



Council Offices, Almada Street  
Hamilton, ML3 0AA

Monday, 18 September 2023

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, 26 September 2023  
**Time:** 10:00  
**Venue:** Hybrid - Committee Room 1, Council Offices, Almada Street, Hamilton, ML3 0AA

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

Yours sincerely

**Cleland Sneddon**  
**Chief Executive**

### **Members**

Lynsey Hamilton (Chair), Gavin Keatt (Depute Chair), Joe Fagan (ex officio), Alex Allison, John Anderson, Ross Clark, Margaret Cowie, Allan Falconer, Grant Ferguson, Elise Frame, Alistair Fulton, Geri Gray, Mark Horsham, Cal Johnston-Dempsey, Susan Kerr, Ross Lambie, Richard Lockhart, Eileen Logan, Katy Loudon, Ian McAllan, Mark McGeever, Mo Razzaq, Graham Scott, Bert Thomson, Margaret B Walker, David Watson

### **Substitutes**

Margaret Cooper, Maureen Devlin, Mary Donnelly, Martin Hose, Hugh Macdonald, Julia Marrs, Monique McAdams, Kenny McCreary, Lesley McDonald, Carol Nugent, Norman Rae

### **External Members**

#### **Religious Representatives**

Gillian Coulter, Nagy Iskander, John Mulligan

#### **Teacher Representatives**

Jennifer Gaffney, Joan Lennon

#### **Parent Council Representatives**

Christine Hall, Naomi Baxter

## BUSINESS

1 **Declaration of Interests**

- 2 **Minutes of Previous Meeting** 5 - 14  
Minutes of the meeting of the Education Resources Committee held on 27 June 2023 submitted for approval as a correct record. (Copy attached)

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### Monitoring Item(s)

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- 3 **Education Resources - Revenue Budget Monitoring 2023-2024** 15 - 18  
Joint report dated 23 August 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources – Capital Budget Monitoring 2023-2024** 19 - 22  
Joint report dated 7 September 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources – Workforce Monitoring – May to July 2023** 23 - 30  
Joint report dated 24 August 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 6 **Education Resource Plan Quarter 4 Progress Report 2022-2023** 31 - 68  
Report dated 7 September 2023 by the Executive Director (Education Resources). (Copy attached)

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### Item(s) for Decision

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- 7 **Underage Use of e-Cigarettes and Vaping** 69 - 76  
Report dated 5 September 2023 by the Executive Director (Education Resources). (Copy attached)
- 8 **Youth, Family and Community Learning Service Multiply Adult Numeracy Initiative** 77 - 80  
Joint report dated 5 September 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 9 **School Holiday Dates for Session 2024-2025** 81 - 84  
Report dated 7 September 2023 by the Executive Director (Education Resources). (Copy attached)

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**Item(s) for Noting**

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- 10 **Accounts Commission – Early Learning and Childcare – Progress on Delivery of the 1140 Hours Expansion** 85 - 88  
Report dated 7 September 2023 by the Executive Director (Education Resources). (Copy attached)
- 11 **Scottish Attainment Challenge (SAC) - Triannual Update** 89 - 106  
Report dated 5 September 2023 by the Executive Director (Education Resources). (Copy attached)
- 12 **Independent Review of Qualifications and Assessment in Scotland** 107 - 110  
Report dated 6 September 2023 by the Executive Director (Education Resources). (Copy attached)
- 13 **Standards and Quality Report 2022-2023** 111 - 114  
Report dated 5 September 2023 by the Executive Director (Education Resources). (Copy attached)

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**Urgent Business**

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- 14 **Urgent Business**  
Any other items of business which the Chair decides are urgent.

***For further information, please contact:-***

Clerk Name:	Pauline MacRae
Clerk Telephone:	07385 370044
Clerk Email:	pauline.macrae@southlanarkshire.gov.uk



## EDUCATION RESOURCES COMMITTEE

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Minutes of meeting held via Confero and Committee Room 1, Council Offices, Almada Street, Hamilton on 27 June 2023

### **Chair:**

Councillor Lynsey Hamilton

### **Councillors Present:**

Councillor Alex Allison, Councillor John Anderson, Councillor Ross Clark, Councillor Margaret Cowie, Councillor Grant Ferguson, Councillor Elise Frame, Councillor Alistair Fulton, Councillor Geri Gray, Councillor Mark Horsham, Councillor Cal Johnston-Dempsey, Councillor Susan Kerr, Councillor Ross Lambie, Councillor Richard Lockhart, Councillor Katy Loudon, Councillor Ian McAllan, Councillor Lesley McDonald (*substitute for Councillor Eileen Logan*), Councillor Mo Razzaq, Councillor Graham Scott, Councillor Bert Thomson, Councillor Margaret B Walker, Councillor David Watson

### **Councillors' Apologies:**

Councillor John Bradley, Councillor Joe Fagan (ex officio), Councillor Gavin Keatt (Depute), Councillor Eileen Logan, Councillor Mark McGeever

### **External Members Present:**

Naomi Baxter, Jennifer Gaffney, Christine Hall, John Mulligan

### **External Members' Apologies:**

Gillian Coulter, Dr Nagy Iskander, Joan Lennon

### **Attending:**

#### **Education Resources**

C McKenzie, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Service and School Estate); J Wallace, Quality Improvement Manager

#### **Finance and Corporate Resources**

L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy); G McCann, Head of Administration and Legal Services

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### **1 Declaration of Interests**

No interests were declared.

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### **2 Minutes of Previous Meeting**

The minutes of the meeting of the Education Resources Committee held on 2 May 2023 were submitted for approval as a correct record.

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

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### **3 Education Resources - Revenue Budget Monitoring 2022/2023**

A joint report dated 24 May 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the actual expenditure measured against the revenue budget for the period 1 April 2022 to 31 March 2023 for Education Resources.

The year end position at 31 March 2023 was a balanced budget after approved transfers to reserves, as detailed in Appendix A of the report.

The balanced budget was a net effect of underspends in Early Years' core budget, partially offset by overspends connected to transport costs, for both mainstream and Additional Support Needs (ASN) transport, school placements, which were demand led, and additional costs of teacher cover. The overspends were also supported by an over recovery of income from Early Years' fees and income from other local authorities for children placed in the Council's schools and establishments.

Virements were proposed to realign budgets across budget categories and with other Resources and those were detailed in Appendix A of the report.

**The Committee decided:**

- (1) that the Education Resources' outturn position as at 31 March 2023 of a balanced position after approved transfers to reserves, as detailed in Appendix A of the report, be noted; and
- (2) that the proposed budget virements be approved.

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#### **4 Education Resources - Revenue Budget Monitoring 2023/2024**

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A joint report dated 5 June 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the actual expenditure measured against the revenue budget for the period 1 April to 19 May 2023 for Education Resources.

As at 19 May 2023, there was a breakeven position against phased budget.

Variance explanations were outlined in Appendix A of the report. Virements were proposed to realign budgets across budget categories and with other Resources and those were also detailed in Appendix A of the report.

**The Committee decided:**

- (1) that the breakeven position on Education Resources' revenue budget, as detailed in Appendix A of the report, be noted; and
- (2) that the proposed budget virements be approved.

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#### **5 Education Resources - Capital Budget Monitoring 2022/2023**

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A joint report dated 7 June 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the progress of the capital programme for Education Resources for the period 1 April 2022 to 31 March 2023.

The total capital programme for 2022/2023 was £13.918 million. Expenditure to 31 March 2023 was £15.342 million. The final expenditure position of £15.342 million showed a difference of £1.424 million in comparison to the programme of £13.918 million.

The additional spend of £1.424 million mainly related to the timing of spend and details were provided in Appendix A to the report.

**The Committee decided:** that the Education Resources' capital programme of £13.918 million, and expenditure for the year of £15.342 million, be noted.

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## 6 Education Resources - Capital Budget Monitoring 2023/2024

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A joint report dated 7 June 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the progress of the capital programme for Education Resources for the period 1 April to 19 May 2023.

The Education Resources' capital programme amounted to £19.047 million and expenditure as at 19 May 2023 was £0.900 million. This included budget amendments for 2023/2024, totalling a net increase of £0.370 million, which had been identified since the approval of the original budget in February 2023 and details of those were provided in Appendix A of the report.

**The Committee decided:** that the Education Resources' capital programme of £19.047 million, and expenditure to date of £0.900 million, be noted.

*[Reference: Minutes of South Lanarkshire Council of 22 February 2023 (Paragraph 3) and Minutes of the Executive Committee of 21 June 2023 (Paragraph 6)]*

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## 7 Education Resources – Workforce Monitoring – March and April 2023

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A joint report dated 25 May 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period March and April 2023:-

- ♦ attendance statistics
- ♦ occupational health statistics
- ♦ accident/incident statistics
- ♦ discipline, grievance and Dignity at Work cases
- ♦ analysis of leavers and exit interviews
- ♦ staffing watch as at 11 March 2023

Officers responded to members' questions on accident/incident reporting.

