participated in the national finals of the Scottish Concert Band Festival where all bands received high commendation, with the SLOS Senior Concert Band awarded a Platinum Award which celebrated the band's position as the highest achieving youth band in Scotland

Many young musicians continued to represent their communities in Scotland's national ensembles, including the Youth Orchestra of Scotland, Youth Jazz Orchestra of Scotland, Youth Choir of Scotland and Youth Brass Band of Scotland. A senior pupil from Calderglen High School, East Kilbride performed as part of the BBC London Proms Youth Ensemble's brass section.

Education Resources would continue to promote the musical success of young people and encourage them to participate in a wide range of active learning activities.

The Committee decided: that the musical success of young people and the Instrumental Music Service, in national and regional contexts during 2018, be noted.

14 Urgent Business

There were no items of urgent business.

Report

Report to: **Education Resources Committee**
 Date of Meeting: **27 November 2018**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Education Resources - Revenue Budget Monitoring
2018/2019**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide information on the actual expenditure measured against the revenue budget for the period 1 April 2018 to 12 October 2018 for Education Resources
- ◆ provide a forecast for the year to 31 March 2019.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that an underspend of £0.620m on Education Resources' revenue budget, as detailed in Appendix A of the report, and the forecast to 31 March 2019 of an underspend of £2.3m be noted.
- (2) that the proposed budget virements be approved.

3. Background

3.1. This is the second revenue budget monitoring report presented to the Education Resources Committee for the financial year 2018/2019.

3.2. The report details the financial position for Education Resources in Appendix A, along with variance explanations.

4. Scottish Attainment Challenge

4.1 The current budget for Education Resources contains £10.847m for Pupil Equity Funding (PEF) and £1.980m for Scottish Attainment Challenge (SAC) as part of the schools' programme. Total budget for 2018/2019 is £12.827m and is contained within this reported position.

4.2 In relation to PEF funding, spend and commitment to date as at 12 October 2018 is £6.427m, with £4.420m still to spend. This includes known staffing costs for the period April 2018 to March 2019

4.3 PEF funding for 2018/2019 can be carried forward to support spend and commitment for the full academic session 2018/19 covering the period April to June 2019. It is estimated, based on a proportionate basis, that £2.3m will be carried forward at the end of the financial year. This will be transferred to reserves at 31 March 2019 to meet spend and commitment in schools in line with 2018/19 School Improvement Plans. Schools continue to maximise spend where possible in line with these plans and, therefore, this will be monitored across the financial year.

4.4 In relation to SAC funding, spend and commitment to date is £1.331m, with £0.649m still to spend. As this is specific grant allocation, funding will be received based on actual spend. Known staffing for the period April 2018 to March 2019 is included in the £1.331m.

5 Employee Implications

5.1 None

6. Financial Implications

6.1. As at 12 October 2018, there is a £0.620m underspend against the phased budget. The forecast for the revenue budget to 31 March 2019 is an underspend of £2.3m.

6.2. The £0.620m reflects underspend within the Early Years service to date. In relation to Early Years' posts, recruitment has been progressing since August 2018. We will continue to update the position as we report to the end of the financial year. As specific funding has been provided for delivery of 1,140 hours of Early Years, then it is anticipated that an element of this underspend may be required to be transferred to reserves to meet the costs of Early Years in the future. £2.3m reflects the current estimate of PEF underspend as outlined in paragraph 4.3 above as at 31 March 2019.

6.3. The current revenue position reflects the following movement in reserves:

Transfer to Reserves

- Funding for Investment and Priorities: As noted in the Revenue Budget Strategy for 2019/2020 (Executive Committee, June 2018), an underspend is anticipated in the spend on Holiday Lunch Clubs (£0.150 million) and School Breakfast Clubs (£0.100 million). To reflect this, £0.250m will be transferred to reserves to reflect the 2019/2020 costs associated with this investment.

6.4. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendix A to this report.

7. Other Implications

7.1 The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk has been assessed as low given the detailed budget management applied across the Resources. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

7.2 There are no implications for sustainability in terms of the information contained in this report.

8. Equality Impact Assessment and Consultation Arrangements

8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

- 8.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

23 October 2018

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, effective, efficient and transparent

Previous References

- ◆ Education Resources Committee – 18 September 2018

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 12 October 2018

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

Louise Harvey, Finance Manager (Resources)

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SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 12 October 2018 (No.8)

Education Resources Summary

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 12/10/18	Actual 12/10/18	Variance 12/10/18		% Variance 17/08/18	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	227,308	227,308	0	114,099	113,462	637	under	0.6%	1,e,f
Property Costs	24,840	24,840	0	18,665	18,642	23	under	0.1%	c,e
Supplies & Services	12,848	10,548	2,300	3,589	3,568	21	under	0.6%	a,b,e
Transport & Plant	9,260	9,260	0	4,919	5,047	(128)	over	(-2.6%)	2,e
Administration Costs	1,264	1,264	0	822	809	13	under	1.6%	e
Payments to Other Bodies	14,577	14,577	0	7,692	7,745	(53)	over	(0.7%)	3,e
Payments to Contractors	33,671	33,671	0	16,784	16,784	0	-	0.0%	
Transfer Payments	1,640	1,640	0	1,511	1,507	4	under	0.3%	d
Financing Charges	352	352	0	102	99	3	under	2.9%	
Total Controllable Exp.	325,760	323,460	2,300	168,183	167,663	520	under	0.3%	
Total Controllable Inc.	(17,631)	(17,631)	0	(6,569)	(6,669)	100	over recovered-	(1.5%)	4,d,e,f
Net Controllable Exp.	308,129	305,829	2,300	161,614	160,994	620	under	0.4%	

Variance Explanations

1. This underspend reflects the timing of staff recruitment and vacancies within the Early Years' service.
2. The transport overspend relates to the cost of additional demand in respect of transporting children with Additional Support Needs to school.
3. This overspend reflects the increased costs of Independent School Placements as a result of the new Scot Excel pricing Framework.
4. The over recovery in Early Years' fees relates to increased uptake of nursery places.

Budget Virements

- a. Transfer to reserves for Breakfast & Lunch Clubs. Net effect £0.250m: Supplies & Services £0.250m.
- b. Realignment of budget to Community & Enterprise Resources in respect of Facilities. Net Effect (£0.025m): Supplies and Services (£0.025m).
- c. Transfer of budget from Finance & Corporate Resources for Rates. Net Effect £0.313: Property Costs £0.313.
- d. Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.090m, Income (£0.090m).
- e. Realignment of DMS. Net Effect £0.000m: Employee Costs £2.467m, Property (£0.004m), Supplies and Services (£2.585m), Transport and Plant £0.009m, Administration Costs £0.061m, Payments to Other Bodies £0.124m, (Income £0.080).
- f. Establish budget to reflect receipt of additional Income from a number of external organisations. Net Effect £0.000m: Employee Costs £0.051m, Income (£0.051m).

Report

4

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Education Resources - Capital Budget Monitoring 2018/2019
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide information on the progress of the capital programme for Education Resources for the period 1 April to 12 October 2018.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Resources' capital programme of £22.417 million, and expenditure to date of £10.832 million, be noted.

3. Background

3.1. This is the second capital monitoring report presented to the Education Resources Committee for the financial year 2018/2019. Further reports will follow throughout the year.

3.2. The budget reflects the approved programme for the year (Executive Committee, 28 February 2018), exceptions approved during 2017/18 and monies carried forward for projects from 2017/18. It also includes budget adjustments approved by the Executive Committee during 2018/2019 and the proposed adjustments recommended to the Executive Committee on 21 November 2018.

3.3. The report details the financial position for Education Resources in Appendix A and details the most recent budget adjustments.

4. Employee Implications

4.1. None

5. Financial Implications

5.1. The total capital programme for Education Resources for 2018/2019 is £22.417 million. Anticipated spend to date was £10.983 million, and £10.832 million has been spent (48.32% of full budget). This represents spend of £0.151 million behind profile. It is expected that full programme spend will be made this year.

6. Other Implications

6.1. The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared

and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.

- 6.2. There are no implications for sustainability in terms of the information contained in this report.

7. Equality Impact Assessment and Consultation Arrangements

- 7.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 7.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

31 October 2018

Link(s) to Council Values/Ambitions/Objectives

- Accountable, Effective, Efficient and Transparent

Previous References

- Education Resources Committee – 18 September 2018
- Executive Committee - 28 February 2018

List of Background Papers

- Financial ledger to 12 October 2018

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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**South Lanarkshire Council
Capital Expenditure 2018/2019
Education Resources Programme
For Period 1 April – 12 October 2018**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Primary School Modernisation Programme	17,305	0	0	17,305	8,325	8,242
ICT Developments	1,701	0	0	1,701	989	1,070
Other	4,121	1,645	(2,355)	3,411	1,669	1,520
TOTAL	23,127	1,645	(2,355)	22,417	10,983	10,832

For Information Only

Budget Adjustments to be proposed at Executive Committee 21 November 2018

- Early Years – 1,140 Hours Expansion (£1.865m)
- Trinity High School – Science Laboratory £0.115m
- Crawforddyke Primary School – Two Classroom Extension (£0.490m)

Report

5

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Education Resources – Workforce Monitoring – August and September 2018
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide employment information for August and September 2018 relating to Education Resources.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

(1) that the following employment information for August and September 2018 relating to Education Resources be noted:-

- ♦ attendance statistics;
- ♦ occupational health;
- ♦ accident/incident statistics;
- ♦ discipline, grievance and dignity at work cases;
- ♦ analysis of leavers and exit interviews.

3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for August and September 2018.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of September 2018 for Education Resources.

The Resource absence figure for September 2018 was 3.0%, which represents an increase of 1.2% when compared to the previous month and is 1.4% lower than the Council-wide figure. Compared to September 2017, the Resource absence figure remains unchanged.

Based on the absence figures at September 2018 and annual trends, the projected annual average absence for the Resource for 2018/19 is 3.2%, compared to a Council-wide average figure of 4.4%.

For the financial year 2018/2019, the projected average days lost per employee equates to 6.1 days, compared with the overall figure for the Council of 9.4 days per employee.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 241 referrals were made this period, an increase of 55 when compared with the same period last year.

4.3. Accident/Incident Statistics (Appendix 2)

There were 104 accidents/incidents recorded within the Resource this period, an increase of 20 when compared to the same period last year.

On further analysis of this data, 94 reports relate to physical incidents (90% of the total number reported). The staff and Resource continue to use the "Promoting Positive Behaviour and Relationships" Information Pack. The mandatory Learn Online module that was developed is available and all staff will complete this.

HQ Education officers continue to monitor the monthly activity and contact is made with every school from which a physical incident report is received. Where patterns or concerns emerge, more in depth support can be offered including multi agency meetings, behaviour outreach support, psychological services, adapted curriculum and activities, and training or guidance for school staff on keeping themselves safe in challenging circumstances. Work is also ongoing within Education Resources to monitor violence at work reports within establishments, target recurring incidents and work together to reduce occurrences. Work is being developed on reviewing, recording and reporting incidents appropriately to ensure that staff are supported when incidents occur and that strategies are identified with a view to reducing the number of incidents. Consultation on these changes is taking place currently.

4.4. Discipline, Grievance and Dignity at Work (Appendix 2)

There were 2 disciplinary hearings held within the Resource this period, which represents a decrease of 1 when compared with the same period last year. No grievance hearings were held within the Resource this period which is a decrease of 1 when compared with the same period last year. One dignity at work hearing was held within the Resource this period, which is an increase of 1 when compared with the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were 92 leavers in the Resource this period. This figure has increased by 9 when compared with the same period last year. Exit interviews were held with 22 employees.

5. Employee Implications

- 5.1. There are no implications for employees arising from the information presented in this report.

6. Financial Implications

- 6.1. All financial implications are accommodated within existing budgets.

7. Other Implications

- 7.1. There are no implications for sustainability or risk in terms of the information contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 8.2. There was no requirement to undertake any consultation in terms of the information contained in this report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

23 October 2018

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

- ◆ Education Resources – 18 September 2018

List of Background Papers

- ◆ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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ABSENCE TRENDS - 2016/2017, 2017/2018 & 2018/2019
Education Resources

APT&C				Teachers				Resource Total				Council Wide							
	2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019				
April	3.4	4.0	4.1	April	2.9	2.1	1.9	April	3.1	2.9	2.8	April	4.3	3.9	4.1				
May	3.8	4.7	4.5	May	3.1	2.7	2.1	May	3.4	3.5	3.1	May	4.4	4.2	4.2				
June	3.8	3.6	4.4	June	2.4	2.2	2.3	June	3.0	2.8	3.2	June	4.1	3.9	4.3				
July	2.9	2.1	2.4	July	1.2	0.8	1.0	July	1.9	1.3	1.6	July	3.3	3.0	3.4				
August	3.0	2.7	2.7	August	1.4	1.0	1.2	August	2.0	1.7	1.8	August	3.6	3.2	3.6				
September	3.7	4.3	4.1	September	2.4	2.2	2.2	September	2.9	3.0	3.0	September	4.1	4.0	4.4				
October	4.2	4.6		October	2.9	2.4		October	3.4	3.3		October	4.4	4.1					
November	5.4	5.0		November	3.1	3.5		November	4.0	4.1		November	4.9	4.8					
December	5.4	5.3		December	3.2	3.8		December	4.1	4.4		December	4.9	5.1					
January	4.7	5.2		January	2.8	3.0		January	3.6	3.9		January	4.5	5.0					
February	5.5	5.5		February	3.7	3.0		February	4.4	4.0		February	5.0	5.0					
March	5.6	4.7		March	3.4	2.9		March	4.3	3.7		March	4.7	4.7					
Annual Average	4.3	4.3	4.4	Annual Average	2.7	2.5	2.4	Annual Average	3.3	3.2	3.2	Annual Average	4.4	4.2	4.4				
Average Apr-Sep	3.4	3.6	3.7	Average Apr-Sep	2.2	1.8	1.8	Average Apr-Sep	2.7	2.5	2.6	Average Apr-Sep	4.0	3.7	4.0				
No of Employees at 30 September 2018				2670	No of Employees at 30 September 2018				3807	No of Employees at 30 September 2018				6477	No of Employees at 30 September 2018				15106

For the financial year 2018/19, the projected average days lost per employee equates to 6.1 days.

EDUCATION RESOURCES

	Aug-Sep 2017	Aug-Sep 2018
MEDICAL EXAMINATIONS		
Number of Employees Attending	25	45
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	21	8
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	86	111
REFERRALS TO EMPLOYEE SUPPORT OFFICER	44	53
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	10	24
TOTAL	186	241

CAUSE OF ACCIDENTS/INCIDENTS	Aug-Sep 2017	Aug-Sep 2018
Specified Injuries*	1	0
Minor	4	2
Violent Incident: Physical****	74	94
Violent Incident: Verbal*****	5	8
Total Accidents/Incidents	84	104

*A Specified Injury is any fracture (other than to the fingers, thumbs or toes), amputation, loss of sight, serious burns, crushing injury, scalping, loss of consciousness caused by asphyxiation/ head injury, a chemical or hot metal burn to the eye or penetrating injury as defined by the HSE.