**The Committee decided:** that the report be noted.

*[Reference: Minutes of 2 May 2023 (Paragraph 5)]*

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## 8 Early Learning and Childcare (ELC) - Sustainable Rate Price Review 2023/2024

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A report dated 8 June 2023 by the Executive Director (Education Resources) was submitted on work undertaken to set the Early Learning and Childcare (ELC) sustainable rate for funded providers for implementation from 16 August 2023.

At its meeting on 15 November 2022, the Committee approved an hourly rate of £5.71 for 3 to 5 year olds and an hourly rate of £6.34 for 2 year olds, plus £0.50 per hour for lunch. The hourly rate to funded providers for statutory 1,140 ELC provision was in addition to the funded programme of Milk and Healthy Snack Scheme Scotland Regulations 2021, the Council's investment to support Early Access for 3 year olds and the zero based support for training and development and quality assurance.

Following a consultation process in 2022 with the funded providers, a representative subgroup of funded providers, covering all private and voluntary sectors, was established to consider rate setting.

In May 2023, the subgroup had been updated on the financial climate local government was experiencing and the challenges faced in terms of service reduction over the next 2 to 3 years. In addition, discussion had taken place in terms of the Council's willingness to support funded providers within the financial envelope available for ELC provision, the proposals for August 2023 and the intention to continue to support and work with funded providers on the delivery of ELC. The subgroup was invited to consult with the broader group, as appropriate, to determine the next steps for wider consultation, as required. This was undertaken and the proposed rate changes for August 2023 were agreed by the funded providers. The early involvement in the process and consultation approach was noted as positive by the funded providers.

The proposed rate changes, which incorporated a 3% rise, recommended an hourly rate of £5.88. Having applied the same increase for 2 year olds, the proposed revised hourly rate was £6.53. The £0.50 per hour lunch rate would remain.

It was anticipated that the revised rate would be implemented from 16 August 2023, in line with the terms and conditions of the Procured Service Agreement for ELC, and would be paid in the next appropriate payment cycle for each funded provider.

**The Committee decided:**

- (1) that the content of the report and the outcome of the sustainable rate review be noted;
- (2) that the recommendation for the proposed sustainable rate, as detailed in section 5.2 of the report, be approved; and
- (3) that the requirements of the Procured Service Agreement (PSA) for ELC to secure funded providers' agreement be progressed in line with the framework terms.

*[Reference: Minutes of 15 November 2022 (Paragraph 8)]*

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## **9 Mental Health Update Report**

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A report dated 8 June 2023 by the Executive Director (Education Resources) was submitted providing an update on the work of the Psychological Service to improve the mental health and wellbeing of children and young people.

The Mental Health and Wellbeing of Children and Young People was a national and local priority.

In June 2018, the Children and Young People's Mental Health Task Force was jointly commissioned by the Scottish Government and the Convention of Scottish Local Authorities (COSLA) to investigate how to improve the organisation of children's mental health services. The Task Force published a series of recommendations in July 2019. Following on from those recommendations and, as part of its Mental Health Strategy, the Scottish Government had made funding available for the provision of access to counsellors through schools, to be delivered to pupils aged 10 and over from 2019/2020. Additionally, the Scottish Government allocated funding to councils to enable them to prepare to implement community mental health and wellbeing services for children and young people.

All mainstream secondary schools, ASN secondary schools and young people attending the Aspire youth employability service now had access to counselling support. All primary schools could access counselling through a learning community model. Over the past year, the number of children and young people accessing counselling had increased both in primary and secondary sectors.

Data was provided on those who had accessed counselling as well as information on outcomes. The report also provided an update on the various community mental health approaches adopted and programmes provided in South Lanarkshire.

The Council's Psychological Service had been involved in research exploring the impact of COVID-19 which found that lockdown had an adverse impact on mental health and wellbeing.

In discussion with the Chief Officer of Lanarkshire Health and Social Care Partnership, some short-term funding had become available to focus on early interventions and school counselling supports. This funding would be ring-fenced and governance would be through the Integration Joint Board. Part of the funding proposals agreed was to employ an additional Full-Time Equivalent (FTE) maingrade Educational Psychologist to support whole system working and to further develop interventions. It was, therefore, proposed that a post of maingrade Educational Psychologist on Grade 1, SNCT (£67,887) be established on a temporary basis for 23 months.

Education Resources would continue its work to:-

- ◆ engage with young people, led by the Psychological Service, to feed into future plans around mental health supports
- ◆ complete annual quality assurance visits to secondary schools for delivery of counselling interventions
- ◆ monitor, evaluate and review the delivery and impact of all interventions
- ◆ further embed Scottish Association for Mental Health (SAMH) interventions within the authority
- ◆ embed suicide prevention approaches within Education Resources and with partners

Officers responded to members' questions on various aspects of the report.

**The Committee decided:**

- (1) that the establishment of 1 FTE post of maingrade Educational Psychologist on Grade 1, SNCT (£67,887) on a temporary basis for 23 months, funded from NHS Lanarkshire Health and Social Care Partnership funding stream, to support sustained implementation of mental health and wellbeing interventions, be approved; and
- (2) that the progress made in supporting the mental health and wellbeing of children and young people in schools across South Lanarkshire, together with the work highlighted in paragraph 11 of the report, be noted.

*In terms of Standing Order No 14, the Chair adjourned the meeting at 11.02am for a 6 minute period. The meeting reconvened at 11.08am without the attendance of Councillors Razzaq and Thomson*

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## **10 Scottish Government Consultation on School Hours (Prescribing the Minimum Annual Number of Learning Hours per Week)**

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A report dated 8 June 2023 by the Executive Director (Education Resources) was submitted on the Council's response to the Scottish Government's consultation on prescribing the minimum annual number of learning hours for school pupils.

Section 21 of the Education (Scotland) Act 2016 made provision about learning hours and gave powers to Scottish Ministers to make regulations to prescribe the minimum number of learning hours per academic year. The Scottish Government planned to set a legal minimum number of hours of school education that pupils should receive each year and had launched a consultation providing the opportunity for local authorities, parents, children and young people and other stakeholders to provide views and evidence about the potential impact of the implementation of this policy.

There was currently some variation in the school hours offered across Scotland that had arisen for a number of reasons. There were also some differences in local delivery, however, the Scottish Government did not intend to constrain local variation.

The Council supported the principle that there should be no ad hoc means to reduce the time that children spent in school or formal education settings and would wish the normal school week for children attending primary school to be preserved at 25 hours and for young people attending secondary school, preserved at 27.5 hours, with the option for local flexibility, for example, at the end of a school term. It was considered that annualising this figure rather than specifying the normal school year as 38 weeks/190 days might introduce unintended consequences.

A copy of the Council's draft response to the consultation, attached as Appendix 1 to the report, had been submitted to the Scottish Government on 13 June 2023 intimating that it was subject to Committee approval.

**The Committee decided:** that the Council's response to the Scottish Government's consultation on 'Prescribing the minimum annual number of learning hours per week', attached as Appendix 1 to the report, be approved.

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## 11 School Improvement and Inspection Update

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A report dated 12 June 2023 by the Executive Director (Education Resources) was submitted on:-

- ◆ the work of the Curriculum and Quality Improvement Service (CQIS) in relation to supporting schools and Early Years' establishments to achieve positive outcomes for inspections
- ◆ the outcome of school and Early Years' inspections 2022/2023
- ◆ future developments to support schools for 2023/2024

Schools in Scotland were subject to external inspections from Her Majesty's Inspectors of Education (HMIe) who were employed by Education Scotland. The number of inspections carried out within each local authority area in a school session depended largely on the size of the authority. The Council had 13 establishment inspections during 2022/2023. Information on comparator local authorities was detailed in Appendix 1 to the report.

In August 2016, HMIe introduced the following range of inspection models to suit particular circumstances and contexts, and to reflect the changing educational landscape, details of which were provided at Section 4 of the report:-

- ◆ full inspection model
- ◆ short inspection model
- ◆ localised thematic model
- ◆ neighbourhood model

Inspection activity had ceased following the COVID-19 lockdown in March 2020 and resumed in August 2022.

It was recognised that schools could find the process of preparing for inspection challenging. In addition, significant and rapid changes in national educational policy, as well as periods of remote learning and school closure, had left schools less certain about new expectations for inspections.

In order to best prepare schools for a return to the inspection process and to refocus on expectations around self-evaluation for improvement, CQIS support and challenge for establishments had been wide-ranging, as detailed in the report.

Section 7 of the report provided details on the outcome of inspections during session 2022/2023. 6 primary inspections and 1 secondary inspection this session had been identified by Education Scotland as having practice worth sharing nationally. In addition, there was no requirement for follow-up inspection activity as an outcome of any of the school inspections during 2022/2023. An analysis of quality indicators was also given in terms of the Council and comparator authorities.

Early years' establishments and school nursery classes were inspected both by Education Scotland around the quality of educational provision using Quality Indicators (QIs) and separately by the Care Inspectorate. During 2022/2023, 6 Early Years' inspection reports by Education Scotland had been published. All received positive outcomes of a grade of 'good' or above for all QIs. In addition, there was no requirement for follow-up inspection activity as an outcome of those inspections.

Support and challenge for schools around self-evaluation would continue to be developed to secure further advances in school improvement.

**The Committee decided:**

- (1) that current and planned progress relating to Education Scotland inspection support be noted; and
- (2) that the results of this year's Education Scotland inspection results for schools and Early Years' establishments be noted.

*[Reference: Minutes of 18 August 2020 (Paragraph 13)]*

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## **12 Youth, Family and Community Learning Pathfinder Initiative**

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A report dated 8 June 2023 by the Executive Director (Education Resources) was submitted providing an update on the progress on the Youth, Family and Community Learning (YFCL) Pathfinder Initiative in 7 secondary schools.

The Pathfinder Initiative had been established in the 3 secondary schools in the Cambuslang and Rutherglen area in 2019. The aim of the Initiative was to promote effective early intervention and to consider how best to support and promote resilience in young people on the 'edges of care' who experienced significant barriers to learning and whose health and wellbeing were at risk. The Initiative was influenced by the ethos of Community Learning and Development which promoted equality, empowerment and life-wide learning for all.

A rigorous and scientific research programme had been undertaken to explore the impact and outcomes of the Initiative. The research findings, published in 2021, were outlined in Section 4 of the report and had led to the Pathfinder Initiative being extended to include secondary schools in all 4 learning communities.

To build on the initial success of the Initiative, the next steps for research would be to:-

- ◆ continue to work closely with YFCL Pathfinder management in the development of best practice within Pathfinder
- ◆ continue to undertake research interviews and collect data until the end of the current school term
- ◆ continue to be alert to opportunities to share research evidence on Pathfinder on a local and national basis
- ◆ complete a final research report for August 2023

In response to a request from members, officers undertook to submit a report to a future meeting of the Committee evaluating the impact of the Initiative on attainment levels.

**The Committee decided:** that the progress on the Youth, Family and Community Learning (YFCL) Pathfinder Initiative and the evidence-based research work and findings be noted.

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### **13 Celebrating Success**

A report dated 8 June 2023 by the Executive Director (Education Resources) was submitted on a range of recent achievements and success of children and young people together with staff in schools and services throughout South Lanarkshire.

Section 4 of the report highlighted a range of achievements which captured the essence of education in South Lanarkshire, which was to inspire learners, transform learning and strengthen communities.

**The Committee decided:** that the report be noted.

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### **14 Notification of Contracts Awarded - 1 October 2022 to 31 March 2023**

A report dated 15 May 2023 by the Executive Director (Education Resources) was submitted on contracts awarded by Education Resources during the period 1 October 2022 to 31 March 2023. In terms of Standing Order Nos 21.8 and 22.5 of the Council's Standing Orders on Contracts, Resources were required to notify the relevant Committee of contracts awarded above the sum of £50,000.

Details of the contracts awarded by Education Resources were provided in the appendix to the report.

**The Committee decided:** that the report be noted.

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### **15 Item of Urgent Business – Ban on Single-Use, Disposable Vapes - Update**

In terms of Standing Order No 4(c), the Chair decided that consideration be given to the following item of business as a matter of urgency.

Councillor Frame referred to her notice of motion, agreed at the South Lanarkshire Council meeting of 24 May 2023, in relation to banning the use of single-use, disposable vapes and asked that an update be provided in relation to the work undertaken with schools on this matter

The Executive Director (Education Resources) confirmed that work had commenced on this issue and that a report would be submitted to a future meeting of the Education Resources Committee.

**The Committee decided:** to note the position.

*[Reference: Minutes of South Lanarkshire Council of 24 May 2023 (Paragraph 6)]*



# Report

3

Report to: **Education Resources Committee**  
 Date of Meeting: **26 September 2023**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Revenue Budget Monitoring 2023/2024 - Education Resources**

## 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 2023 to 11 August 2023 for Education Resources

## 2. Recommendation(s)

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

- (1) that the breakeven position on Education Resources' revenue budget as detailed in Appendix A of the report be noted; and
- (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 2023/2024.

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

## 4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £9.866m awarded for Pupil Equity Funding (PEF) and £1.473m for Strategic Equity Funding (SEF). Total budget for 2023/24 is £11.339m and this is contained within this reported position.

4.2. In relation to PEF funding, the £9.866m represents £0.905m 2022/23 carry forward, plus a previous year adjustment of £0.012m and £8.949m for the 2023/24 allocation. Spend and commitment to date, as at 11 August 2023, is £3.079m, with £6.787m still to spend. This includes known staff costs for the period April 2023 to August 2023, however, staffing for the new school session from 16 August 2023 is not yet reflected within this position.

4.3. In relation to SEF funding, spend and commitment to date is £1.092m with £0.381m still to spend. Known staff costs to 31 March 2024 are reflected within this position, and, as this is a specific grant allocation, funding is received based on actual spend.

Committee will continue to be updated with the spend position for 2023/24 throughout the year for both Scottish Attainment Challenge funded areas.

## **5. Employee Implications**

- 5.1. None

## **6. Financial Implications**

- 6.1. As at 11 August 2023, there is a breakeven position against the phased budget.
- 6.2. The Resource is currently showing a balanced financial position as at 11 August 2023, however, there are several areas of financial risk to Education's budget this year that have been identified:-

**Cost of Transport:** we have been notified of a potential significant increase in spend on transport by Strathclyde Passenger Transport (SPT) for school transport pending the outcome of contract renewals. Resource personnel are working with SPT to consider contract awards and mitigate the risks as appropriate. We will report the wider impact of this to a future meeting when total costs have been quantified.

**Teacher Numbers:** The Cabinet Secretary has held back £45.5 million of funding nationally for the maintenance of Teacher Numbers, until after the 2023 Census details are received by the Government, and until councils provide assurance that they have maintained teacher numbers and pupil support numbers at the 2022 level. For the Council, this amounts to £2.934 million.

Senior officers from the Council have been liaising with the Government since the start of the financial year to explain the Council's position, as a reduction in numbers compared to the 2022 Census position is anticipated. The reason is that the Census 2022 reflected an inflated level of teachers / support staff who were in place because of funding invested by the Council, and not because of Government funding initiatives. The extra staff in place were facilitated by investment monies and temporary Covid funding supporting learning recovery for the 2022/2023 school session only and were never intended to be assumed as the core level of staffing against which the Council should be measured.

The Government has advised that no decision on releasing the funding will be taken until after the Census 2023 has been finalised, and, therefore, there is a risk to the £2.934 million funding currently being held back.

Committee will continue to be updated on the financial implications as we have further clarification at the appropriate time.

- 6.3. Variance explanations are outlined in Appendix A to this report. 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. Climate Change, Sustainability and Environmental Implications**

- 7.1. There are no implications for climate change, sustainability or environment in terms of the information contained in the report.

## **8. Other Implications**

- 8.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. There are inflationary and budget pressures, including utilities, this year which increase the risk of overspend, however, we have mitigated this going forward by providing additional funds in the budget strategy. In addition, the risks outlined at paragraph 6.2 above are also noted.

- 8.2. 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.
- 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. 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)**

**Carole McKenzie**  
**Executive Director (Education Resources)**

23 August 2023

**Link(s) to Council Values/Priorities/Outcomes**

- ◆ Accountable, effective, efficient and transparent

**Previous References**

- ◆ None

**List of Background Papers**

- ◆ Financial ledger and budget monitoring results to 11 August 2023

**Contact for Further Information**

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

Louise Harvey

Ext: 2658 (Tel: 01698 452658)

E-mail: [louise.harvey@southlanarkshire.gov.uk](mailto:louise.harvey@southlanarkshire.gov.uk)

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 11 August 2023 (No.5)

## Education Resources Summary

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 11/08/23	Actual 11/08/23	Variance 11/08/23		% Variance 11/08/23	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	326,586	326,586	0	116,464	116,200	264	under	0.2%	1,a,b,e,f,g,h
Property Costs	30,907	30,907	0	4,100	4,100	0	-	0.0%	a,g,h
Supplies & Services	15,920	15,920	0	2,480	2,500	(20)	over	(0.8%)	a,f,g,h
Transport & Plant	13,836	13,836	0	4,324	4,614	(290)	over	(6.7%)	2,d,e,g,h
Administration Costs	1,085	1,085	0	471	456	15	under	3.2%	g,h
Payments to Other Bodies	30,249	30,249	0	12,507	12,981	(474)	over	(3.8%)	3,a,b,c,e,g,h
Payments to Contractors	44,115	44,115	0	13,469	13,469	0	-	0.0%	
Transfer Payments	2,574	2,574	0	1,847	1,847	0	-	0.0%	h
Financing Charges	387	387	0	133	133	0	-	0.0%	h
<b>Total Controllable Exp.</b>	<b>465,659</b>	<b>465,659</b>	<b>0</b>	<b>155,795</b>	<b>156,300</b>	<b>(505)</b>	<b>over</b>	<b>(0.3%)</b>	
<b>Total Controllable Inc.</b>	<b>(47,870)</b>	<b>(47,870)</b>	<b>0</b>	<b>(2,950)</b>	<b>(3,455)</b>	<b>505</b>	<b>over recovered</b>	<b>17.1%</b>	<b>4,e,g,h</b>
<b>Net Controllable Exp.</b>	<b>417,789</b>	<b>417,789</b>	<b>0</b>	<b>152,845</b>	<b>152,845</b>	<b>0</b>	<b>-</b>	<b>0.0%</b>	

Variance Explanations

1. The position represents an underspend in Early Years core staff costs due to vacancies and turnover of staff.
2. The overspend is mainly due to the cost of school transport for mainstream schools.
3. This overspend reflects the increased cost of placements for pupils with additional support needs in Independent Schools.
4. The over recovery of income relates to increased income from Early Years fees.