**Over 3 day / over 7day absence is an injury sustained outwith specified injury category that results in a period of absence of absence as defined by the HSE.

***Near Miss - Any unexpected, unplanned occurrence (except Dangerous Occurrences) that does not lead to injury of persons, damage to property, plant or equipment but may have done so in different circumstance.

****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.

****Physical violent incidents and ***** Verbal Violent Incidents are included in the "Over 3-day or Over 7-day" figures, where applicable, to provide the "Total Over 3-day or Over 7-day" figures.

****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.

RECORD OF DISCIPLINARY HEARINGS	Aug-Sep 2017	Aug-Sep 2018
Total Number of Hearings	3	2

Time Taken to Convene Hearing Aug - Sep 2018

0-3 Weeks
2

4-6 Weeks
0

Over 6 Weeks
3

RECORD OF GRIEVANCE HEARINGS	Aug-Sep 2017	Aug-Sep 2018
Number of Grievances	1	0
Number Resolved at Stage 1	1	0

RECORD OF DIGNITY AT WORK	Aug-Sep 2017	Aug-Sep 2018
Number of Incidents	0	1
Still in Process	0	1

ANALYSIS OF REASONS FOR LEAVING	Aug-Sep 2017	Aug-Sep 2018
Career Advancement	0	7
Moving Outwith Area	0	2
Further Education	0	5
Childcare/caring responsibilities	0	1
Dissatisfaction With Terms and Conditions	2	0
Other	3	7
Number of Exit Interviews conducted	5	22

Total Number of Leavers Eligible for Exit Interview	83	92
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Percentage of interviews conducted	6%	24%
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Report

6

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	School Holiday Dates for Sessions 2019/2020 and 2020/2021
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise on the proposed dates for school holidays in South Lanarkshire for sessions 2019/2020 and 2020/2021 following a consultation with stakeholders.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the proposed dates for school holidays in South Lanarkshire for sessions 2019/2020 and 2020/2021, as detailed in Appendix 1, be approved.

3. Background

- 3.1. Children are required to attend school for 190 days with teachers working 195 days, five of which are deemed in-service days.
- 3.2. The school holiday dates normally fall within 3 terms and take account of national/ local public holiday dates.
- Term 1 - from the beginning of the school year in August until Christmas
 - Term 2 - from the new year through until the spring break *
 - Term 3 - from after the spring break until the end of the school year in June
- 3.3. In 2019/2020*, Good Friday (10 April) and Easter Monday (13 April) and in 2020/2021, Good Friday (2 April) and Easter Monday (5 April) 2021, those dates all fall within the Spring break which takes place in the first two weeks in April.
- 3.4. Views were sought from a range of stakeholders on the proposed school holiday dates for 2019/2020 and 2020/2021, including neighbouring local authorities and those in the West Partnership, to try and achieve, where possible, a common pattern of school holiday dates for the benefit of parents and schools.
- 3.5. Arrangements were made also to consult with establishments, Parent Councils and employees through the Joint Negotiating and Consultative Committee (JNCC) for teachers and the Joint Consultative Committee (JCC) for Administrative, Professional, Technical and Local Government employees.

4. Consultation Outcome

- 4.1. The outcome of the consultation with establishments, parents, Parent Councils and other stakeholders resulted in 1,574 responses being made compared to 586 responses to the last consultation. The outcome to this particular part of the consultation, is as follows:

School Holiday Dates 2019/2020 and 2020/2021	2019/2020		2020/2021	
Total number of responses	1574			
The consultation asked do you agree with the proposed school holiday dates for:-	Agree	Disagree	Agree	Disagree
Term 1 (August – Christmas)	79%	21%	80%	20%
Term 2 (New Year – Spring Break)	85%	15%	85%	15%
Term 3 (Spring Break – June)	89%	11%	87%	13%
The JNCC for teachers and the JCC for APT&C employees agreed with the proposed dates for 2019/2020 and 2020/2021.				

The Council's consultation used social media to reach out to stakeholders to invite them to give their views. School holiday dates evoke a variety of opinions and views.

It should be noted that there has been no change to the holidays which teachers receive or the number of days children attend school over the years but there is a public perception that they have.

5. Proposal

- 5.1. Taking into account the views and comments from the consultation, it is now proposed that the Christmas Holiday 2019 closing date be Friday, 20 December 2019 and the closing date for summer be Wednesday, 24 June 2020.
- 5.2. Of the stakeholders consulted, the majority agreed with the proposed holiday dates. It is proposed, therefore, that the pattern for the school holidays for the 2019/2020 and 2020/2021 sessions, as highlighted in Appendix 1, be adopted. The arrangements set out are generally in line with neighbouring authorities.
- 5.3. Teachers will return to two in-service days, Tuesday 11 August 2020 and Wednesday 12 August 2020 with pupils returning on Thursday 13 August 2020. In 2020/2021, the proposal is to begin the new term with two in-service days on Tuesday 10 August 2021 and Wednesday 11 August 2021, with pupils returning on Thursday 12 August 2021. The remaining 3 in-service days are agreed locally following consultation with schools and trades unions.

6. Employee Implications

- 6.1. None

7. Financial Implications

- 7.1. None

8. Other Implications

- 8.1. There are no significant risk implications in terms of the information contained within this report.
- 8.2. There are no implications for sustainability in terms of the information contained within this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 9.2. Consultation has taken place with a range of stakeholders, including the Trades Unions and Parent Councils.

Tony McDaid

Executive Director (Education Resources)

5 November 2019

Link(s) to Council Values/ Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

Education Resources Committee – 5 September 2017

List of Background Papers

- Responses from Consultation Exercise

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Education Resources

Proposed

School holiday Dates Session 2019/2020

Break	Holiday dates		
First Term	Teachers In-service	Tuesday	13 August 2019
	In-service day	Wednesday	14 August 2019
	Pupils return	Thursday	15 August 2019
September Weekend	Close on Re-open	Thursday Tuesday	26 September 2019 1 October 2019
October Break	Close on Re-open	Friday Monday	11 October 2019 21 October 2019
	In-service day	Monday	18 November 2019
Christmas	Close on Re-open	Friday Monday	20 December 2019 6 January 2020
Second Term			
February break	Close on Closed on	Friday Monday and Tuesday	7 February 2020 10 February 2020 11 February 2020
	In-service day	Wednesday	12 February 2020
Spring break/Easter	Close on Re-open	Friday Monday	3 April 2020 20 April 2020
Third Term			
Local Holiday	Closed	Monday	4 May 2020
	In-service day	Tuesday	5 May 2020
Local Holiday	Close on Re-open	Thursday Tuesday	21 May 2020 26 May 2020
Summer break	Close on	Wednesday	24 June 2020
Proposed in-service days	Tuesday 11 August 2020 and Wednesday 12 August 2020 Pupils return Thursday 13 August 2020		

Notes

- ◆ Good Friday falls on Friday, 10 April 2020
- ◆ Lanark schools will close Thursday, 11 June 2020 and Friday, 12 June 2020
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday 20 December 2019 and Friday 3 April 2020)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday, 24 June 2020)



Education Resources

Proposed

School holiday Dates Session 2020/2021

Break	Holiday dates		
First Term	<i>Teachers In-service</i>	<i>Tuesday</i>	<i>11 August 2020</i>
	<i>In-service day</i>	<i>Wednesday</i>	<i>12 August 2020</i>
	Pupils return	Thursday	13 August 2020
September Weekend	Close on Re-open	Thursday Tuesday	24 September 2020 29 September 2020
October Break	Close on Re-open	Friday Monday	09 October 2020 19 October 2020
	<i>In-service day</i>	<i>Monday</i>	<i>16 November 2020</i>
Christmas	Close on Re-open	Tuesday Wednesday	22 December 2020 6 January 2021
Second Term			
February break	Close on Closed on	Friday Monday and Tuesday	5 February 2021 8 February 2021 9 February 2021
	<i>In-service day</i>	<i>Wednesday</i>	<i>10 February 2021</i>
Spring break/Easter	Close on Re-open	Thursday Monday	1 April 2021 19 April 2021
Third Term			
Local Holiday	Closed	Monday	3 May 2021
	<i>In-service day</i>	<i>Tuesday</i>	<i>4 May 2021</i>
Local Holiday	Close on Re-open	Thursday Tuesday	20 May 2021 25 May 2021
Summer break	Close on	Thursday	24 June 2021
Proposed in-service days	Tuesday 10 and Wednesday 11 August 2021 Pupils return Thursday 12 August 2021		

Notes

- ◆ Good Friday falls on Friday, 2 April 2021
- ◆ *Lanark schools will close Thursday, 10 June 2021 and Friday, 11 June 2021*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Tuesday, 22 December 2020 and Thursday, 1 April 2021)
- ◆ Schools will close at 1pm on the last day of term 3 Thursday, 24 June 2021.

Report

7

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	Attachment Strategy for Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide background and information on the Attachment Strategy for Education Resources.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the Education Resources' Attachment Strategy, attached as Appendix 1 to the report, be approved.
- (2) that arrangements for the dissemination of the Strategy, as outlined in paragraph 4.3 of the report be approved.
- (3) that the proposal to establish an Attachment Strategy Implementation Group as outlined in paragraph 4.4. be noted.

3. Background

- 3.1. The Children's Service Plan adopted the action 'Embed Attachment Informed Practice' in 2014.
- 3.2. A Children's Services' Attachment Strategy Group was established in 2015, chaired by the Principal Psychologist, to explore current understandings of attachment theory in the Children's Services workforce and the level of skills in 'Attachment Informed Practice'.
- 3.3. The Attachment Strategy Group was informed by the research programme on the impact of training, coaching and mentoring in attachment theory and practice undertaken by the Principal Psychologist. This included an authority wide audit of the self-reported knowledge, skills and confidence of staff in attachment theory and practice.
- 3.4. There was an agreement reached in 2017 by the Children's Services' Attachment Strategy Group, that a key action would be engagement with staff and partners on the development of an Education Attachment Strategy as a first step, with multi-agency colleagues acting as critical friends to the process.
- 3.5. The development of the Attachment Strategy is based on evidence led research and of practical examples of how it works in practice and the difference it can make to the lives of children and young people. An example being the HEART Group based in

Glenlee Primary, Burnbank which focused on – *How Early Attachment Relationships Support Transitions*.

- 3.6. The Strategy is designed around the following questions which ask what are we doing to keep our children and young people safe and how do we support our staff to achieve this:
- *How our establishments and services can provide a secure base and safe haven for children and young people*
 - *How our establishments and services can be a secure base and safe haven for staff*
- 3.7. The Education Resources' Attachment Strategy supports the action in the Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2017/2020 - "develop an attachment strategy to inform the implementation of training on attachment-informed practice". Although the focus is on Education practitioners, the Strategy has been developed in consultation with partner agencies.
- 3.8. It aims to promote the key understandings from attachment theory and how the theory can inform the ways in which we support our children and young people. This document will, therefore, promote attachment-informed practice from early years to secondary aged children and young people and will also inform training plans for the Education workforce.
- 3.9. Attachment theory supports both the understanding of early childhood trauma and the impact of loss. It also provides the theoretical underpinning needed to fully comprehend the Adverse Childhood Experiences (ACE) dialogue.
- 3.10. Attachment-informed practice supports the Scottish Government vision of transformational change required to improve outcomes for children and young people by creating emotionally supportive learning experiences which optimize learning environments.
- 3.11. Attachment-informed practice supports local priorities and procedures, such as GIRFEC and the Scottish Government's ambition to make Scotland the best place in the world for children to grow up.
- 3.12. The Strategy promotes better experiences of attachment for South Lanarkshire's children and young people.

4. Aims of the Strategy

- 4.1. The aim of this Strategy is to discourage labelling of children or diagnosing conditions and to:-
- promote an understanding of attachment theory and practice and why having an understanding of the reasons behind a child/young person's behaviour is pivotal
 - highlight why attachment theory and practice is important for **everyone** working within Education Resources, whatever their role and remit, so that we all realise the difference we can make
 - promote an understanding of insecure attachment behaviour
 - make recommendations for awareness-raising and training on the implementation of attachment-informed practice
- 4.2. Responding to difficult behaviours from children and young people in an attachment-informed way can be emotionally challenging. The aspiration of this document is that it

will build understanding in the workforce and highlight the need for adults to support each other in this drive to improve outcomes for children and young people.

- 4.3. The rollout plan for the dissemination of the Strategy will include professional learning and awareness sessions for staff along with an e-learning programme. This will include extending the current newly Qualified Teachers' awareness raising training.
- 4.4. It is proposed to establish an Attachment Strategy Implementation Group and the development of an action plan to monitor progress and impact.

5. Attachment theory – impact and benefits

- 5.1. Attachment theory is one of the most influential theories of personality development within the context of relationships, of relevance not just to children, but to all of society.
- 5.2. 'Attachment behaviours' are evident when a child or adult is fearful/anxious/feels unsafe and these behaviours are ways of communicating unmet developmental needs, preoccupations and past experience.
- 5.3. It is important for everyone working within Education Resources to understand attachment theory and practice, whatever their role and remit – we can all make a difference.
- 5.4. Adults who understand the attachment process and the effects of unmet attachment needs and trauma are better equipped to build resilience.
- 5.5. Attachment-informed practice improves outcomes for children and young people and changes life trajectories.
- 5.6. Attachment-informed practice involves everything from our day to day interactions with children, young people and colleagues to organisational approaches such as nurturing and restorative practice.

6. Employee Implications

- 6.1. The implications for employees are positive opportunities to undertake Professional Learning on attachment and on the health and wellbeing of children and young people.

7. Financial Implications

- 7.1. Costs can be met from within existing budgeting resources.

8. Other Implications

- 8.1. There are no implications for sustainability or risk in terms of the information contained within this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. Inclusion and equality are at the heart of the Strategy and arrangements are in place to undertake a formal equality impact assessment.
- 9.2. Consultation and engagement with stakeholders and multi-agency partners will continue as the strategy is further developed and rolled-out to educational establishments and services.

Tony McDaid

Executive Director (Education Resources)

23 October 2018

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational

Previous References

None

List of Background Papers

- Children's Services Plan 2017-20

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Attachment Strategy for Education Resources

How our establishments and services can provide a secure base and safe haven for children and young people

How our establishments and services can be a secure base and safe haven for staff

“As an employee or volunteer you will be aware of how early childhood experiences will have affected the way in which children have grown and are able to understand the world around them and will be able to empathise and communicate with children in a way they are able to understand and respond to, informed by your understanding of the significance of your own attachment relationships.”

Scottish Government’s Common Core of Skills, Knowledge and Understanding and Values of the Children’s Workforce in Scotland (2012)

Draft foreword

How does this strategy fit with key Scottish agendas for children and young people?

This Education Resources’ document is an acknowledgement of the commitment in Education and their partners in Children’s Services in South Lanarkshire to “develop an attachment strategy to inform the implementation of training on attachment-informed practice” (Getting it Right for Every Child in South Lanarkshire’s Children Services Plan 2017-20). The document has a focus on Education Resources but it has been prepared in collaboration with a multi-agency Children’s Services Attachment Strategy consultation group. This document is relevant to **all** of the Education Resources workforce. It aims to promote the key understandings from attachment theory and how the theory can inform the ways in which we support our children and young people. This document will therefore promote attachment-informed practice from early years to secondary aged children and young people and will also inform training plans for the Education workforce.

Attachment theory supports both the understanding of early childhood trauma and the impact of loss, and it also provides the theoretical underpinning needed to fully comprehend the Adverse Childhood Experiences (ACE) dialogue.

Attachment-informed practice supports the Scottish Government vision of transformational change required to improve outcomes for children and young people by creating emotionally supportive learning experiences which optimise learning environments. Attachment-informed practice supports key Scottish central and local Government policies and agendas, such as GIRFEC and in particular, the motion lodged before the Scottish Parliament on 13 March 2013 on the Scottish Government’s ambition to make Scotland the best place in the world for children to grow up.

I am delighted to commend this document which will support you in making even more progress towards achieving the goal of closing the poverty related attainment gap.

Aims of the strategy

The aim of this strategy is **to discourage labelling of children or diagnosing conditions** and to:-

- promote an understanding of attachment theory and practice and why having an understanding of the reasons behind a child/young person's behaviour is pivotal.
- highlight why attachment theory and practice is important for **everyone** working within Education Resources, whatever their role and remit, so that we all realise the difference we can make.
- promote an understanding of insecure attachment behaviour.
- make recommendations for awareness-raising and training on the implementation of attachment-informed practice.

Responding to difficult behaviours from children and young people in an attachment-informed way can be emotionally challenging. The aspiration of this document is that it will build understanding in the workforce and highlight the need for adults to support each other in this drive to improve outcomes for children and young people.

What is attachment theory and practice?

*Attachment is a “lasting psychological connectedness between human beings”
(John Bowlby, 1969)*

Attachment theory is one of the most influential psychological theories of the last century, of relevance not just to children but all of society. Over past decades to the present day, attachment theory has been tested, researched and refined across the world since the work of Bowlby and Ainsworth. It has influenced therapeutic interventions, child development as well as parent and teaching approaches, and child care policies. It is now a well-established theory relevant to understanding all child and adult relationships, as well as relationships between adults. This includes the relationships within the organisations in which they work.

The theory was first developed by the child psychiatrist John Bowlby. In collaboration with the psychologist Mary Ainsworth, the theory focused on the early child and parent/caregiver relationship, although Bowlby argued the theory is applicable to human beings ‘from the cradle to the grave’. The theory proposes that the development of secure attachments with the parent/main caregiver, serves a key purpose i.e. provides emotional security, protection against stress at times of fear and ensures survival.

Attachment is a process. It is about the quality of the ongoing relationship from the child's perspective i.e. the enduring relationship which develops between a child and their caregiver, in particular during the first two years of life. When a baby needs something – food, comfort, play – he feels stressed and signals his discomfort through, for example, crying, seeking to have his needs met.

Parents/caregivers ‘tune in’ (attune) to their baby's unique cries and signals. Parents/caregivers become a secure base from which the child has confidence to explore and grow. They also provide a safe haven to which the child can retreat to for comfort and reassurance. **This attachment process, in the first few years of life, is crucial in shaping how we grow and develop through childhood and into adulthood** – neurologically, physically, emotionally, socially and psychologically.

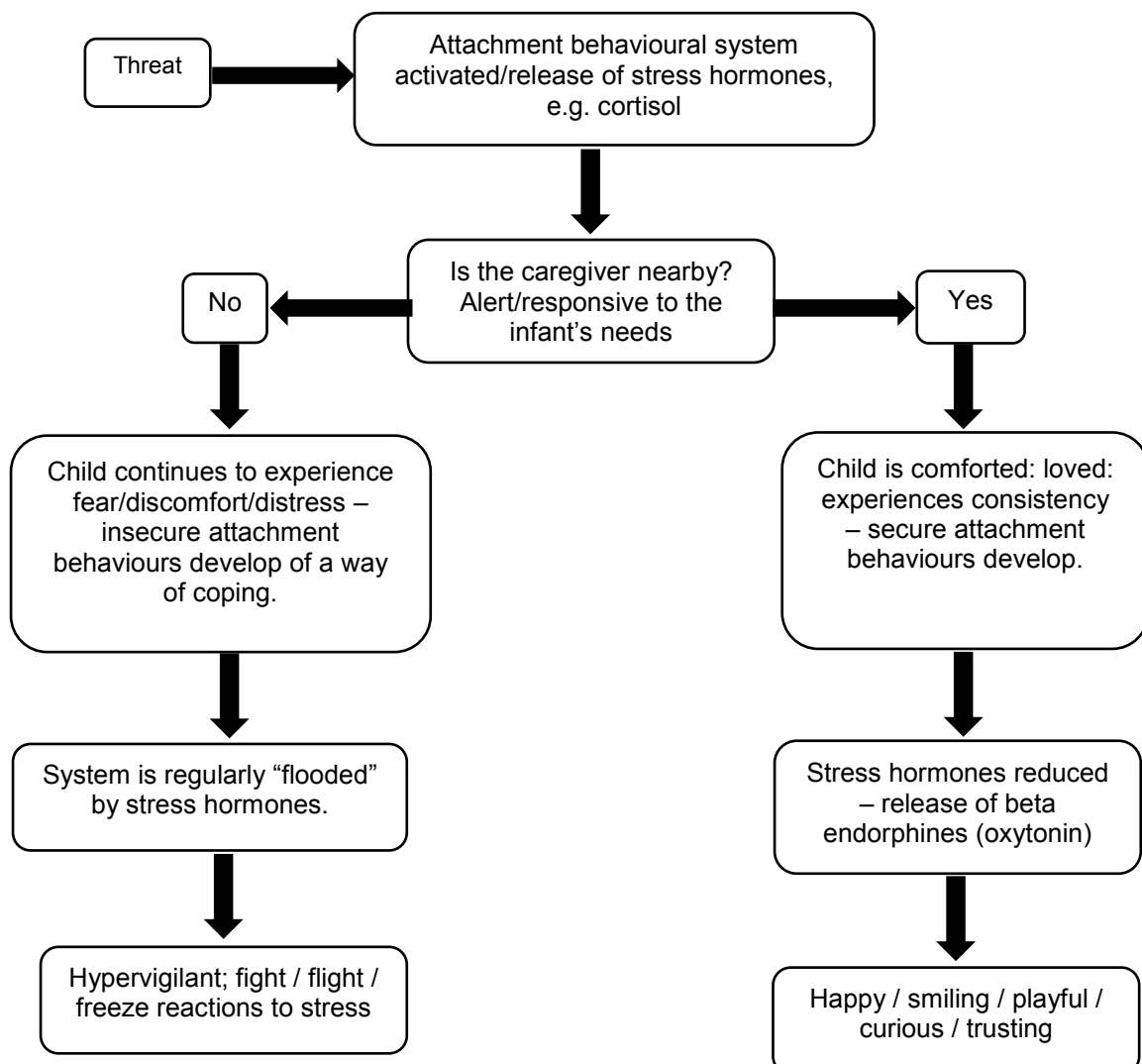
When the child's fear response is activated, what Bowlby called the ‘Attachment Behavioural System’, a secure attachment profile develops when the parent/caregiver responds reliably and sensitively over time with comfort and reassurance. Stress hormones are reduced each time the child is comforted and beta endorphins are released, leading over time to a profile of a generally happy, playful child who learns to express genuine feelings and form close relationships. When a child feels secure, the ‘Attachment Behavioural System’ is closed down allowing them to explore and learn and learn to regulate their emotions.

Other children do not experience regular reassurance and this happens when:

- the parent/caregiver is inconsistent in their response to the child's fear/distress.
- the parent/caregiver is very needy and almost relies on the child.
- the parent/caregiver is the source of the danger.

These children may continue to experience fear and discomfort whenever they are under stress. Some infants have learnt to either hide their distress in order to keep the parent available or to escalate their distress in order to get a response. A range of insecure attachment behaviours/profiles therefore can develop. Insecure children are all prone to experience stress without healthy coping strategies, but with some children the stress is obvious. The hyperaroused child is in a perpetual state of distress which is clearly noticed by everyone around them. Other children also experience high arousal but there are few behavioural signs of this distress. The patterns of insecure attachment behaviour which develop therefore have a logic embedded from early childhood – the children learned these ways of trying to keep the parent/caregiver responsive. However, these behaviours do not work well for them in school or the community. Depending on the attachment profile which develops, children can either be too independent and avoid asking for help, or too dependent on adults and constantly in need of attention and reassurance. With most insecurely attached children, unexpected events can trigger past trauma and pain and a young person can present with behaviour which seems totally inappropriate and unrelated to the current situation; they are actually re-experiencing the panic and fear.

How does the attachment process impact on child development?



“In healthy families a baby forms a secure attachment with her parents as naturally as she breathes, eats, smiles and cries – this occurs easily because her parents are attuned to her needs: they ‘dance’ with her. There are other families where the baby neither dances nor even hears the music. In these families she does not form a secure attachment. Rather her task – her continuous ordeal is to learn to live with parents who are little more than strangers. Babies who live with strangers do not live or grow well”
(Hughes, 2006)

Attachment-informed practice will involve:

- embedding a culture of positive relationships throughout education.
- seeking to have positive relationships with children and young people. Research shows that few factors in education can have a greater impact on the experiences of children and young people.
- re-interpreting the behaviours which can cause children to be alienated from the adult and maybe also from their peers. In an attachment-informed approach, behaviours are understood as unmet developmental needs which have led to inappropriate and unhealthy responses.
- being aware of any background factors in children’s lives which may indicate a risk of insecure attachment.
- reflecting on your own attachment history – often we unconsciously care for others the way we were cared for and maybe that is not the type of response a particular child needs.

Why is attachment theory and practice important for all of us working within education?

The role of health and economic factors in positive outcomes is acknowledged. However, although you cannot see, touch, taste or smell ‘attachments’ they are the ‘glue’ which connects families, creates healthy organisations and communities and fosters a life-enhancing and stable society. Effectively promoting and fostering meaningful attachments and positive relationships throughout life, has a great potential for a positive influence on the workforce and for successful outcomes for our early years establishments, schools and communities.

It is significant that in the Scottish Government’s GIRFEC Resilience/vulnerability matrix that poor attachment is the first indicator mentioned (Scottish Government, 2012). Other key risk factors for insecure attachment include being looked after/fostered/adopted. Adopted children whose early experiences of trauma continue to affect their lives may find aspects of their education and community challenging. However, it should be remembered that insecure attachments in children and young people may occur in families which are apparently very privileged. It should also be noted that research would indicate that only about 60% of the adult population have been securely attached, yet many go on to become well balanced adults. It is highly likely that they have had enriching relationships with extended family members, teachers or other adults supporting them within the community, which have compensated to some extent.

Not all relationships in educational establishments will be what the research literature calls ‘attachment relationships’, i.e. where a child or young person has developed a dependency on the adult in order to feel safe and secure. However, an attachment-informed, relationship-based approach can make a significant difference to the outcomes for vulnerable children and young people. The most important healing experiences occur outside therapy and inside homes, schools and communities

Research has shown that there are patterns of care and attachment relationships which are passed on over generations. It is therefore crucial to intervene as early as possible with children and families.

If all of the workforce in education can try to understand the young person, that itself is a form of

recovery. Successful intervention is based on providing a structured environment with firm boundaries and nurturing empathic relationships. From this secure foundation other areas – developing social skills, self-esteem, emotional literacy, autonomy and self-identity – can be developed. This in turn will promote readiness to learn. To support children and young people with insecure attachments, as well as support their parents/caregivers, a developmentally sensitive informed approach is needed to create experiences for vulnerable children that can shape, reshape and transform their developmental journey.

How do we recognise attachment-informed practice?

The exact detail of attachment-informed interventions will be different depending on a number of factors, eg specific needs of the children and young people. There is not a 'one size fits all' solution, but all children will benefit from establishments and services who strive to provide a secure base and a safe haven for children, young people and staff alike. Given the Scottish Government's statement on the Common Core quoted at the beginning of this strategy document, all of the Education Resources workforce will benefit from opportunities to receive support where elements of their own attachment childhood history is impacting on how they cope with children who are insecurely attached. The Local Authority has a range of counselling and support services for employees.

There are various organisational approaches which can support this drive to attachment-informed practice, e.g. restorative, nurturing approaches. If these were used consistently attachment-informed practice would then become embedded in the ethos and be evident in policy and practice.

Definition of a secure base and safe haven

A secure base for a child is provided through a relationship with one or more sensitive, responsive and attuned adults who give them the confidence to handle challenges and cope with uncertainty.

A safe haven is provided for the child by caring adults who are attuned to the child's fears and insecurities and provide timely and appropriate reassurance and comfort when the child is fearful and feels diminished by something that has happened in the world around them.

As we move through the lifespan, attachment theory highlights that adults also need a secure base and safe haven to flourish. Adult relationships can provide us with the confidence to 'be all we can be' as we contribute to the various spheres of life in which we operate, including work. Attachment theory and the concepts of a secure base and safe haven can help us understand how organisations thrive and how all members of the organisation are supported.

Attachment-informed practice

Following a research programme involving Glenlee Primary and St Cuthbert's Primary, the examples below are taken directly from data collected from the research group in St Cuthbert's Primary.

How can all establishments and services be a secure base and safe haven for children and young people?

- Empowering staff to get to know the 'whole child'.
- Transitions are carefully planned and tailored to the needs of the child. This is particularly relevant to change of placement of home or school and also at various points throughout the day.
- Enhanced transition for vulnerable children year on year.
- Consistency of approach from all adults.
- Routines and structure are clear so that there is relative predictability for pupils.
- The school and services involved with the child or young person explores how to establish trust.
- Children know they are 'kept in mind' by the adults who are supporting them.
- Schools and services working with children and young people reflects on how best to motivate children and what works.
- Encouragement is provided for the child and young person to be all they can be. Talents are noticed and recognised.
- Opportunities are built in to ensure every child's voice is heard.
- Information about the child's story is shared as relevant and appropriate, and good communication is maintained.
- All contributions from children are valued. This can be a challenge in insecure children and young people who are withdrawn.
- Children and young people are set manageable/realistic goals.

How can a school and services be a secure base and safe haven for staff?

The following examples support the effective leadership and management section of the Framework of Inclusion and Equality (page 11).

- Everyone is treated equally and valued. This often needs to be conveyed; face to face to make it 'real'.
- The workforce are 'noticed' as individuals.
- Everyone benefits from effective communication, with attention given to the language used.
- Encouragement and reassurance is provided.
- Creativity is encouraged.

Recommendations

- The establishment of an Attachment Strategy Implementation group and the development of an action plan. This would include proposals for training and ensure practitioners have the opportunity to learn about appropriate intervention strategies,
- The production of posters and visual materials, which would include the key elements of attachment-informed practice in a concertina format.
- The development of an e-learning programme, which is compulsory for Education staff to undertake.
- Extend the current Newly Qualified Teachers awareness-raising on attachment-informed practice to include new members of Education Services.
- Explore the concept of an Attachment-Informed Practice Charter Mark for schools and services.
- Explore, develop and extend the concept of attachment-informed practice and utilize this strategy in initial training, and continuing education/development of the wider workforce.
- Explore the development of an attachment-informed practice measurement scale for use in schools.