Budget Virements

- a. Transfers from reserves in relation to Child Disability Funding, Pupil Equity Fund Carry Forward 22/23, GIRFEC, Early Years Job Evaluation, Early Level Teachers and Additional Support for Learning. Net Effect £6.732m: Employee Costs £5.705m, Property Costs £0.083m, Supplies and Services £0.905m and Payments to Other Bodies £0.039m.
- b. Transfer from corporate items in relation to funding for Teachers Pay Award 22/23 and Independent School Placements. Net Effect £12.870m: Employee Costs £11.870m and Payments to Other Bodies £1.000m.
- c. Establish budget to reflect the receipt of general revenue grant funding in relation to Summer Holiday Funding. Net Effect £0.228m: Payments to Other Bodies £0.228m.
- d. Transfer from Community and Enterprise Resources in respect of fuel funding. Net Effect £0.044m: Transport Costs £0.044m.
- e. Establish budget for additional income received for Health and Social Care Partnership, Ukrainian Support, Youth Music Initiative and Youth Employability Programmes. Net Effect £0.000m: Employee Costs £0.612m, Transport Costs £0.274m, Payments to Other Bodies £0.663m and Income (£1.549m).
- f. Realignment of budget to reflect Strategic Equity Fund and Pupil Equity Fund programme delivery. Net Effect £0.000m: Employee Costs £0.607m and Supplies and Services (£0.607m).
- g. Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs (£0.048m), Property Costs (£0.003m), Supplies and Services £0.064m, Transport Costs £0.001m, Administration Costs £0.011m, Payments to Other Bodies £0.002m, and Income (£0.027m).
- h. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.176m, Property Costs £0.158m, Supplies and Services (£0.850m), Transport Costs £0.069m, Administration Costs £0.191m, Payments to Other Bodies £0.180m, Transfer Payments £0.170m, Financing Charges (£0.019m) and Income (£0.075m).

# Report

4

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)</b>

Subject:	<b>Education Resources – Capital Budget Monitoring 2023/2024</b>
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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 2023 to 11 August 2023.

## 2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation:

- (1) that the Education Resources capital programme of £19.333 million, and expenditure to date of £5.433 million, be noted.

## 3. Background

3.1. This is the second capital monitoring report presented to the Education Resources Committee for the financial year 2023/2024. Further reports will follow throughout the year.

3.2. The revised budget for Education Resources is £19.333 million. This reflects the budget of £19.047 million reported to the last meeting of this Committee, adjusted to reflect changes totalling a net increase of £0.286 million of which £0.264 million was approved by the Executive Committee on 16 August 2022 and £0.022 million was presented to the meeting on 13 September 2023.

3.3. The report details the financial position for Education Resources in Appendix A.

## 4. Employee Implications

4.1. There are no employee implications as a result of this report.

## 5. Financial Implications

### 5.1. 2023/2024 Budget

The total capital programme for Education Resources is £19.333 million, as detailed in Section 3.2.

5.2. The 2023/2024 Capital Programme of £19.333 million includes budget amendments for 2023/2024 totalling a net increase of £0.286 million, identified since the last report to this Committee (27 June 2023). The details of these amendments are shown in Appendix A.

### **5.3. Period 5 Position**

Anticipated spend to date was £5.824 million and spend to 11 August 2023 amounts to £5.433 million. The spend is, therefore, behind programme by £0.391 million. This mainly relates to the new Wooddean Early Learning Centre, Bothwell (formerly Clyde Terrace), which will still handover in November 2023 as previously advised.

### **6. Climate Change, Sustainability and Environmental Implications**

- 6.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

### **7. Other Implications**

- 7.1. The main risk associated with the Council's Capital Programme is that there 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 overspend is managed through four weekly Investment Management Meetings.

### **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)**

**Carole McKenzie**

**Executive Director (Education Resources)**

7 September 2023

### **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Accountable, effective, efficient and transparent

### **Previous References**

- ◆ Executive Committee, 16 August 2023
- ◆ Executive Committee, 13 September 2023

### **List of Background Papers**

- ◆ Financial ledger to 11 August 2023

### **Contact for Further Information**

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

Lorraine O'Hagan, Finance Manager (Strategy)

Ext: 2601 (Tel: 01698 452601)

E-mail: [lorraine.o'hagan@southlanarkshire.gov.uk](mailto:lorraine.o'hagan@southlanarkshire.gov.uk)

**South Lanarkshire Council  
Capital Expenditure 2023-24  
Education Resources Programme  
For Period 1 April 2023 – 11 August 2023**

<b><u>Education Resources</u></b>	<b>Base Budget £000</b>	<b>Budget Adjustments £000</b>	<b>Slippage/ Acceleration £000</b>	<b>Total Budget £000</b>	<b>Budget to Date £000</b>	<b>Actual Expenditure £000</b>
Growth / Accommodation Pressures	6,691	594	(192)	7,093	4,612	4,636
1,140 Hours	3,280	-	-	3,280	833	412
ICT Developments	2,035	20	-	2,055	259	259
Free School Meals	6,671	-	-	6,671	120	126
Inspiring School Age Childcare Spaces Programme		234	-	234	-	-
<b>TOTAL</b>	<b>18,677</b>	<b>848</b>	<b>(192)</b>	<b>19,333</b>	<b>5,824</b>	<b>5,433</b>

For Information Only

*Budget Adjustments approved by Executive Committee, 16 August 2023:*

**Budget Adjustments**

Stonelaw High School – Adaptations (Addition) £0.222m  
Stonelaw High School – Adaptations (Slippage) (£0.192m)  
Inspiring School Age Childcare Spaces Programme £0.234m

**Total Budget Adjustments £0.264m**

*Budget Adjustments presented for approval by Executive Committee, 13 September 2023:*

**Budget Adjustments**

Crawforddyke Primary School – ASN Adaptations £0.022m

**Total Budget Adjustments £0.022m**



# Report

5

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Finance and Corporate Resources) and Executive Director (Education Resources)</b>

Subject:	<b>Education Resources – Workforce Monitoring – May to July 2023</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide employment information for May to July 2023 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 May to July 2023 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.
  - ◆ staffing watch as of 10 June 2023

## 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 May to July 2023.

## 4. Monitoring Statistics

### 4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of July 2023 for Education Resources.

The Resource absence figure for July 2023 was 2.2%. This figure has decreased by 1.2% when compared to the previous month and is 1.6% lower than the Council-wide figure. Compared to July 2022, the Resource absence figure has decreased by 0.3%.

Based on the absence figures at July 2023 and annual trends, the projected annual average absence for the Resource for 2023/2024 is 4.5%, compared to a Council-wide average figure of 5.5%.

Managers follow the procedures outlined in the Maximising Attendance Policy to support employees to remain at work, or to return to work after a sickness absence. There are comprehensive employee supports in place and, additionally, Personnel Services work in close partnership with line managers and Resource Management Teams on a case management basis to ensure that appropriate actions are taken.

**4.2. Occupational Health (Appendix 2)**

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 354 referrals were made this period. This represents an increase of 2 when compared with the same period last year.

**4.3. Accident/Incident Statistics**

There were 232 accidents/incidents recorded within the Resource this period, an increase of 32 when compared to the same period last year.

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

During the period, 4 disciplinary hearings were held within the Resource, an increase of 1 when compared to the same period last year. One appeal was heard by the Appeals Panel. No grievance hearings were raised within the Resource. This figure has decreased by 1 when compared to the same period last year. No Dignity at Work complaints were raised within the Resource and this figure remains unchanged when compared to the same period last year.

**4.5. Analysis of Leavers (Appendix 2)**

There were a total of 60 leavers in the Resource this period eligible for an exit interview. This figure has increased by 19 when compared with the same period last year. Ten exit interviews were conducted in this period, a decrease of 9 when compared to the same period last year.

**4.6. When processing an employee termination, managers were asked to identify whether they intended to replace the employee who had left the Council. If they indicated that they did not intend to replace the employee, they were asked to select from the following options:**

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings
- ◆ transfer budget to another post
- ◆ end of fixed term post

**4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period May to July 2023, 104 employees (87.33 FTE) in total left employment. Managers indicated that 100 posts (84.38 FTE) were being replaced, 1 post (0.85 FTE) was being filled on a temporary basis, 2 posts (1.50 FTE) were due to the end of a fixed term contract and 1 post (0.60 FTE) was being held pending a savings or service review.**

**5. Staffing Watch**

**5.1. There has been an increase of 32 in the number of employees in post from 11 March 2023 to 10 June 2023.**

**6. Employee Implications**

**6.1. There are no implications for employees arising from the information presented in this report.**

**7. Financial Implications**

**7.1. All financial implications are accommodated within existing budgets.**

## **8. Climate Change, Sustainability and Environmental Implications**

- 8.1. There are no Climate Change, Sustainability and Environmental Implications in terms of the information contained within this report.