Key messages

Attachment theory is one of the most influential theories of personality development within the context of relationships, of relevance not just to children but all of society.

‘Attachment behaviours’ are evident when a child or adult is fearful/anxious/feels unsafe and these behaviours are ways of communicating unmet developmental needs, preoccupations and past experience.

It is important for **everyone** working within Education Resources to understand attachment theory and practice, whatever their role and remit – we can all make a difference.

Adults who understand the attachment process and the effects of unmet attachment needs and trauma are better equipped to build resilience.

Attachment-informed practice improves outcomes for children and young people and changes life trajectories.

Attachment-informed practice involves everything from our day to day interactions with children, young people and colleagues to organisational approaches such as nurturing and restorative practice.

Report

8

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	Update on Pilots for Breakfast Clubs and Summer Programme of Lunch Clubs
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on:-
 - the piloting of Breakfast Clubs across a number of primary schools and
 - the Programme provision which took place during the summer holiday period.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that, in relation to breakfast clubs:-
 - ◆ the progress of the rollout programme to date be noted
 - ◆ the next steps in continuing to evaluate breakfast clubs in schools, including monitoring of the clubs opened during this term, be noted; and
 - ◆ to note that a report on the final evaluations will be presented to committee in May 2019, with a view to full rollout from August 2019.
- (2) that, in relation to the summer programme:-
 - ◆ the main findings of the programme, which operated over the summer period, be noted
 - ◆ to note that work is being undertaken to prepare an implementation plan that would widen the initiative across South Lanarkshire; and
 - ◆ to note that the proposed implementation plan will be presented to the Executive Committee for consideration and funding approval.

3. Background

3.1. In line with the Council's approach to tackling poverty, the introduction of breakfast clubs has been driven by concerns that a proportion of pupils are not eating breakfast and arrive at school hungry, which impacts negatively on their wellbeing and learning. In addition, it is acknowledged that the school holidays can be challenging for families on low incomes as children who benefit from free school meals can often miss meals and go hungry.

3.2. Breakfast clubs are wider than providing catering as it can provide a calm environment before school, which helps pupils to arrive on time and be ready to learn when the formal school day begins, and also offers the opportunity to develop social skills.

- 3.3. The aim of the summer programme is to prevent children going hungry during school holidays, improve health and promote learning through fun and engaging activities.
- 3.4. On 24 April 2018, the Education Resources Committee agreed:-
- the initial rollout of breakfast clubs to 5 schools during April to June 2018, before scaling up to 40 schools during school session 2018/2019 (Appendix 1)
 - the creation of a pilot summer holiday lunch club programme in Udston Primary School and Glenlee Primary School (Burnbank, Udston and Hillhouse) and also St Anthony's Primary School (Whitlawburn and Springhall) creating a hub arrangement where children in the local area can come together.
- 3.5. The next section of the report provides some initial feedback on both of these pilots and information on next steps.

4. Update on Breakfast Clubs

- 4.1. The 5 phase 1 schools involved in the initial rollout began after the Easter Break in April 2018. In phase 2, another 35 were planned for opening on a phased basis between August to October 2018.
- 4.2. Information from the first 5 schools that have been in operation for several months and a sample of 4 of the more recently opened service clubs was captured using a variety of methods including parent and pupil surveys, staff discussions, on site visits and meetings with Head Teachers. Some of the findings are highlighted below:

4.3. Uptake Rates

The schools who provided breakfast before the pilot rollout had an average uptake of 23 children. Within the pilots, we are beginning to see an increase in numbers, with current daily averages, as at 12 October 2018, shown in the table below:

Primary Schools	School Roll	Free School Meal as % across whole school	Average Daily Breakfast Club Numbers	Free School Meal as % across breakfast club
Phase 1				
Castlefield, East Kilbride	130	37%	23	13%
Rigside, Lanark	65	42%	10	22%
Robert Owen Memorial, Lanark	337	17%	36	9%
St Blane's, Blantyre	228	25%	28	7%
St Bride's, Cambuslang	307	18%	23	11%
Phase 2 – Sample of visits				
Kirkfieldbank, Lanark	43	26%	14	36%
St Kenneth's, East Kilbride	487	9%	86	50%
St Cadoc's, Cambuslang	127	26%	12	21%
St Ninian's, Hamilton	220	30%	32	13%

- 4.4. The average number of pupils attending ranges from 5 in Gilmourton to 86 in St Kenneth's Primary Schools. At this time the total average number of daily pupils is 26, slightly above the average of the clubs already in existence prior to the rollout in April 2018.
- 4.5. There were 4,500 breakfasts served in phase one schools between April to June, and 28,000 breakfasts served across all pilot schools between August and October 2018.
- 4.6. **Staffing**
The involvement of School Support and Facilities staff, which is a key factor for delivery of the service in this initiative, has been very positive. Currently, we have adequate numbers of staff to ensure all pupils wishing to attend can do so. However, in 3 of the 40 schools – Bothwell Primary, St John the Baptist Primary and Carstairs Junction Primary, work is continuing with central personnel to identify staff through the usual recruitment campaigns undertaken during the year, including ensuring we have adequate staff to deal with any winter staff absences.
- 4.7. It has been reported that having good staff who already know the children, with one of the school support assistants acting as team leader, is helping to ensure a smooth operation of the breakfast clubs.
- 4.8. **Initial Impact**
6 of the schools visited reported that there has been a positive impact on late coming and an increase in concentration in class for some pupils, while others commented that it is too early to measure any effect on learning at this stage in the pilot.
- 4.9. **Parents**
Of the 65 parent surveys returned, feedback was positive and included comments such as:-
- ◆ grateful for this help in the current financial climate
 - ◆ fantastic help in the mornings/replacing paying for childcare
 - ◆ children now eating breakfast where previously this was a struggle at home
 - ◆ socialising with friends in a warm and safe environment
 - ◆ 3 of the 65 indicated they prefer their children to eat at home
- 4.10. **Pupils**
Feedback from pupils shows the majority enjoy the breakfast and healthy food on offer and like the social interaction with friends.
- 4.11. **Machan Trust, Larkhall**
As part of the pilot, the Council agreed to support charitable organisations providing breakfasts currently within the South Lanarkshire area. A visit to one of the 4 breakfast centres run by the Machan Trust showed there were slight differences in the food offered and a high success rate of volunteers, with only one paid member of staff per centre. Further discussions and the sharing of experiences will continue between both parties.
- 4.12. **Barriers to Access**
A small number of parents stated they wanted the club to start earlier, while some others wanted the club to start later/stay open longer due to school transport arrival times.

- 4.13. Some schools, particularly in the rural area, feel transport is a barrier to access as children arrive too late to participate. However, in one rural school, a quicker 'toast to go' scheme has been introduced where toast is ready for pick up on arrival.
- 4.14. 2 schools suggested extending the breakfast club time to 9.00am so that those arriving on school transport could still have the opportunity to have some food prior to school starting.

5. Further Consideration and Next Steps

- 5.1. Before the final evaluation and further report to the Executive Committee in April 2019, the next steps are to:-
- ◆ continue to promote and monitor uptake levels, including further consideration on how to encourage those who could benefit from attending but who are currently not.
 - ◆ consider the creation and operation of a cover pool/standby staff list to ensure we are prepared for the winter months and to deal with increasing numbers attending.
 - ◆ continue to monitor and evaluate the staffing requirements, including the level of volunteers
 - ◆ liaise with staff and Head Teachers about evidence of success and promotion strategies to encourage as many people as possible to attend.
 - ◆ continue to consider where there are barriers to accessing breakfast clubs and how we can creatively reduce or remove this, particularly around transport.
 - ◆ enter into dialogue with voluntary sector organisations which have existing provision in some schools in order to identify how they can be involved in any Council agreed full rollout programme from August 2019. This will include consideration to standardising opening times and menu items.

6. Update on Summer Programme

- 6.1. The target group for enrolment in the clubs was being in receipt of free school meal entitlement and of living within the area. In addition, some families were targeted through school, social work and other partners. Parents were then invited to an information session and completed a registration form to confirm their interest.
- 6.2. The programme ran for six weeks during the summer holidays and feedback was gathered from all stakeholders including the young people, families, Head Teachers and staff involved using a variety of methods including face to face, written evaluation and video feedback.
- 6.3. The clubs ran from 10am to 2pm with a breakfast bar and lunch services both included within the day.
- 6.4. **Uptake Rates**
Up to 65 places were available in each club with the actual numbers accessing the provision shown in the table below:

Summer Programme held in:	Numbers accessing	% uptake
Glenlee Primary, Hamilton	45	69%
Udston Primary, Hamilton	56	86%
St Anthony's Primary, Rutherglen	42	65%
Total	143	73%

6.5. **Staffing**

The clubs were supported by a lead worker, a number of other youth workers and volunteers, and facilities staff. After discussion with young people, the range of activities provided included Sportworx, drama, music, dance, arts and crafts.

6.6. Over time, staff got to know the young people and their parents and this helped to build positive relationships that can be nurtured further.

6.7. **Initial Impact**

Staff reported positive feedback from both parents and the young people. There was evidence of some children gaining more confidence and of an increasing willingness to try different food over the relaxed lunch environment. A number of ASN children accessed the clubs and staff were able to provide additional support to allow participation in activities.

6.8. Young people also accessed accredited learning opportunities while taking part in the holiday provision. This took the forms of Hi-5 awards and Dynamic Youth Awards.

Summer Programme held in:	Numbers Achieving Awards	%
Glenlee Primary, Hamilton	42	93%
Udston Primary, Hamilton	52	93%
St Anthony's Primary, Rutherglen	37	88%
Total	131	92%

6.9. **Young People**

Overall feedback from young people has been very good, commenting on the variety of activities on offer and the opportunity for social interaction.

6.10. **Parents**

It was reported by parents that the main benefits were that the clubs gave their children the opportunity to meet new friends, stay in a routine, engage in healthy activities including having a healthy lunch, and provided one to one support and encouragement. It also kept children away from sitting alone on computers and ipads. It also provided a means to meet other families in the local community.

6.11. **Machan Trust, Larkhall**

As part of the pilot, the Council agreed to continue to support charitable organisations providing summer programmes currently within the South Lanarkshire area and conducted a visit to the summer club run by the Machan Trust. Some of the main findings were a similar range of activities were on offer, however no accredited courses were available, the club ran for a 4 week period over the summer, a small nominal charge was levied on parents and the numbers attending were higher.

6.12. **Barriers to access**

Due to the speed of implementation, the targeting of places to those most in need could be improved. Also, after initial high interest, this dropped off following community perceptions on these clubs being for the less well off.

6.13. **Further Consideration and Next Steps**

The next steps include:

- ◆ an evaluation and costing of delivery models which could be rollout out further throughout the South Lanarkshire area.
- ◆ an evaluation of the processes to identify and target those in most need and who would benefit from free access.
- ◆ consulting with young people to ensure activities on offer are relevant.
- ◆ consideration to the establishment of longer term relationships with parents and families.
- ◆ preparation of an implementation plan to be presented to Executive Committee for consideration and funding approval.

7 Employee Implications

- 7.1 As described within this report previously, estimated numbers suggested around 60 school support assistants would be required to support the first rollout of this initiative. A further report to Committee will confirm final estimated numbers after considering winter absence, further potential expected growth, attendance and on the proposal for a full rollout to all schools from August 2019.

8. Financial Implications

8.1. **Breakfast Clubs**

In the previous reports considered by the Education Resources Committee on 24 April 2018, the total predicted cost for the breakfast club pilot initiative was estimated at £97,000. This figure will increase as it is expected we may require some additional staff to cover the increase in the number of children attending and to have adequate cover in place over the winter months.

8.2. **Summer Programme**

Total costs were identified as approximately £70,000.

- 8.3. Both of these pilot initiatives will spend less than the budget allocation of £225,000 each, however, as reported within the Council's Financial Strategy paper presented to Executive Committee on 15 August 2018, any remaining underspend will be carried into next financial year and used to support the further rollout of these initiatives from the next financial year 2019/20.

9. Other implications

- 9.1. **Insurance:** The Council's Risk and Insurance Section have advised that adult presence from Parent Councils would be covered by the Public Liability cover currently in place for Parent Councils. The Council's own Public Liability policy will cover adult volunteers from Parent Councils. In relation to adult presence from volunteers, they will be covered by the Council's insurance arrangements, subject to PVG checks being undertaken, adequate training and supervision arrangements etc. In terms of supervision, this may be either the Head Teacher or a designated School Support Assistant.
- 9.2. When the proposals are further developed, details of all parties involved who will supply food etc., including roles and responsibilities, will be passed to the Risk and Insurance Section to consider final arrangements of insurance requirements.
- 9.3. As part of the pilot process the issue of sustainability will be considered as a factor in the overall evaluation.

10. Equality Impact Assessment and Consultation Arrangements

10.1 An equality impact assessment has been undertaken.

10.2 Consultation with stakeholders will continue in order to help inform any future proposed roll out.

Tony McDaid

Executive Director (Education Resources)

7 November 2018

Link(s) to Council Values/Ambitions/Objectives

- Support our communities by tackling disadvantage and deprivation, and supporting aspiration
- Improve achievement, raise educational attainment and support lifelong learning

Previous References

- Executive Committee 28 February 2018 – Overall Position of Revenue Budget 2018/19 and Savings Proposals
- Education Resources Committee 24 April 2018 – New Initiatives: Breakfast Clubs/School Support
- Education resources Committee 24 April 2018 – New Initiatives: School Holiday Lunch Clubs

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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E-mail: lynn.sherry@southlanarkshire.gov.uk

Appendix 1 : Breakfast Club Uptake Rates		
	School Roll	Breakfast Club Average Uptake per Day Aug - Oct 8
Phase 1 Schools		
Castlefield	130	23
Rigside	65	10
Robert Owen	337	36
St Blanes	228	28
St Brides (Cambuslang)	307	23
Phase 2 Schools		
Blackwood	306	14
Burnside	392	59
Carluke	218	15
Carnwath	135	13
David Livingston	254	16
East Milton	205	21
Gilmourton	27	5
Glassford	37	9
Glengowan	309	28
Halfmerke	173	34
Hallside	294	47
Hunter	241	32
Kirkfieldbank	43	14
Lanark	281	17
** Law	268	New HT, not yet started
Loch	195	39
Mossneuk	497	33
Mount Cameron	231	17
Murray	207	25
Our Lady & St Annes	184	26
Quarter	62	9
St Cadoc's	127	38
St Elizabeth's	260	29
St John's, Blackwood	97	18
St John's, Hamilton	314	42
St Joseph's	296	36
St Kenneth's	487	86
St Leonards	239	37
St Mark's, Hamilton	172	31
St Mary's, Hamilton	403	40
St Ninian's	220	32
Westcoats	396	41
Total per Day		1025
Average Total per Day		26
<u>Still seeking staff:</u>		
Bothwell		
Carstairs Junction		
St John the Baptist		
** Law - New Head Teacher in post, club will commence shortly		

Report

9

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	Pupil Equity Funding: Progress Update
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1. Purpose of Report

1.1. The purpose of this report is to:-

- ♦ provide an update on Pupil Equity Funding (PEF) as an element of the Scottish Government Attainment Fund and to provide an update on further developments for 2018/2019.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that current and planned developments relating to Pupil Equity Funding support be noted
- (2) that progress towards closing the poverty-related attainment gap be noted

3. Background

3.1. It is recognised nationally that young people from more deprived backgrounds do not perform as well at school as young people from less deprived backgrounds. This has become known as the poverty-related attainment gap.

3.2. In late 2016, an announcement was made by the Scottish Government that, from April 2017, an additional £120m of direct funding would be provided through the Attainment Scotland Fund to schools in order to help reduce the poverty related attainment gap. This is known as 'Pupil Equity Funding' (PEF).

3.3. South Lanarkshire Council is in the Schools' Programme. As such, there are twenty schools, twelve primary and eight secondary, which are part of the Scottish Attainment Challenge (SAC). These schools have a significant percentage of children and young people who are in Scottish Index of Multiple Deprivation (SIMD) 1+2. Consequently, the schools have the opportunity to bid for SAC funding from the Scottish Government to address the needs of these children and young people.

4. Pupil Equity Fund: Allocation of Monies

4.1. Annually, from April 2017, all publicly funded primary, secondary and ASN schools in Scotland have received £1,200 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under the national eligibility criteria. Funding allocation is calculated using the most recent Healthy Living Survey and Pupil Census data relating to Free School Meal Entitlement.

- 4.2. Head Teachers are advised directly by the Scottish Government of the level of funding available to their schools. The 2018/2019 funding for South Lanarkshire Schools is £7,988,400 and the Scottish Government has committed to similar levels of allocation until the end of this parliament. The 2018/2019 funding was made available to schools to spend from 1 April 2018. **Appendix 1** gives details of the amount of money awarded to each school within South Lanarkshire Council for session 2018/19.
 - 4.3. The Pupil Equity Funding cycle operates within the financial year. There is an expectation that monies should be spent by the end of the academic year in which the money is awarded.
- 5. South Lanarkshire's Poverty Related Attainment Gap**
- 5.1. The aim of Pupil Equity Funding is to reduce the poverty related attainment gap between the most and least affluent children and young people. The measures used for defining poverty are based on the SIMD Deprivation and those children and young people in Primary 1 to S3 who are registered for free school meals under the national eligibility criteria.
 - 5.2. South Lanarkshire Council has a total roll of 44,219 children and young people attending schools (ASN/Primary/Secondary). Of this number, 17.6% are registered for free school meals. In addition, South Lanarkshire Council has a distribution of pupils living across each of the 10 SIMD deciles. **Appendix 2** shows the SIMD distribution for South Lanarkshire Council learners.
 - 5.3. There is no definitive way to measure the poverty-related attainment gap. However, for the purpose of tracking and monitoring across schools and the authority, it was decided, after consultation with Head Teachers, that the group of learners within SIMD 1 and 2 plus learners registered for free school meals will be measured against those learners residing in deciles 3-10 who are not eligible for free school meals. For monitoring purposes, teacher judgement levels of children's progress in P1, P4, P7 and S3 in literacy and numeracy will be used as benchmarks for measuring progress.
- 6. Pupil Equity Fund: Support for Schools**
- 6.1. A revised PEF governance structure came into effect from August 2018. **Appendix 3** gives more detail around the framework and personnel. Two strategic PEF leads were appointed in June 2018 and took up their post in August 2018. These two PEF Strategic Lead Officers have a key role in leading and supporting schools to ensure the Pupil Equity Fund has maximum impact. The Equity Programme Board and Equity Strategy Team meet regularly to ensure that the authority has an overview of the work of schools and can target appropriate advice and support, where required.
 - 6.2. As part of the new PEF Governance Framework, two PEF Head Teacher Consultative Groups (one primary and one secondary) were established at the start of this academic year (2018-2019). These groups meet regularly to consult on PEF related matters and represent the views of Head Teachers across South Lanarkshire Council. This is a mechanism to empower staff across the authority in relation to PEF.
 - 6.3. Guidance was issued to Head Teachers to complement and support the Pupil Equity Fund National Operational Guidance issued to Head Teachers in February 2018. This guidance is currently being revised and updated in collaboration with Head Teachers to provide further support, clarity, consistency and accountability.

- 6.4. The Pupil Equity Fund is an integral part of the School Improvement Planning process. Planning and reporting documentation and timelines correlate with the School Improvement Plan and Standards and Quality reporting cycles. Head Teachers consult with key stakeholders on the use of Pupil Equity Funding, which informs planning. Planning and reporting documentation supports Head Teachers to:-
- identify the gap
 - plan targeted interventions
 - implement
 - monitor, evaluate and review impact
- The HT PEF consultative groups have worked collaboratively to devise a new draft timeline and planning and reporting document for Pupil Equity Funding. All Head Teachers were consulted on these draft documents and supporting tools at an Empowering School Improvement Headteacher Conference on Monday 8 October 2018. An agreement was reached that schools will submit to the authority an interim report and full report, which has clear break-down of financial spend, as well as a focus on outcomes, measures and impact. This was well received with Head Teachers reporting the new documentation was “very useful, valuable, clear and concise”.
 - Further progress has been taken to empower and support Head Teachers to interpret and analyse their data in relation to the poverty related attainment gap. Links have been made to the authority tracking and monitoring system to help equip Head Teachers with the skills required to analyse their data with regards to the equity agenda. Evidence of good practice in measuring outcomes is beginning to be shared across the authority. Head Teachers are being asked to look at the 5 key data areas; attainment, attendance, exclusion, engagement and participation. Data packs to support Head Teachers are given to schools annually.
- 6.5. The PEF Strategic Leads have been working closely with colleagues in finance and procurement to ensure legal compliance, reduce bureaucracy and attempt to bring greater clarity and simplicity to the procedures to support Head Teachers to spend their PEF monies effectively, timeously and with maximum impact for pupils.
- 6.6. Since August 2017, Head Teachers have had the facility to use PEF to fund additional staffing. An additional 64.3 FTE teachers and 65 FTE school support assistants have been recruited through PEF for 2018/2019. Librarians, Early Years’ Workers and Educational Psychologists have also been funded through PEF for session 2018/2019.

7. Pupil Equity Fund: Interventions

- 7.1. Head Teachers are responsible for planning and implementing interventions based on the needs of their particular children or young people. In line with the National Guidance, Head Teachers have identified a broad range of Literacy, Numeracy and Health Wellbeing activities, interventions and supports in response to their local context, which target support to the children and young people most in need in their schools. Plans show a wide range of different approaches including buying additional resources, funding after-school homework clubs and employing additional staff or third sector services.
- 7.2. **Literacy**
Literacy developments, which focus on closing the poverty related attainment gap, are a common theme across South Lanarkshire schools. Approaches such as Active Literacy, Catch Up Literacy, developing a reading-rich culture, the development of home-school/family learning literacy packs and workshops; and using drama specialists

to help improve visualisation and writing are just a few examples of how Literacy is being developed within SLC schools to close the poverty-related attainment gap.

7.3. Numeracy

Numeracy developments such as: Catch Up Numeracy, 5-minute Numeracy Box, Numicon, and improving mathematical mindset are a few examples of how schools within South Lanarkshire are developing Numeracy as an effective way of closing the poverty related attainment gap.

7.4. Health and Wellbeing

Effective partnership working is taking place across the Council with various organisations such as Place2Be, Nurture UK and Barnardos, delivering specific support to children and young people. This partnership working is not only improving home-school links, but is improving the mental wellbeing of many children and young people. The development of Nurture is a popular way of closing the poverty related attainment gap through Health and Wellbeing within South Lanarkshire. Many schools are developing Nurture Groups in schools and/or developing Nurturing Principles across their school to become a Nurturing School. This development offers a range of supports to some of our most vulnerable children and young people. Data within schools is showing this intervention is having huge impact on many of the children and young people within SLC.

7.5. Parental Engagement and Family Learning

Improving parental involvement is becoming more apparent as an intervention in closing the poverty related attainment gap across SLC schools. Schools are developing their own approaches such as developing Maths home sacks to promote numeracy at home, family learning clubs, employing 3rd sector agencies such as Barnardos to engage directly with some families, involving parents in extra-curricular activities and Nurture programmes. The Council is currently reviewing its Parental Involvement Strategy and will take account of evidence based research which improves engagement with parents.

7.6. Partnership Working

The PEF Strategic Leads have actively engaged with a range of colleagues and wider agencies to further enhance the impact of PEF across the authority: Finance; Procurement; Personnel; SLC Leisure and Culture; Partnership Planning and Youth Employability; Youth, Family Community Learning Service; Early Years; Psychological Services; Social Work; Health Professionals and Inclusion.

8. Progress towards “closing the gap”

- 8.1. Using the measures outlines in Paragraph 5.3, PEF Strategic Leads have analysed the progress the schools have been making. Early indications are positive and show that there has been a reduction of the gap across all measures over a three year trend. **Appendix 4** provides more information.

9. Pupil Equity Fund: Next Steps

- 9.1. It is planned that the levels of support are sustained and developed further in order to secure further advances in supporting schools to reduce the poverty related attainment gap. This will include further Continued Professional Developments (CPD) opportunities for Head Teachers and wider school staff on for example, outcomes and measures and data. The South Lanarkshire PEF Conference was held on Tuesday 13 November 2018 for all Head Teachers and this further supported and developed PEF procedures and processes, as well as identifying and sharing good practice. There will also be opportunity for further consultation and targeted support.

- 9.2. PEF Strategic Leads intend to further develop the sharing of good practice across SLC through, for example, Twitter, school visits, PEF Post (termly bulletin to update staff on PEF developments); HT Consultative Groups, Learning Community and Head Teacher meetings.
- 9.3. PEF Strategic Leads intend to hold a seminar for elected members in the spring to provide further input on the impact of PEF across the authority and showcase some best practice.

10. Employee Implications

- 10.1. Responsibility for the use of PEF has been devolved directly to Head Teachers rather than through Education Resources.
- 10.2. Additional staffing has been supported by PEF funding as outlined in section 6.5.

11. Financial Implications

- 11.1. Based on forecasts from Head Teachers in relation to the 2018/2019 allocation of £7,988,400, (£10.847m including carry-forward from 2017/2018), it is anticipated that £8.547m will be spent by end March 2019, leaving a carry-forward balance of £2.3m.
- 11.2. The carry-forward element will be added to the new 2019/2020 allocation. Head Teachers will ensure the carry-forward is spent by the end of June 2019 in line with PEF guidance.

12. Other Implications

- 12.1. There are no significant risk implications in terms of the information contained within this report.
- 12.2. There are no guarantees that PEF funding will continue beyond the lifetime of this parliament. As a result, Head Teachers are being asked to consider the implications for sustainability of PEF funded projects, through the recently issued, revised PEF planning and reporting documentation.

12. Equality Impact Assessment and Consultation Arrangements

- 12.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.
- 12.2. Consultation with Trade Unions has taken place through the Joint Consultative process. All locally developed guidance has also been shared. The Trade Unions are regularly updated on recruitment activity and workforce monitoring reports.

Tony McDaid

Executive Director (Education Resources)

24 October 2018

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

- ♦ Education Resource Committee - 5 September 2017

List of Background Papers

- ♦ National Operating Guidance – Pupil Equity Funding

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Appendix 1: Pupil Equity Fund Allocation per school for South Lanarkshire Council

School	Stage	Allocation Based on estimated FSM pupils
Abington Primary School	Primary	£2,400
Auchengray Primary School	Primary	£1,200
Auchinraith Primary School	Primary	£146,400
Auldhouse Primary School	Primary	£6,000
Bankhead Primary School	Primary	£100,800
Beckford Primary School	Primary	£64,800
Bent Primary School	Primary	£18,000
Biggar Primary School	Primary	£31,200
Blacklaw Primary School	Primary	£27,600
Blackwood Primary School	Primary	£66,000
Bothwell Primary School	Primary	£45,600
Braehead Primary School	Primary	£1,200
Braidwood Primary School	Primary	£9,600
Burgh Primary School	Primary	£90,000
Burnside Primary School	Primary	£27,600
Cairns Primary School	Primary	£114,000
Calderwood Primary School	Primary	£49,200
Canberra Primary School	Primary	£42,000
Carluke Primary School	Primary	£49,200
Carmichael Primary School	Primary	£7,200
Carnwath Primary School	Primary	£24,000
Carstairs Junction PS	Primary	£37,200
Carstairs Primary School	Primary	£32,400
Castlefield Primary School	Primary	£60,000
Cathkin Primary School	Primary	£112,800
Chapelton Primary School	Primary	£4,800
Chatelherault Primary School	Primary	£34,800
Coalburn Primary School	Primary	£25,200
Coulter Primary School	Primary	£2,400
Craigbank Primary School	Primary	£55,200
Crawford Primary School	Primary	£1,200
Crawforddyke Primary School	Primary	£76,800
Crosshouse Primary School	Primary	£94,800
Dalserf Primary School	Primary	£14,400
David Livingstone Memorial PS	Primary	£73,200
Douglas Primary School	Primary	£27,600
East Milton Primary School	Primary	£46,800
Forth Primary School	Primary	£57,600
Gilmourton Primary School	Primary	£-
Glassford Primary School	Primary	£6,000
Glengowan Primary School	Primary	£56,400
Glenlee Primary School	Primary	£139,200
Greenhills Primary School	Primary	£139,200
Halfmerke Primary School	Primary	£46,800
Hallside Primary School	Primary	£39,600
Hareleeshill Primary School	Primary	£115,200
Heathery Knowe PS	Primary	£68,400
High Blantyre Primary School	Primary	£79,200
High Mill Primary School	Primary	£50,400
Hunter Primary School	Primary	£37,200
James Aiton Primary School	Primary	£57,600
Kirkfieldbank Primary School	Primary	£9,600
Kirklandpark Primary School	Primary	£8,400
Kirkton Primary School	Primary	£21,600
Kirktonholme Primary School	Primary	£54,000
Lamington Primary School	Primary	£2,400
Lanark Primary School	Primary	£44,400
Law Primary School	Primary	£40,800
Leadhills Primary School	Primary	£4,800
Libberton Primary School	Primary	£12,000
Loch Primary School	Primary	£103,200
Long Calderwood Primary	Primary	£56,400
Machanhill Primary School	Primary	£68,400