## **9. Other Implications**

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

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. 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.
- 10.2. 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)**

**Carole McKenzie**

**Executive Director (Education Resources)**

24 August 2023

### **Link(s) to Council Values/Priorities/Outcomes**

- ◆ 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 – 27 June 2023

### **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 - 2021/2022, 2022/2023 &amp; 2023/2024

## Education Resources

Education Resources															
APT&C				Teachers				Resource Total				Council Wide			
	2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024
	%	%	%		%	%	%		%	%	%		%	%	%
April	4.8	5.5	5.0	April	2.5	2.7	2.8	April	3.5	4.0	3.8	April	4.3	5.6	5.1
May	5.7	5.5	5.4	May	3.2	3.6	3.2	May	4.4	4.5	4.2	May	4.9	5.4	5.1
June	4.7	5.1	4.8	June	2.6	2.6	2.2	June	3.5	3.7	3.4	June	4.7	5.3	4.7
July	3.4	3.8	3.4	July	1.1	1.4	1.1	July	2.1	2.5	2.2	July	4.0	4.6	3.8
August	3.8	3.6		August	2.0	1.4		August	2.8	2.4		August	4.7	4.4	
September	6.4	5.8		September	4.4	2.8		September	5.3	4.1		September	6.4	5.4	
October	6.6	6.5		October	4.1	3.4		October	5.2	4.8		October	6.3	5.8	
November	8.0	7.9		November	5.6	4.7		November	6.7	6.2		November	6.9	6.5	
December	8.0	8.5		December	6.1	5.3		December	7.0	6.8		December	6.9	7.0	
January	8.1	6.1		January	3.9	4.3		January	5.8	5.1		January	7.0	5.8	
February	7.2	6.8		February	3.7	4.1		February	5.3	5.4		February	6.6	5.9	
March	9.5	7.0		March	4.3	4.6		March	6.7	5.7		March	7.9	6.4	
Annual Average	6.4	6.0	5.9	Annual Average	3.6	3.4	3.3	Annual Average	4.9	4.6	4.5	Annual Average	5.9	5.7	5.5
Average Apr-Jul	4.7	5.0	4.7	Average Apr-Jul	2.4	2.6	2.3	Average Apr-Jul	3.4	3.7	3.4	Average Apr-Jul	4.5	5.2	4.7
No of Employees at 31 July 2023			3496	No of Employees at 31 July 2023			3910	No of Employees at 31 July 2023			7406	No of Employees at 31 July 2023			16165

Appendix 2		
EDUCATION RESOURCES		
	May - Jul 2022	May - Jul 2023
<b>MEDICAL EXAMINATIONS</b>		
Number of Employees Attending	79	69
<b>EMPLOYEE COUNSELLING SERVICE</b>		
Total Number of Referrals	34	36
<b>PHYSIOTHERAPY SERVICE</b>		
Total Number of Referrals	117	115
<b>REFERRALS TO EMPLOYEE SUPPORT OFFICER</b>	122	132
<b>REFERRALS TO COGNITIVE BEHAVIOUR THERAPY</b>	0	2
<b>TOTAL</b>	352	354
<b>CAUSE OF ACCIDENTS/INCIDENTS</b>	May - Jul 2022	May - Jul 2023
Specified Injuries*	0	1
Over 7 day absences	2	1
Over 3 day absences**	2	0
Minor	8	13
Near Miss	1	3
Violent Incident: Physical****	166	201
Violent Incident: Verbal*****	21	13
<b>Total Accidents/Incidents</b>	200	232
*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.		
<b>RECORD OF DISCIPLINARY HEARINGS</b>	May - Jul 2022	May - Jul 2023
Total Number of Hearings	3	4
Total Number of Appeals	0	1
Appeals Pending	0	1
<b>Time Taken to Convene Hearing May - July 2023</b>		
0-3 Weeks	4-6 Weeks	Over 6 Weeks
3	0	1
<b>RECORD OF GRIEVANCE HEARINGS</b>	May - Jul 2022	May - Jul 2023
Number of Grievances	1	0
Number Resolved at Stage 2	1	0
<b>RECORD OF DIGNITY AT WORK</b>	May - Jul 2022	May - Jul 2023
Number of Incidents	0	0
<b>ANALYSIS OF REASONS FOR LEAVING</b>	May - Jul 2022	May - Jul 2023
Career Advancement	7	6
Child Caring / Caring Responsibilities	2	0
Further Education	3	0
Moving outwith area	2	1
Personal Reasons	3	1
Other	2	2
<b>Number of Exit Interviews conducted</b>	19	10
<b>Total Number of Leavers Eligible for Exit Interview</b>	41	60
<b>Percentage of interviews conducted</b>	46%	17%

Appendix 2a				
Reason	May - July 2023		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	87.33	104	120.30	153
Being replaced	84.38	100	116.19	147
Filling on a temporary basis	0.85	1	1.48	2
Plan to transfer this budget to another post	0.00	0	0.00	0
End of fixed term contract	1.50	2	2.03	3
Held pending service Review	0.60	1	0.60	1
Plan to remove for savings	0.00	0	0.00	0

**JOINT STAFFING WATCH RETURN  
EDUCATION RESOURCES**

**As at 10 June 2023**

		<b>MALE</b>		<b>FEMALE</b>		<b>TOTAL</b>				
		<b>F/T</b>	<b>P/T</b>	<b>F/T</b>	<b>P/T</b>					
Teachers		680	72	2222	866	3840				
Other		130	100	675	2417	3322				
Total Employees		810	172	2897	3283	7162				
*Full - Time Equivalent No of Employees										
Salary Bands										
	<b>Chief Officer</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Fixed SCP</b>	<b>Teacher</b>	<b>TOTAL</b>
Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.60	3464.80	3471.4
Other	3.00	1198.09	966.21	142.86	47.60	9.00	1.96	62.66	7.60	2438.98

**As at 11 March 2023**

		<b>MALE</b>		<b>FEMALE</b>		<b>TOTAL</b>				
		<b>F/T</b>	<b>P/T</b>	<b>F/T</b>	<b>P/T</b>					
Teachers		676	73	2227	858	3834				
Other		137	96	683	2380	3296				
Total Employees		813	169	2910	3238	7130				
*Full - Time Equivalent No of Employees										
Salary Bands										
	<b>Director</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Fixed SCP</b>	<b>Teacher</b>	<b>TOTAL</b>
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	6.60	3461.90	3469.5
Other	1.00	1182.76	959.29	148.36	46.00	13.00	3.96	62.26	7.60	2424.23



# Report

6

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Education Resource Plan: Quarter 4 Progress Report 2022/2023</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide the Education Resource Plan Quarter 4 Progress Report 2022-23, for the period 1 April 2022 to 31 March 2023

## 2. Recommendations

2.1. The Committee is asked to approve the following recommendations:-

- (1) that the Education Resource Plan Quarter 4 Progress Report 2022-23, as summarised in paragraph 5.2. and attached as Appendix 2 of this report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3. of this report, be noted;
- (3) that it be noted that there were no areas identified for improvement; and
- (4) that the additional scrutiny of changes in BRAG status between Quarter 2 and Quarter 4 as summarised at paragraph 5.5 and detailed at Appendix 3 of this report, be noted.

## 3. Background

3.1. The Education Resource Plan 2022-23 was approved by Executive Committee on 24 August 2022 and sets out the objectives and actions to be managed and delivered by the Resource for the financial year 2022-23.

3.2. The Resource Plan follows the agreed corporate structure and style. The Plan is a key element of the council's performance management arrangements and provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the Priorities set out in the Council Plan Connect 2022 to 2027.

3.3. As the Education Resources Committee is aware, from March 2020 onwards, at times the council was forced to suspend or reduce a number of services that could not be continued in full due to the Covid-19 pandemic. The council was also obliged to redirect resources so that it could deliver vital new services and supports for individuals, communities, and businesses. Despite the return of services through the council's Recovery Plan, there is a Covid legacy in terms of a residual impact on some services and a significant build-up of demand, as a result of which there remains an inevitable impact on performance in some areas.

#### 4. Resource Objectives 2022/2023

- 4.1. The Resource has established a number of objectives to support the delivery of the Connect Priorities in 2022-23. These are detailed at Appendix 1.

#### 5. Quarter 2 Progress Report 2022/2023

- 5.1. Progress against all Resource Plan measures is contained in the Quarter 4 Progress Report 2022-23, attached as Appendix 2. This report has been produced from the council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

Status	Definition
Blue	Project complete
Green	The timescale or target has been met as per expectations
Amber	There has been minor slippage against timescale or minor shortfall against target
Red	There has been major slippage against timescale or major shortfall against target
Report later	The information is not yet available to allow us to say whether the target has been reached or not. This will be reported when available
Contextual	Included for 'information only', to set performance information in context

- 5.2. To ensure adequate scrutiny of performance across all Resources, the council's Performance and Review Scrutiny Forum may consider 'red' and/or 'amber' measures at a future meeting.

The overall summary of progress to date is as follows and performance should be considered in the context of the impact of responding to Covid:

Status	Measures			
	Statistical	Project	Total	%
Blue	--	3	3	4.8%
Green	17	40	57	90.4%
Amber	3	0	3	4.8%
Red	0	0	0	0.0%
Report later/Contextual	0	0	0	0.0%
<b>Totals</b>	<b>20</b>	<b>43</b>	<b>63</b>	<b>100.0%</b>

(Data correct as at 02 May 2023)

- 5.3. Key achievements in the period from April to March (Quarter 4) are noted below:

##### 5.3.1.

Connect Outcome: Communities and Environment	
Resource Outcome	Achievements
Empower learners to shape and influence actions on climate change and sustainability	<b>COP 26 (Conference of the Parties) Outcomes</b> Over 500 primary aged children attended the COS 1 schools conference in October 2022. Schools took a pledge to change their behaviour in working towards more sustainable practice and promoting this in the wider community.

Connect Outcome: Education and Learning	
Resource Outcome	Achievements (Examples)
Support children and young people to develop their skills for learning, life and work	<a href="#"><u>Scottish Education Awards 2022</u></a> Netherburn Primary School won a Scottish Education Award in the category - The Making a Difference (Primary) Award. The award is for a primary school, or other establishment that can demonstrate its effectiveness in transforming the life chances of the children and young people which it serves.
	<a href="#"><u>Scotland's Enterprising Schools Awards 2002</u></a> The Most Enterprising School Awards was won by Strathaven Academy. This reflects the excellent work being done across the entire school to celebrate enterprise and ensure that enterprise is becoming embedded into the curriculum as standard.
	<b>Developing Literacy</b> 770 people attended two family orientated events at Lanark Loch and Overtoun Park, Rutherglen to mark International Literacy Day – <i>Transforming Literacy Learning Spaces</i> . The adult literacy team provided a range of literacy based learning activities to help support adults and children's learning.
Ensure inclusion, equity and equality are at the heart of what we do	<b>English as a Second or Other Language</b> 591 learners enrolled in English as a Second or Other Language (ESOL) classes during 2022-2023. 330 of these learners have reported improved English skills as a result of their attendance at these classes with others making steady progress.
	<b>Youth Strategy</b> The young person led Youth Strategy 2022-2025 was launched at the Hamilton Townhouse on the 20th February 2023. Health and wellbeing, Youth friendly services, Learning and working, Rights, and Environment were identified by young people as their key priorities. The strategy will now be progressed and reported through the Community Learning and Development Partnership.

Connect Outcome: Education and Learning	
Resource Outcome	Achievements (Examples)
	<p><b>Tackling Poverty</b> The availability of affordable, flexible nursery places in 4 stand-alone establishments has supported a range of children and their families. Parents have been able to take part in training, work experience and some have been able to return to employment due to the provision of high quality nursery provision that is available to them for longer hours throughout the entire year.</p>
Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy	<p><b>Early Learning - Numeracy</b> Together We count training has been delivered to Early Learning and Childcare establishments across the 4 localities to ensure improved outcomes for children. This training was very well attended by both South Lanarkshire Council and funded provider settings.</p>
	<p><b>Closing the Equity Gap</b> Progress continues to be made in terms of closing the equity gap and improving learner outcomes. Engagement activities show 27,972 young people and 9689 parents/carers voted as part of the participatory budgeting process and are now active participants in helping to determine how monies are spent to support priorities in school improvement plans.</p>

Connect Outcome: Health and Wellbeing	
Resource Outcome	Achievements
Improve health and wellbeing to enable children and families to flourish	<p><b>Health and Wellbeing</b> A highly successful conference on Nurturing mental health: the power of positive relationships was held in September and provided schools with a range of supports and resources designed to help young people's mental health.</p>
	<p><b>Family support services</b> Family support services are now embedded in each locality through the Whole Family Wellbeing group with peer support services from The Scottish Association for Mental Health. This programme is to be rolled out across South Lanarkshire schools over the next 2 years.</p>

<b>Connect Outcome: Children and Young People</b>	
<b>Resource Outcome</b>	<b>Achievements</b>
Improve health and wellbeing to enable children and families to flourish	<p><b>Early Learning and Childcare – 1140 hours</b> The uptake and delivery of nursery places for eligible two year olds within South Lanarkshire Council continues to rise and be above the National Standard. We have been able to allocate a place to all eligible families seeking a nursery place.</p>
Support children and young people to develop their skills for learning, life and work	<p><b><u>Scottish Education Awards 2022</u></b> The Youth Family and Community Learning Service won the highly prestigious Scottish Education Community Learning and Development (CLD) Award for the Mobilize Music Project. The award recognises and celebrates the integral contribution of CLD to improving the educational outcomes and life chances of our children and young people.</p>
	<p><b>Foundation Apprenticeships</b> The range of work-based learning options have increased within the GradU8 and Foundation Apprenticeship programmes for South Lanarkshire pupils in their senior phase of education. Partnership working with South Lanarkshire College, New College Lanarkshire and Glasgow Kelvin College has been very successful to effectively deliver a locality based model for these programmes.</p>
	<p><b>Modern Apprenticeships</b> Partnership working continues to identify young people who are care experienced and are ready to progress into Modern Apprenticeships within South Lanarkshire Council. There are currently 3 young people who have sustained this and are being supported throughout their employment.</p>
Ensure inclusion, equity and equality are at the heart of what we do	<p><b><u>GTCS - Excellence in Professional Learning Award for Schools and Learning Communities</u></b> Larkhall Academy and St Andrew's and St Bride's High School achieved the General Teaching for Scotland, Excellence in Professional Learning Award and Quality Mark status. This award celebrates and recognises schools and learning</p>

<b>Connect Outcome: Children and Young People</b>	
<b>Resource Outcome</b>	<b>Achievements</b>
	communities that support and lead professional learning which has a significant and sustained impact on teachers, classroom practice and learners.
	<b>Achievement and awards by young people</b> 1475 awards were achieved by learners through their work with Youth Family and Community Learning during 2022/2023. This included Award Scheme Development and Accreditation Network (ASDAN) Awards, Hi-5 Awards, SQA in Communication, Duke of Edinburgh Awards, Personal Skills Programme award, Sports Leadership Awards, and Youth Achievement Awards.

5.3.2. In addition to working towards these Priorities, we recognise that the Council will continually aim to improve and ensure effective and efficient use of resources, and that business will be conducted with integrity and transparency and will operate to the highest standards. In order to monitor and report progress against these values, Resource objectives have also been identified under the heading Delivering the Plan and Achieving Best Value.

5.4. Areas for improvement  
There were no measures classified as 'red'.

## **6. Employee Implications**

6.1. The objectives noted within the Resource Plan inform the Service Action Plans, where applicable, and, in turn, the Performance Appraisal process for individual employees.

6.2. Absence statistics are monitored and reported through the Council-wide Workforce monitoring report which is presented to each Resource Committee and the Employee Issues Forum.

## **7 Financial Implications**

7.1. The objectives within the Resource Plan are reflected in the respective annual Resource Revenue and Capital budgets and, longer term, within the framework of the council's approved Financial Strategy.

## **8. Climate Change, Sustainability and Environmental Implications**

8.1. There are no climate change or environmental implications as a result of this report.

8.2. The Resource Plan takes into account Resource responsibilities in relation to sustainable development and climate change.

## **9. Other Implications**

9.1. The Community Plan 2017-27 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in

the Community Plan will come through the achievement of the actions contained within Connect.

- 9.2. Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. Many of the actions detailed within the Resource Plan reflect ongoing strategies and policies which will be, or have been, the subject of consultation and equality impact assessment.

**Carole McKenzie**  
**Executive Director (Education Resources)**

7 September 2023

### **Link(s) to Council Values/Priorities/Outcomes**

- ◆ The Resource Plan has been structured upon the Vision, Values and Priorities in the Council Plan Connect 2022 to 2027

### **Previous References**

- ◆ Education Resources Quarter 2 Progress Report 2022/23: 14 February 2023

### **List of Background Papers**

- ◆ None

### **Contact for Further Information**

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

Des Dickson (Education Operations Manager)

Ext: 4495 (Tel: 01698 454495)

E-mail: [des.dickson@southlanarkshire.gov.uk](mailto:des.dickson@southlanarkshire.gov.uk)

## Education Resource Objectives 2022-23

Connect Outcome	Resource Outcomes
Communities and Environment	<ul style="list-style-type: none"> <li>• Empower learners to shape and influence actions on climate change and sustainability</li> </ul>
Education and Learning	<ul style="list-style-type: none"> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> </ul>
Health and Wellbeing	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> </ul>
Children and Young People	<ul style="list-style-type: none"> <li>• Improve health and wellbeing to enable children and families to flourish</li> <li>• Ensure inclusion, equity and equality are at the heart of what we do</li> <li>• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</li> <li>• Support children and young people to develop their skills for learning, life and work</li> <li>• Empower learners to shape and influence actions on climate change and sustainability</li> <li>• Improve learning outcomes and positive destinations for care experienced young people</li> <li>• Support parents/carers and family members to continue to be regularly engaged in communications with their child's school</li> </ul>
Housing and Land	N/A
Our Economy	N/A