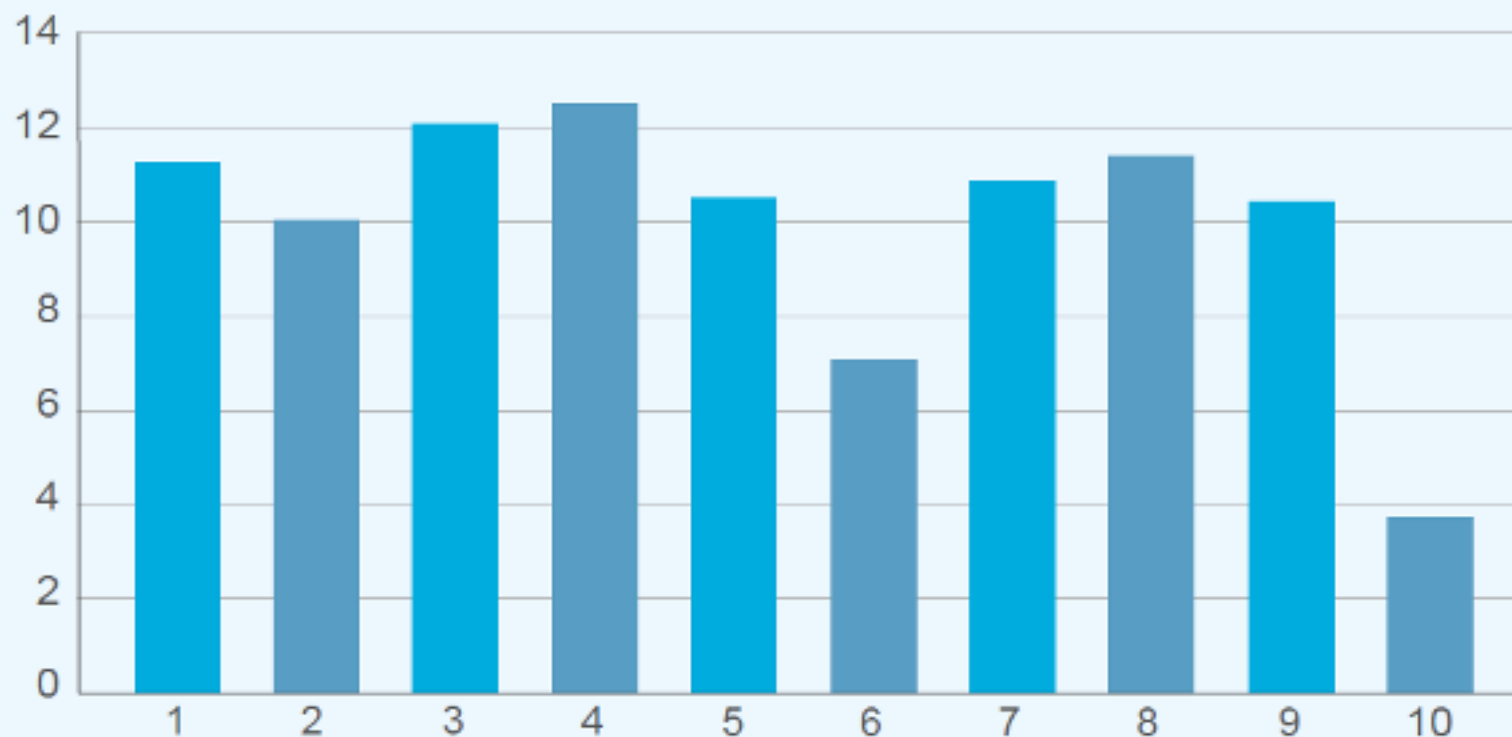
Maxwellton Primary School	Primary	£51,600
Milton Primary School	Primary	£24,000
Mossneuk Primary School	Primary	£36,000
Mount Cameron PS	Primary	£27,600
Mount Cameron PS Gaelic Unit	Primary	£10,800
Muredge Primary School	Primary	£37,200
Murray Primary School	Primary	£61,200
Neilsland Primary School	Primary	£49,200
Netherburn Primary School	Primary	£43,200
New Lanark Primary School	Primary	£14,400
Newfield Primary School	Primary	£85,200
Newton Farm Primary School	Primary	£28,800
Our Lady and St Anne's PS	Primary	£92,400
Our Lady Of Lourdes PS	Primary	£57,600
Park View Primary School	Primary	£56,400
Quarter Primary School	Primary	£7,200
Rigside Primary School	Primary	£27,600
Robert Owen Memorial PS	Primary	£69,600
Robert Smillie Memorial PS	Primary	£117,600
Sandford Primary School	Primary	£1,200
South Park Primary School	Primary	£44,400
Spittal Primary School	Primary	£44,400
St Anthony's Primary School	Primary	£56,400
St Athanasius' Primary School	Primary	£26,400
St Blane's Primary School	Primary	£66,000
St Bride's PS (Bothwell)	Primary	£31,200
St Bride's PS (Cambuslang)	Primary	£56,400
St Cadoc's Primary School	Primary	£48,000
St Charles Primary School	Primary	£78,000
St Columbkille's Primary School	Primary	£69,600
St Cuthbert's Primary School	Primary	£58,800
St Elizabeth's Primary School	Primary	£68,400
St Hilary's Primary School	Primary	£21,600
St John The Baptist PS	Primary	£21,600
St John's PS (Blackwood)	Primary	£20,400
St John's PS (Hamilton)	Primary	£81,600
St Joseph's Primary School	Primary	£64,800
St Kenneth's Primary School	Primary	£38,400
St Leonard's Primary School	Primary	£50,400
St Louise's Primary School	Primary	£26,400
St Mark's PS (Hamilton)	Primary	£13,200
St Mark's PS (Rutherglen)	Primary	£58,800
St Mary's PS (Hamilton)	Primary	£30,000
St Mary's PS (Lanark)	Primary	£19,200
St Mary's PS (Larkhall)	Primary	£7,200
St Ninian's Primary School	Primary	£87,600
St Patrick's Primary School	Primary	£18,000
St Paul's Primary School	Primary	£61,200
St Peter's Primary School	Primary	£62,400
St Vincent's Primary School	Primary	£57,600
Stonehouse Primary School	Primary	£60,000
Tinto Primary School	Primary	£7,200
Townhill Primary School	Primary	£50,400
Udston Primary School	Primary	£103,200
Underbank Primary School	Primary	£4,800
Walston Primary School	Primary	£2,400
West Coats Primary School	Primary	£46,800
Wester Overton Primary School	Primary	£24,000
Wiston Primary School	Primary	£10,800
Woodhead Primary School	Primary	£69,600
Woodpark Primary School	Primary	£81,600
Woodside Primary School	Primary	£100,800
Biggar High School	Secondary	£33,600
Calderglen High School	Secondary	£116,400
Calderside Academy	Secondary	£181,200
Carluke High School	Secondary	£87,600
Cathkin High School	Secondary	£128,400

Duncanrig Secondary School	Secondary	£138,000
Hamilton Grammar School	Secondary	£130,800
Holy Cross High School	Secondary	£98,400
Lanark Grammar School	Secondary	£99,600
Larkhall Academy	Secondary	£171,600
Lesmahagow High School	Secondary	£46,800
St Andrew's and St Bride's HS	Secondary	£69,600
St John Ogilvie High School	Secondary	£116,400
Stonelaw High School	Secondary	£102,000
Strathaven Academy	Secondary	£38,400
Trinity High School	Secondary	£123,600
Uddingston Grammar School	Secondary	£66,000
Greenburn School	Special	£69,600
Hamilton School for the Deaf	Special	£15,600
Kear Campus	Special	£-
Rutherglen High School	Special	£51,600
Sanderson High School	Special	£60,000
Victoria Park School	Special	£64,800
West Mains School	Special	£55,200
TOTAL:		£7,988,400

Appendix 2: SIMD (%) Distribution for South Lanarkshire Council

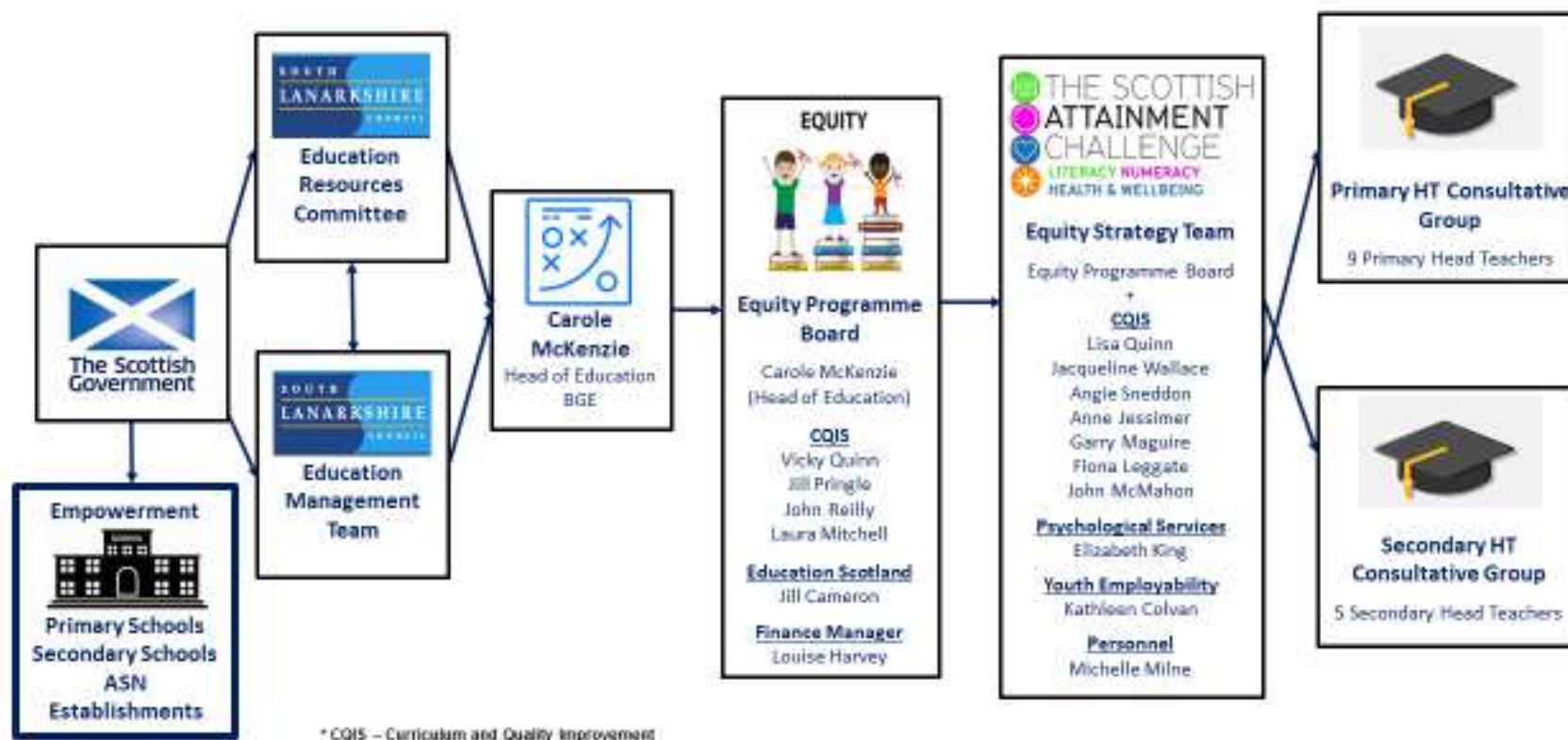
The chart below shows the proportion of South Lanarkshire Council pupils living in each SIMD Decile.

SIMD Distribution for South Lanarkshire Council Learners



SIMD Decile (1 = most deprived, 10 = least deprived)

SLC Closing the Gap Governance Structure



Appendix 4: Progress towards “Closing the Gap”

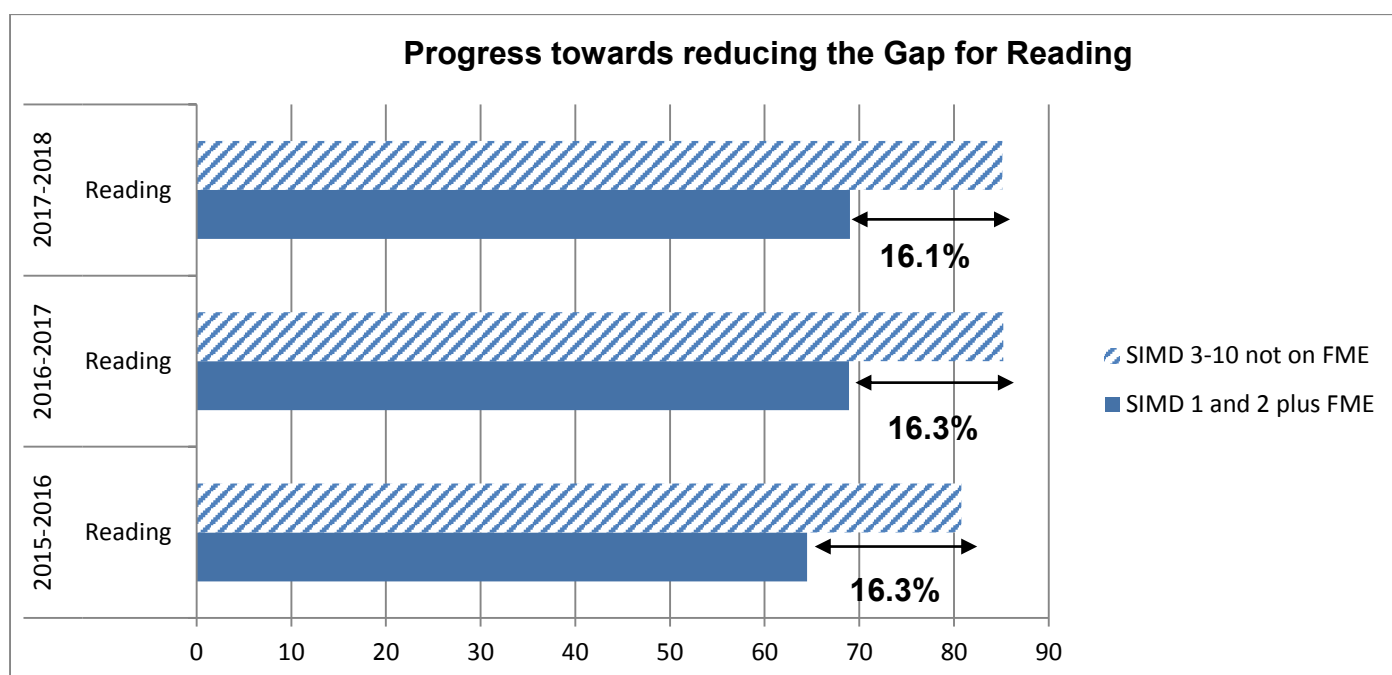
Our measure for closing the poverty-related attainment gap is:

Pupils from SIMD 1+2 plus those entitled to Free School Meals
versus
Pupils from SIMD 3-10 who are not entitled to Free School Meals

Our targeted group for PEF interventions in schools is therefore pupils from SIMD 1+2 plus those entitled to Free School Meals (although Head Teachers have the discretion to involve other pupils). For session, 2017-2018, the targeted group equated to 29% of all SLC pupils.