## Education Resources

# improve

### Resource Plan Performance Report - Quarter : April - June

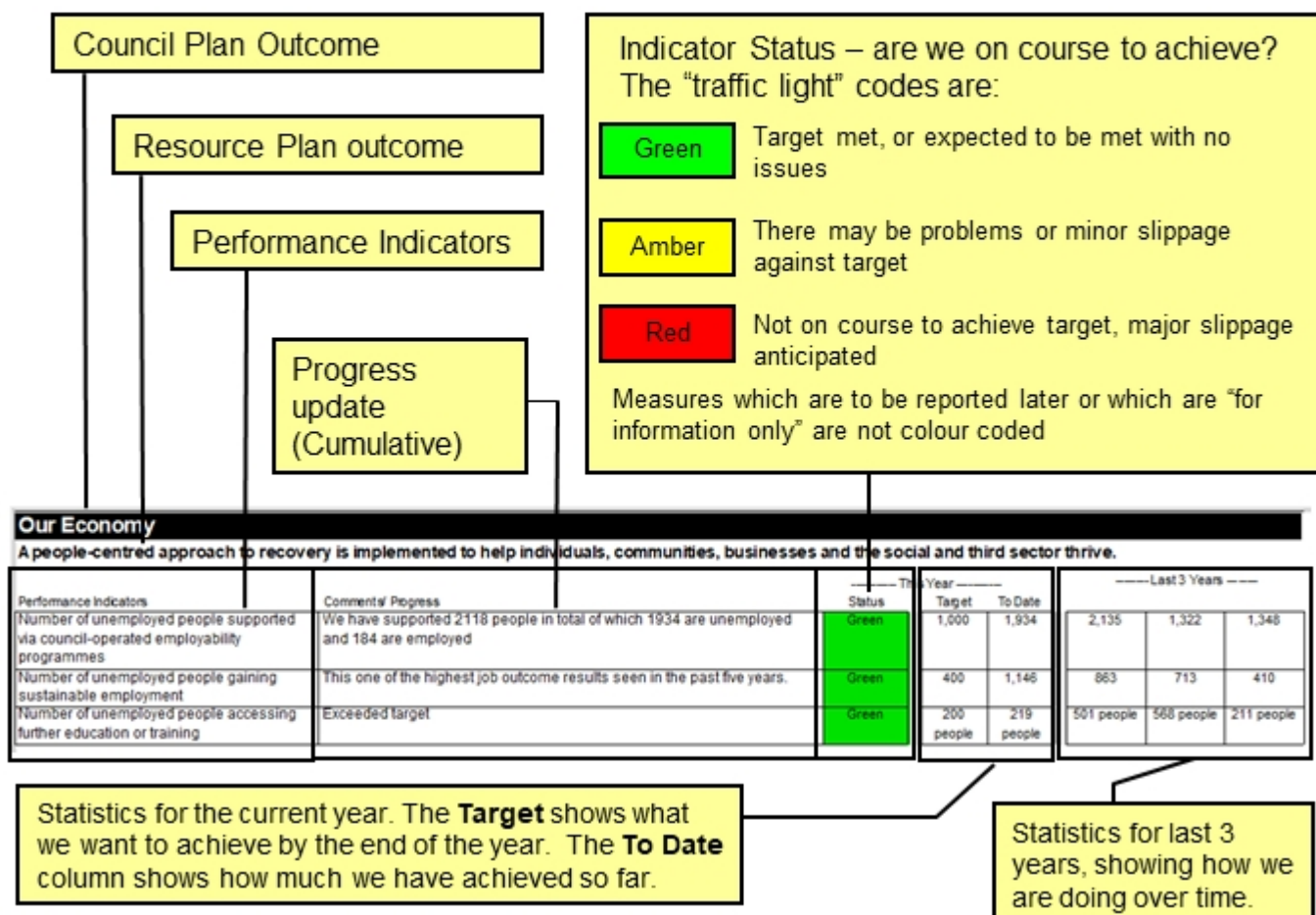
(This represents the cumulative position to June )

Summary - number of measures green, amber and red under each Council Plan Outcome / Theme

Council Outcome/ Theme	Green	Amber	Red	Report later / Contextual	Total
<b>Communities and Environment</b>	<b>1</b>				<b>1</b>
<b>Education and Learning</b>	<b>14</b>	<b>3</b>			<b>17</b>
<i>Health and Wellbeing</i>					
<b>Children and Young People</b>	<b>2</b>				<b>2</b>
<i>Housing and Land</i>					
<i>Our Economy</i>					
<i>Delivering the plan and achieving best value</i>					
<b>Total</b>	<b>17</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>20</b>

## How to use this performance report

This performance report is intended to be both informative and easy to use. The guide below is designed to help you get the most out of the report and to answer the most common questions you might have.



## Communities and Environment

### Empower learners to shape and influence action on climate change and sustainability

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Encourage schools to achieve eco school status	35 South Lanarkshire Council establishments currently hold green flag awards with 10 schools awaiting certification. The Eco initiative was promoted at the COS1 event with Keep Scotland Beautiful in attendance and work is ongoing to continue to promote uptake and participation. Best practice with regards Eco Schools was also shared at the Locality meetings in April 2023.	Green	40	35	----	----	----

## Education and Learning

### Improve health and wellbeing to enable children and families to flourish

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Improve the attendance of children and young people at primary school	The attendance rate is above the target set and compared to previous years must be seen in the context of the ongoing Covid-19 pandemic during school session 2021/22.	Green	90.0%	91.8%	94.9%	94.3%	94.6%
Improve the attendance of children and young people at secondary school	The attendance rate remains below that of the last pre-covid school session (2018/19) but is only slightly lower than the target set. This should be viewed in context of high levels of sickness experienced during school session 2021/22.	Green	88.0%	87.5%	91.4%	91.0%	90.5%

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Percentage of pupils gaining 1 awards at SCQF Level 5 or better	Performance is above the target set.	Green	87.5%	90.0%	86.5%	88.9%	91.2%
Percentage gap between pupils from least and most deprived areas gaining 1 awards at SCQF Level 5 or better	The gap in performance between the pupils from the least and most deprived areas is lower than the target set.	Green	19.4%	16.4%	19.4%	20.1%	16.8%
Percentage of pupils gaining 1 awards at SCQF Level 6 or better	Performance is above the target set.	Green	67.0%	68.9%	66.5%	69.9%	72.3%

**Education and Learning****Ensure inclusion, equity and equality are at the heart of what we do**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Percentage gap between pupils from least and most deprived areas gaining 1 awards at SCQF Level 6 or better	The gap in performance between the pupils from the least and most deprived areas is below the target set.	Green	37.8%	37.7%	36.3%	37.5%	35.2%
Increase number of learners engaging in either online or face-to-face English as a Second or Other Language classes	A further 215 learners enrolled in English as a Second or Other Language (ESOL) classes during Quarter 4, bringing the overall total number of learners involved in ESOL during 2022-2023 to 591. Each student is assessed and placed in a class that suits their level and then given a learning plan for that term. 330 of these learners have reported improved English skills as a result of their attendance at these classes, others have recently signed up so we would expect to see these outcomes for them increase over 2023-2024.	Green	130	591	-----	-----	-----

**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	Performance has increased and is above the target set.	Green	71.1%	71.7%	71.7%	-----	70.2%
Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	The gap in performance between the pupils from the least and most deprived areas is slightly higher than the target set. At the national level the gap has also increased from pre-covid levels. This remains a key focus for improvement in 2023/24.	Amber	22.3%	24.4%	19.4%	-----	23.6%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	Performance has increased and is above the target set.	Green	78.3%	79.1%	79.2%	-----	77.9%
Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	The gap in performance between the pupils from the least and most deprived areas is higher than the target set. At the national level the gap has also increased from pre-covid levels. This remains a key focus for improvement in 2023/24.	Amber	15.4%	18.5%	15.4%	-----	19.2%

**Education and Learning****Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Percentage gap between the attendance of the least and most deprived children and young people at primary school	The gap in performance between the pupils from the least and most deprived areas is lower than the target set.	Green	6.0%	5.4%	4.0%	4.4%	5.5%
Percentage gap between the attendance of the least and most deprived children and young people at secondary school	The gap in performance between the pupils from the least and most deprived areas is lower than the target set.	Green	9.2%	8.3%	5.9%	6.3%	9.0%

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Percentage of pupils entering positive destinations	Performance has increased and is above the target set.	Green	95.7%	96.2%	95.7%	94.8%	96.2%
Percentage gap between pupils from the least and most deprived areas entering positive destinations	The gap between pupils from the least and most deprived areas is slightly above the target set but is below the rate from the previous year. This remains a key focus for improvement in 2023/24.	Amber	5.8%	6.1%	2.7%	4.3%	6.4%
Provide up to 400 Foundation Apprenticeship opportunities at Level 6 to young people in the senior phase	273 pupils took up a Foundation Apprenticeship (FA) offer this year. A key factor to the lower number of FA starts this year is as a result of legacy impact of Covid-19. The Glasgow Consortium delivering foundation apprenticeships withdrew the offer of some frameworks which reduced the overall number of opportunities for South Lanarkshire pupils due to the pandemic.	Green	400	273	-----	-----	-----
Provide up to 150 Foundation Apprenticeship opportunities at Level 4/5 to young people in the senior phase	196 pupils accessed a Foundation Apprenticeship (FA) opportunity at level 4/5. This included pupils undertaking the qualification as part of the GradU8 programme and those recruited as part of the Winter Leavers or Summer leavers targeted support programme.	Green	150	196	-----	-----	-----