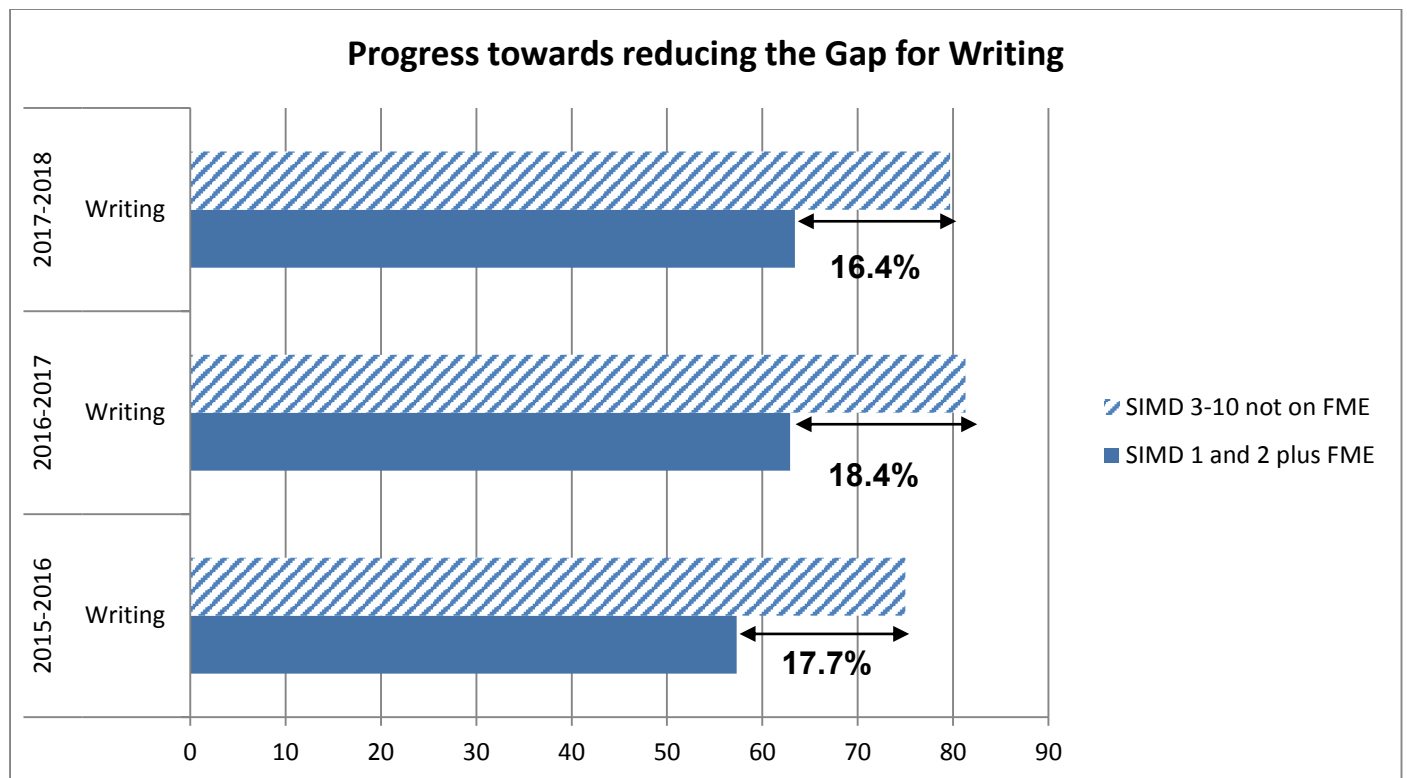
These graphs illustrate the % of pupils who are achieving expected Curriculum for Excellence levels in P1, P4, P7 and S3 according to teacher judgement. Please note, this is cumulative data for P1, P4, P7 and S3.

Reading:



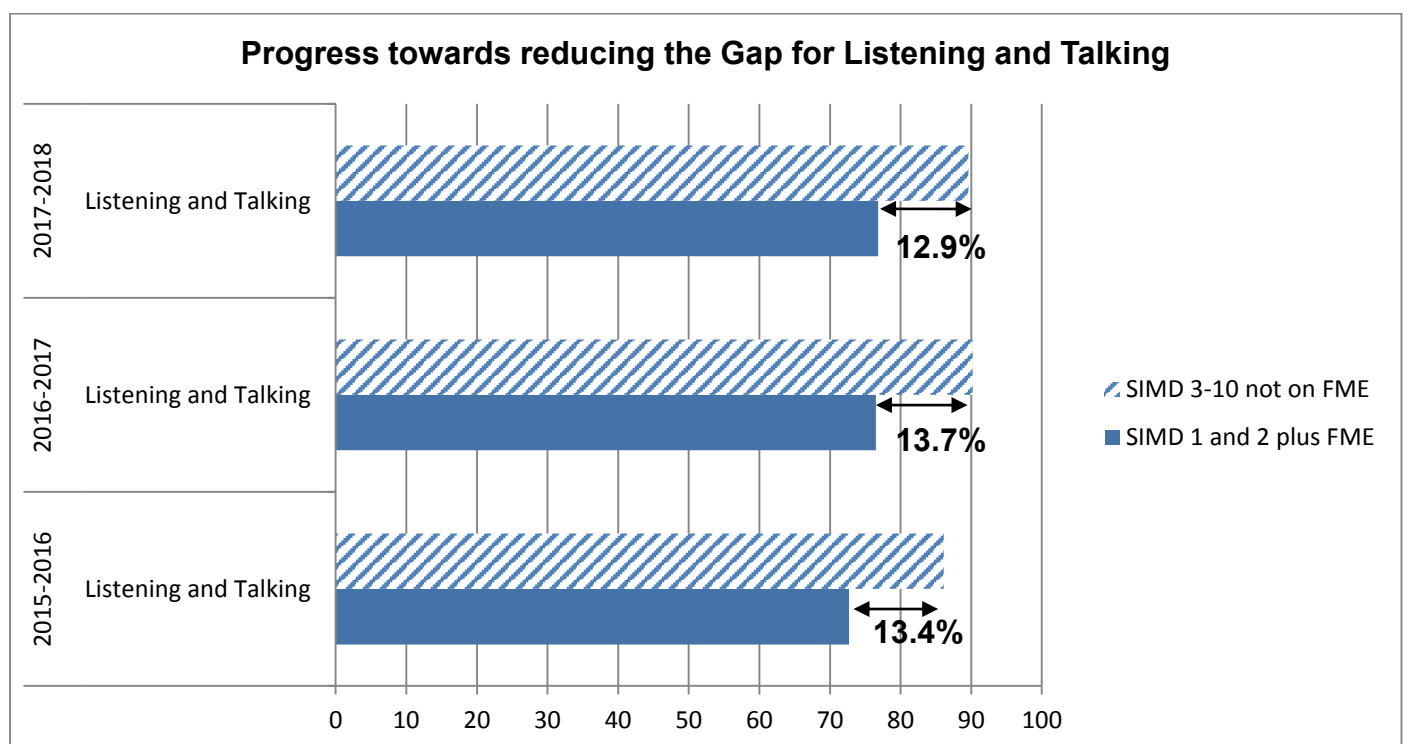
According to these measures, the “Gap” in reading has reduced by 0.2 percentage points in 3 years.

Writing:



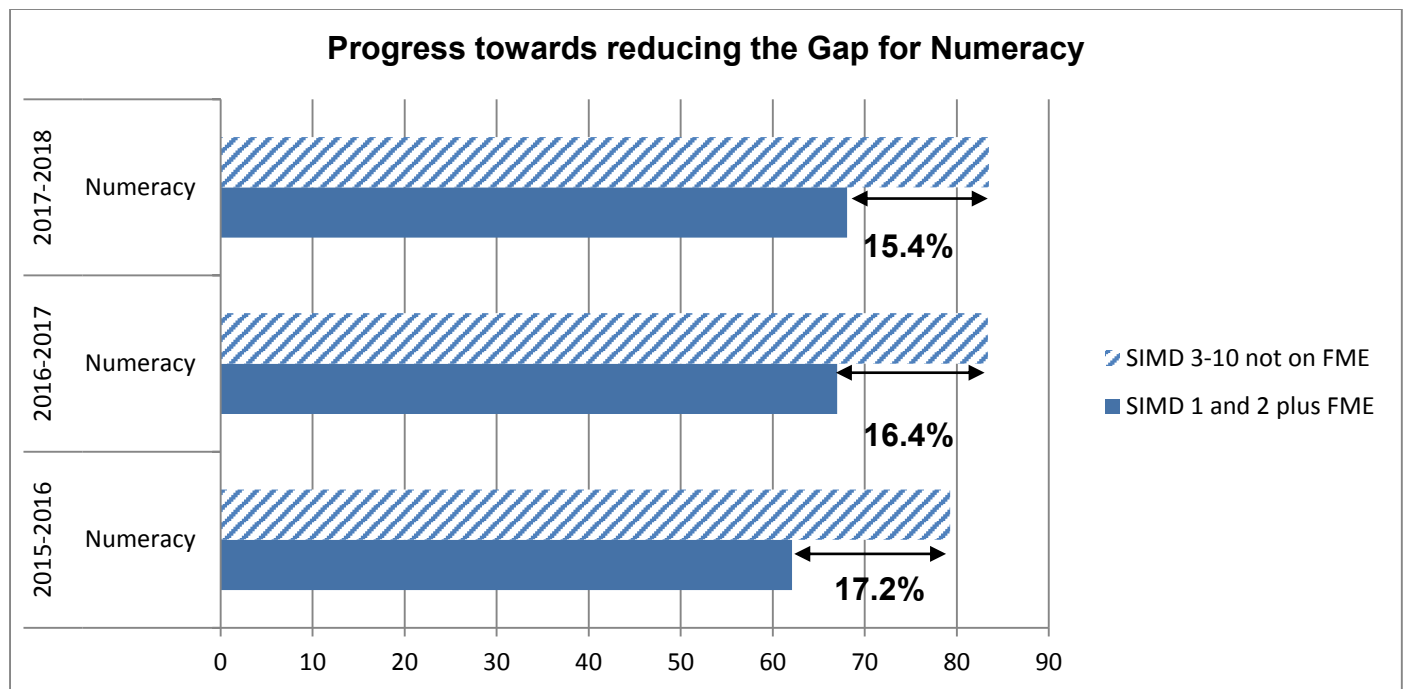
According to these measures, the “Gap” in writing has closed by 1.3 percentage points in 3 years.

Listening and Talking:



According to these measures, the “Gap” in listening and talking has closed by 0.5 percentage points in 3 years.

Numeracy:



According to these measures, the “Gap” in numeracy has closed by 1.8 percentage points in 3 years.

Report

10

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	Youth Employability and Work Based Learning
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the work based learning opportunities that have been developed to support young people who have been identified as “being at risk” of not achieving or sustaining a positive destination when they leave school
- ◆ provide an update on South Lanarkshire Council’s delivery of the national Foundation Apprenticeship programme.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the developments around work based learning are noted;
- (2) that the continuation and expansion of the Foundation Apprenticeship programme are noted.

3. Background

- 3.1. The establishment of the Youth Employability Service within education has provided an opportunity to streamline the approach to young people aged 15-19 receiving a seamless pathway to assist them to reach and sustain a positive destination post school.
- 3.2. A robust tracking and monitoring process has been developed which identifies, offers support and monitors the progress of all young people. The provision of aftercare supports to maintain the positive outcomes remains one of the essential elements of the service.
- 3.3. The positive destination of school leavers is a good measure of the outcomes we achieve for young people and their communities. In South Lanarkshire, 3,367 young people left school in 2016/17 and the initial leavers’ destination figures show that 95.8% of young people who left school between 1 August 2016 and 1 October 2017 entered a positive destination. The positive destination rate of 95.8% sits above the national average (93.7%). This is also the best result achieved over the last 10 years and it places South Lanarkshire as 5th from the 32 Local Authorities.
- 3.4. Through the Community Plan, the Community Planning Partnership (CPP) has highlighted the need for all services to target resources towards tackling poverty and reducing inequalities and to strive to close the gap in outcomes for children and families from the 20% most deprived areas. This target is also at the heart of the Children’s Service Plan and, therefore, targets have been set to achieve a reduction

in the gap between school leavers from the most deprived 20% data zones and the highest 20% data zones.

- 3.5. In response, Youth Employability provision has been targeted to young people from the 20% most deprived areas over the last two years and we are starting to see some strong progress. In 2016-2017, the South Lanarkshire figure of positive destinations achieved by the young people in the 20% most deprived areas was 92.3% compared to 97.1% for young people in the highest 20% data zone. The gap has narrowed and, at 4.8%, is the best outcome achieved thus far for South Lanarkshire and is better than the national average which is at 7%.

4. ASPIRE (Targeted Employability Support) - Anticipated 750 Young People

- 4.1. The ASPIRE Youth Employability programme has been operating for the last 2 years with strong outcomes for young people. ASPIRE is a bespoke employability programme for young people who are at risk of entering a negative destination upon leaving school and post school up to the age of 19. Young people are supported to achieve and sustain a positive destination in line with Getting It Right for Every Child and Raising Achievement for All. It also forms part of the National Activity Agreement Offer that is regarded as a positive post school destination and under which grant funding is received from the Scottish Government.
- 4.2. Key to the success of the ASPIRE programme is the in depth contact with the young person and the engagement of the parents and carers to develop and monitor the support package. In addition, partnership working takes place with Skills Development Scotland and with partners from the Opportunities for All strategy group. This allows packages to be more holistic and joined up.
- 4.3. 624 young people were supported last year through ASPIRE and 90% moved on to a positive destination (above the national average of 79%). A further 96 young people who were not ready to move on received ongoing additional support and this will continue until age 19, if required.
- 4.4. Improvements in tracking and identifying need has seen an increase in the number of referrals. Actions have been taken as a result to reach out to our most disengaged group of young people. Working with key partner agencies the intention is to get support to address the needs of these young people for example by accessing mental health services etc.

5 Work based Learning

5.1. GRADU8 Anticipated 750 young people

The GRADU8 programme offers senior phase pupils an opportunity to study towards a qualification in an area of work they may wish to pursue after leaving school. The purpose of the GRADU8 courses is to provide an additional choice for our senior phase pupils, by allowing them to study for a vocational or nationally recognised qualification which is designed to help pupils transition to the world of work. The level is National 4/5 and provides a good opportunity for the young person to develop their skills and to move onto a Foundation Apprenticeship.

- 5.2. The courses are delivered by South Lanarkshire College, New College Lanarkshire and a variety of other local training providers. These awards can act as a springboard to gaining direct entry into the workplace or into a Traineeship or Apprenticeship, or to make a smooth transition to college. In 2017/2018, there were 242 pupils engaged with the programme. In 2018/2019, this figure rose to 502 pupils. The ambition is to increase the uptake to 800 pupils for August 2019.

- 5.3. The courses offered have a clear pathway to current employment opportunities and to further learning opportunities such as Foundation Apprenticeships.
- 5.4. **Foundation Apprenticeships - Anticipated 400 Young People**
Foundation Apprenticeships have been developed by Skills Development Scotland (SDS) with support from the European Social Fund. The objective is to help young people gain valuable, real-world work experience and access work-based learning while they are still at school by giving them earlier exposure to the world of work and equipping them with the skills, experience and knowledge they need when they leave school.
- 5.5. A Foundation Apprenticeship (FA) offers a blended learning experience combining school, college and work-based activities. Lasting one or two years, students will typically begin their Foundation Apprenticeship in S5 for the 2 year course and S5/S6 for the 1 year course. Young people will spend time out of school at college and/or with a local employer and will complete the Foundation Apprenticeship which is awarded at the Higher level, alongside their other subjects like National 5s and Highers. Foundation Apprenticeships are currently available in twelve subject areas, linked to growth sectors of the Scottish economy, so young people are gaining industry experience which will help them kick-start a successful career in their chosen field. In 2017/2018, there were 44 pupils engaged in the programme. This has risen to 192 pupils in 2018/19.
- 5.6. Additional funding has been secured to continue to deliver the current programme and to expand the provision further until 2021. Starting in August 2019, the Council will offer the following provision.

The frameworks included in this bid are as follows for South Lanarkshire as a lead:	
1 year FA in Early Years and Social Care	40 places
2 year FA in Early Years and Social Care	40 Places
1 year FA Engineering	40 Places
2 year FA Business Admin	20 Places
1 year FA Health and Social Care	20 places

160 new places will be available in August 2019 compared to 80 places last year.

- 5.7. South Lanarkshire Council will also continue to operate a FA management and delivery team. The Council will deliver the programme in partnership with local colleges (South Lanarkshire College, New College Lanarkshire, Glasgow Consortium of Colleges and West Lothian College) and local Training Providers who can enhance the provision of the frameworks. (A current training provider who is part of the partnership is East Kilbride Group Training Association. Other possibilities will be explored to ensure best options for successful delivery). This central team will deliver a strong publicity campaign as well as an improved communications approach for schools, parents and carers and all young people interested in FA. It will also greatly assist employer engagement and establish clear points of contact to help develop guidance and procedures to support effective work based learning.
- 5.8. Building on experience, this model has shown to be effective and created the opportunity for all pupils in the senior phase from the 17 high schools across South Lanarkshire to access the 12 Frameworks within the Foundation Apprenticeship.

- 5.9. The Council delivers the Modern Apprenticeship and the Graduate Apprenticeship for Early Years and Child Care and the Modern Apprenticeships for Social Care and Business Administration. The planned delivery of the FA builds on this and creates a pathway for young people to enter employment.

6. Employee Implications

- 6.1. Core staffing is in place to deliver the programme.

7. Financial Implications

- 7.1 Costs associated with all these programmes is met from the core budget of Education Resources along with the European Social Fund/ Foundation Apprentice and Scottish Government grants.

8. Other Implications

- 8.1. There are no significant risk implications in terms of the information contained within this report.

- 8.2. There are no implications for sustainability in terms of the information contained within this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

- 9.2. Consultation and engagement with young people, partners and wide range of stakeholders will continue and is key to the success of the programmes.

Tony McDaid

Executive Director (Education Resources)

5 November 2018

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

None

List of Background Papers

- ◆ Executive Committee (March 2018)

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Report

11

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	Youth Engagement Update
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide an update on engagement activities with young people in respect of:-
 - the Year of Young People 2018 Rural Youth Summit in the Biggar Learning community
 - the planned process and timescales for the Scottish Youth Parliament 2019 elections

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s): -

- (1) that the commitment and contribution of young people, in particular South Lanarkshire Youth Council (SLYC) members, Members of the Scottish Youth Parliament (MSYPs) and Year of Young People (YoYP) ambassadors, to the youth agenda be noted.
- (2) that the process of registration and voting for the Scottish Youth Parliament elections be noted.
- (3) that the continued contribution and participation of young people in local planning issues be noted.

3. Background

- 3.1. Youth, Family and Community Learning Service's (YFCLS) commitment to youth engagement and democracy remains a key priority for the new service moving forward and during this year 2018/2019.
- 3.2. Empowering young people and partnership working are two of the key themes which are leading to successful engagement with young people. Events which engage, celebrate and understand the changing needs of young people have continued to take place successfully as a result of the good practice model embedded within the service and recently highlighted as 'strong' within the recent HMIE Inspection report of CLD in South Lanarkshire.
- 3.3. This report provides details of 2 activities which exemplify the Council's commitment to working in partnership to ensure young people are at the heart of shaping and influencing services across South Lanarkshire, and improving the way engagement takes place.

4. Biggar Rural Youth Summit

- 4.1. On 3 September 2018, SLYC, MSYP and YoYP ambassadors delivered a rural youth summit market place event in Biggar Memorial Hall.
- 4.2. Through consultation, SLYC members identified that young people in this community felt isolated and not fully informed about opportunities and services. As a result, the SLYC Board successfully applied to Year of the Young People Create18 team for funding to plan, design and deliver a rural youth summit in the Biggar learning community.
- 4.3. Having secured funding of £820, the members worked in partnership with South Lanarkshire Council, Biggar High School, Biggar Youth Project, local youth groups and partners to deliver a youth market place to provide information and promote opportunities for young people. Over 600 young people participated in the event with 24 partners and services contributing to the event.
- 4.4. 6 SLYC/YoYP members delivered the day's events managing everything from pupil groups, evaluations, photography, support and advice, to catering. The partnership was built up over several meetings beforehand and proved successful. All Biggar High School pupils attended in their year groups.
- 4.5. It is worth noting that pupils had access to various volunteering opportunities, further education establishments, safety information from Police Scotland and Scottish Fire and Rescue Service, information on housing and homelessness and volunteering opportunities. Councillor Julia Marrs, Council Spokesperson for Youth also attended, engaging with young people and supporting the event.
- 4.6. Feedback was very positive from the young people and from the various partners about the uptake on their services. A summary of their views in a wordle is attached at Appendix 1.
- 4.7. The event was highlighted in the recent Housing News Edition 26 where members of Housing and Technical Resources' team recorded that they had received a variety of ideas to support the Council's Home+ programme that they hoped would meet the future needs and aspirations of South Lanarkshire's young people.

The newsletter can be accessed via this link:

https://www.southlanarkshire.gov.uk/downloads/file/12495/housing_news_-_edition_26_-_autumn_2018

- 4.8. A key feature that young people requested was broadband and WiFi.

5. Next steps

- 5.1. To build on the success of the event, consideration is being given to hosting a similar event each year to maintain a focal point for all young people within the Biggar area.
- 5.2. The Scottish Youth Parliament's campaign for 2018 – 2019 is transport which is a matter which young people living in rural areas raise frequently.

Opportunities to continue engagement through South Lanarkshire Youth Council were identified, and to explore further, the issue of transport and other matters which young people in the rural area face.

6. Scottish Youth Parliament elections 2019

- 6.1. Members of SLYC and Youth, Family and Community Learning staff in partnership with secondary schools, colleges, universities, local youth groups and uniformed organisations have been involved in helping to organise and deliver council wide elections to democratically elect 9 young people from South Lanarkshire to be members of the Scottish Youth Parliament.
- 6.2. Set up to act as the voice of young people in Scotland, the Scottish Youth Parliament offers young people aged between 14 and 25 the opportunity to get involved in the democratic process.

The SYP has 200 members, elected from local youth forums or national youth organisations, and from young people who have stood as individuals. The SYP represents and advocates the views of young people in Scotland and aims to:

- offer young people in Scotland a collective national youth voice;
- make a difference in society by increasing young people's participation;
- promote a positive image of young people;
- connect the process of policy making and development with young people;
- be an independent and youth-led organisation free from influence where young people can give their views to policy makers without hindrance, fear or barriers.

7. Scottish Youth Parliament elections 2019 process

- 7.1. A fitting way to mark the 'Year of Young People' is to ensure that young people are involved in the democratic process and are supported in their local community.
- 7.2. The elections to the SYP in 2019 will provide an opportunity for young people to be engaged and involved in their own elections to ensure their voice is heard.
- 7.3. Replicating existing practice in South Lanarkshire, the election process will be a paper ballot to reflect the current process for local and national elections.
- 7.4. It should be noted that although the elections can be carried out electronically using the National Entitlement Card, the paper ballot process prepares young people for the existing local and national democratic processes as they move forward into adult life.
- 7.5. Below is a summary of the process for South Lanarkshire: -
- from August 2018, candidate registration has been open on line for young people aged 14-25 to stand for election
 - candidates are required to complete an on line registration and will be automatically sent a confirmation e mail and contact details of the local election co-ordinator
 - the registration process requires candidates to complete a simple on line module to ensure they know what the SYP does and the roles and responsibilities of elected Members of the Scottish Youth Parliament (MSYPs)
 - canvassing is done using online posts, appropriate social media sites and through visits to schools, youth groups etc.
 - school visits have begun including presentations to school assemblies and classes, break time and lunchtime information stalls and video presentations for the school TV network
 - evening visits to identified youth groups throughout South Lanarkshire are planned to ensure young people are informed of their opportunity to be heard and to be active participants through the democratic process
 - the deadline date for end of registration is flexible, but is expected to be in November 2018

- candidates will be supported to produce a manifesto to help with their campaign for election
- from now until voting takes place, candidates are grouped into their constituencies and campaign visits are arranged to local schools, colleges and youth groups. These visits are arranged and supported by Youth, Family and Community Learning Service staff
- the Council is an active participant through the Chief Executive's office and the election team staff to arrange for ballot boxes and polling stations (50). South Lanarkshire's printing services will provide up to 25,000 ballot papers
- each polling station is run by local staff in schools, youth facilities and community centres and supported by SLYC members and Youth, Family and Community Learning staff
- young people not involved in the election process are encouraged to volunteer to help. In previous years, this has helped in more young people voting as well as offering a learning opportunity for volunteers to be recognised through the Saltire volunteering awards
- the close of poll is expected in mid-March
- the count is organised by South Lanarkshire elections staff and up to 30 young volunteers from a local school. All candidates and their families are invited to observe the process and the final election results (East Kilbride Universal Connections)
- the Council's Chief Executive has volunteered to be the Returning Officer

7.6. Throughout March to June 2019, the newly elected MSYPs will attend training and workshops on their roles and responsibilities and to plan for their first national sitting in June 2019.

8. Employee Implications

8.1. The employee implications are highlighted in the report.

9. Financial Implications

9.1. The financial costs associated with the voting process can be met from existing budgeting resources.

10. Other Implications

10.1. There are no significant risk implications in terms of the information contained within this report.

10.2. There are no implications for sustainability in terms of the information contained within this report.

11. Equality Impact Assessment and Consultation Arrangements

11.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

11.2. Consultation and engagement continues to be carried out with appropriate stakeholders including young people, youth councillors, Scottish Youth Parliament, Youth Learning Services Council staff and partners.

Tony McDaid
Executive Director (Education Resources)

5 November 2018

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Ensure schools and other places of learning are inspirational
- Support communities by tackling disadvantage and deprivation, and supporting aspiration

Previous References

None

List of Background Papers

None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Report

12

Report to:	Education Resources Committee
Date of Meeting:	27 November 2018
Report by:	Executive Director (Education Resources)

Subject:	Celebrating the Success of Young People and Employees
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise of the range of achievements and success of young people in our schools throughout South Lanarkshire

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the achievements and success of young people in national and local awards and other programmes, and their participation in commemorative events to mark the centenary of World War 1 be noted.

3. Background

3.1. A key priority for Education Resources is to raise attainment, close the equity gap, help to improve their health and well-being and to recognise and celebrate the achievements of young people and employees.

3.2. Whilst there will always be a focus on literacy, numeracy and exam results, it is also important to recognise the wider achievements of young people. The achievements and participation of young people across our establishments and services in a wide range of social enterprise and citizenship programmes, neighbourhood related projects (supporting children's appeals, local charities), and through sport, the arts, music and drama deserves to be recognised.

3.3. Nurseries, schools, youth learning centres and other services are actively involved in celebrating the achievements of children and young people on a regular basis through assemblies, award ceremonies, social media, the press and other means. This helps to build their self-esteem, raise their aspirations and improve their motivation for learning.

4. Celebrating Success 2017/2018

4.1. There is a lot to be proud of in the achievements of young people throughout South Lanarkshire and in this 'Year of Young People' we want to recognise the amazing things they do.

4.2. Over the last year, children, young people and employees have achieved success in a wide variety of highly prestigious national and local awards.

4.2. Below are some examples of the breadth of achievements during 2017/18:-

Commemorative events to mark the centenary of WW1

- *Biggar Primary School and Nursery*
Biggar Little Festival – The theme this year for our ‘Street Gallery’ will be to commemorate WW1 and the art work produced from Nursery to P7 will be displayed in the shop windows
- *Hunter Primary School, East Kilbride*
Primary 6, 6/7 and 7 carried out a joint WW1 topic and showcased their work to both children and adults
- *St Bride’s Primary School, Bothwell*
School Focus/ SS Topic and Display in local Library linked to local community group Bothwell Historical Society
- *St Charles’ Primary School, Cambuslang*
 - World War 1 Topic
 - Class Assembly to mark the centenary of the Armistice
 - Remembrance Day Art Competition (P4-7)
 - P7 selling poppies

Calderglen memorial service – 9 November 2018

Centenary of the Education (Scotland) Scotland Act 1918

Social Bite – young people and staff from **Larkhall Academy** took part in a ‘sleep-out’ on Friday 9 November through to Saturday 10 November to highlight the plight of homelessness and to raise funds for Social Bite.

Nurture Award – Trinity High, Rutherglen the first secondary school in Scotland to win the UK national Nurture School Award received their award at an event at the school on 12 November 2018

Duncanrig Secondary – through the use of ‘pet therapy’, the school are seeing more pupils engaged in reading and a news story featured on the success of the programme in the Evening Times.

Biggar High – hosted the Rural Youth Seminar which saw a number of young people come together to have a blether over things that matter to them.

Uddingston Grammar School – are the first school in Scotland to show their support for the 5Rights UK through the work of the Rights Respecting Team.

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

Gold Sport Award – St Bride’s Primary, Bothwell

Auchinraith Primary, Blantyre – hosted a visit by the Depute First Minister and the Cabinet Secretary for Health and Sport where children in the nursery and school showed the positive impact in terms of dental hygiene through the Childsmile programme with NHS Lanarkshire.

Scottish Learning Festival – young people from Park View Primary, Cambuslang, Underbank Primary, Carluke, Calderglen High, East Kilbride and Lanark Grammar showcased their work on STEM education, literacy, and numeracy at this highly prestigious event.

Music

The South Lanarkshire Orchestral Society will perform at the Town House in Hamilton on 27 and 28 November 2018 which provides a fantastic opportunity to showcase the musical talents of many young people through Christmas concerts and shows that will take place soon.

4.3. The publication of the achievements of young people in the Education Newsletter and Council publications such as The Works Magazine, and social media through Twitter and the web all help to highlight many examples of the success of young people in both academic and non-certificated activities.

4.4. Education Resources will continue to promote the success of young people and encourage them to participate in a wide range of active learning activities where they have the opportunity to further develop their skills and talents.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. Financial implications are met from within existing budgets.

7. Other Implications

7.1. There are no implications for sustainability or risk in terms of the information contained within this report.

8. Equality Impact Assessment and Consultation Arrangements

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

8.2. Education Resources will continue to support establishments and services to recognise and publicise the achievements and success stories of children, young people and staff.

Tony McDaid

Executive Director (Education Resources)

7 November 2018

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

- ◆ Education Resources Committee – 19 June 2018

List of Background Papers

Celebrating the Success

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Des Dickson, Education Operations Services Manager

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