**Children and Young People**

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

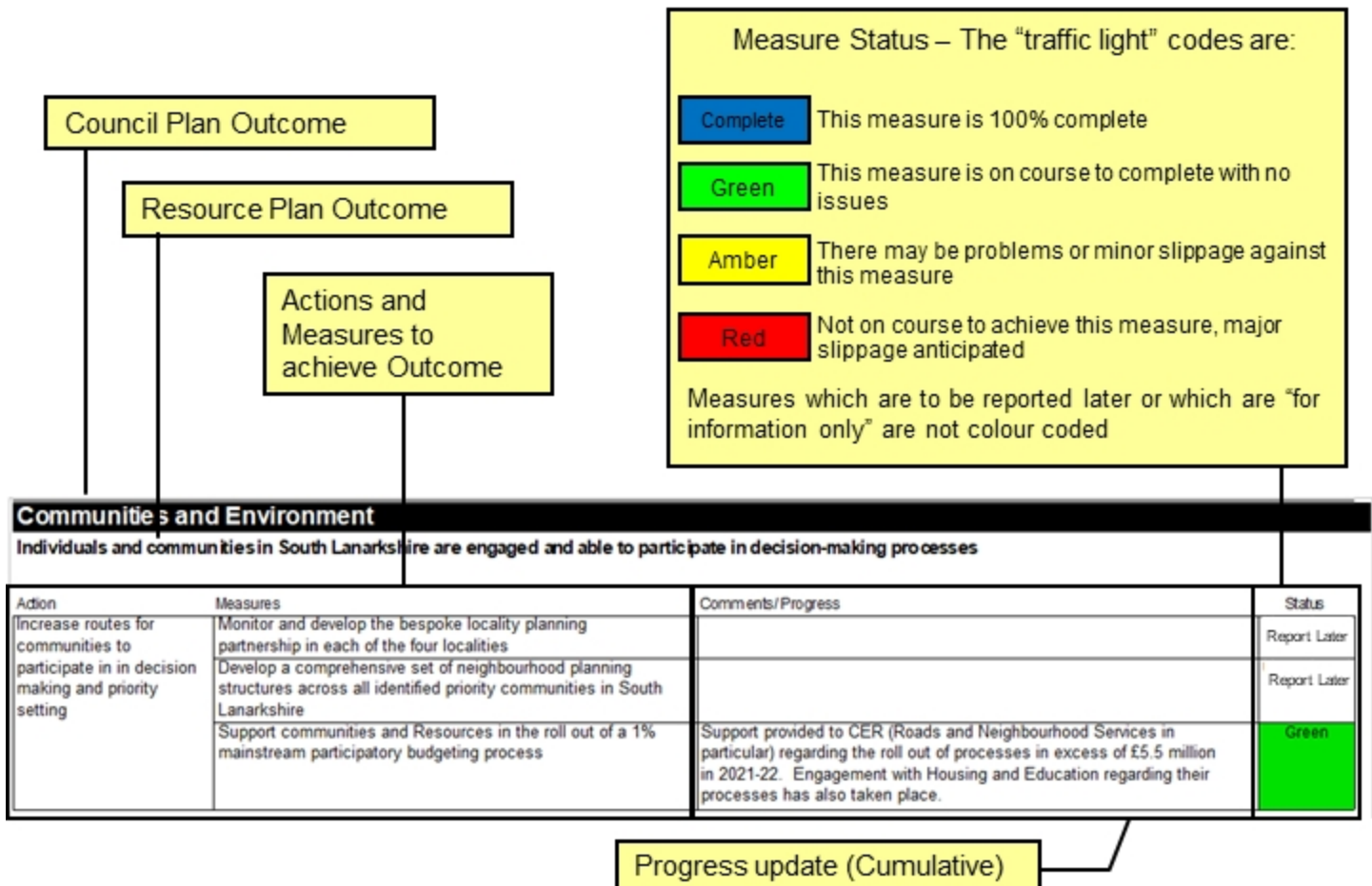
Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date			
Reduce the gap for positive destination outcomes for care experienced young people	The gap in performance between the pupils from the least and most deprived areas is lower than the target set.	Green	6.2%	3.7%	4.1%	9.1%	6.2%
Increase the number of learners achieving nationally recognised awards	A further 482 awards were achieved by learners through their work with Youth Family & Community Learning during Quarter 4, bringing the total number of awards complete in 2022-2023 to 1475. This included ASDAN Awards, Hi-5 Awards, SQA in Communication, Duke of Edinburgh Awards, Personal Skills Programme award, Sports Leadership Awards, and Youth Achievement Awards.	Green	655	1,475	-----	-----	-----

Summary - number of measures complete, green, amber and red under each Council Plan Outcome / Theme

Council Outcome/ Theme	Complete	Green	Amber	Red	Report later	Total
Communities and Environment		5				5
Education and Learning	2	14				16
Health and Wellbeing	1	8				9
Children and Young People		12				12
<i>Housing and Land</i>						
<i>Our Economy</i>						
Delivering the plan and achieving best value		1				1
<b>Total</b>	<b>3</b>	<b>40</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

## Guide to the Performance Measures report

Each of the performance measures is shown in the following pages of this report. The graphic below explains how the report is laid out and what information is presented .



## Communities and Environment

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

Action	Measures	Comments/ Progress	Status
Implement the improvement actions from the South Lanarkshire Community Learning and Development Plan 2021-2024 in line with the CLD Regulations and Strategic Guidance to improve outcomes for local communities	Implement the improvement actions of the South Lanarkshire Community Learning and Development Plan 2021-2024 to improve outcomes for local communities	<p>South Lanarkshire's Community Learning &amp; Development (CLD) Plan was published in October 2021 by the CLD Partnership that comprises a range of partner organisations including South Lanarkshire Council, third sector, further and higher education, and agencies such as Skills Development Scotland, Department of Works and Pensions (DWP) and Health Improvement. Although led and coordinated through the local authority this is very much a partnership plan.</p> <p>A report was sent to the Community Planning Partnership Board in November 2022 on the progress of year 1 of the CLD Plan. This outlined some of the key strengths and areas for development in relation to the 6 priorities: Access to Learning, Health and Well-being, Progression, Employability, Community Influence, and Workforce Development. It also provided some data analysis and challenges the partnership has in relation to the implementation of this data set across the partnership. Further data collection will take place in preparation for the Nov 2023 report.</p>	Green

### Empower learners to shape and influence action on climate change and sustainability

Action	Measures	Comments/ Progress	Status
Develop Climate Change and Sustainability Plan to support educational	Empower the involvement of children and young people in schools and through the Young People's Forum to help shape and influence Council outcomes in the climate strategy	Continue to work successfully with and support South Lanarkshire Council Youth Forum on Climate Change and Sustainability allowing them to shape their ideas for action across the authority empowering their involvement and roles within the forum.	Green

## Communities and Environment

### Empower learners to shape and influence action on climate change and sustainability

Action	Measures	Comments/ Progress	Status
settings	Undertake waste audit in secondary schools to identify if any improvements to processes	The focus of this target has changed to concentrate on food waste. Education is working in partnership with Facilities to undertake a food waste pilot across a number of primary schools. The pilot is almost complete. A learning resource has been produced and schools are currently being identified to participate. The project will then be rolled out to other schools.	Green
	Organise a pupil led COP conference involving primary, secondary and ASN schools	The COS 1 schools pilot conference was successfully held across Education schools at Palace Grounds on 11th-13th October with a high level of participation. Schools will now look to undertake a pledge to change their behaviour in working towards more sustainable practice in their school and promoting this in the wider community.	Green
	Support air quality projects and work to promote active, sustainable travel to schools	Sustainable travel was promoted at the recent COS 1 event through cycling activities, games and pupil presentations. The conference was also attended by partners in Environmental Health and SL Leisure who promoted "On The Move" and "Beat The Street" initiatives. East Kilbride primary schools / community have recently completed the Beat The Street game.	Green

## Education and Learning

### Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained	Produce and publish a refreshed Local Child Poverty Action Report and summary by June 2022 to increase awareness among partners	Complete. A new Local Child Poverty Action Report has been produced and published. Work has now commenced on a new three year document to guide child poverty work going forward and the child poverty report for 2022/23.	Complete

**Education and Learning****Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Provide breakfast clubs with a focus on those children entitled to free school meals	Numbers of pupils entitled to Free School Meals (FSM) and who attend breakfast clubs are recorded with the outcome being to have children more ready to learn.	Green

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

Action	Measures	Comments/ Progress	Status
Evaluate the effectiveness of delivering the Tackling Poverty programme in 4 Early Learning and Childcare establishments	In line with Tackling Poverty Programme, ensure targeted support for children aged 2-3 years across the 4 stand-alone nurseries to achieve better outcomes for children	The availability of affordable, flexible nursery places in these 4 establishments has supported a range of children and their families. Parents have been able to take part in training, work experience and some have been able to return to employment due to the provision of high quality nursery provision that is available to them for longer hours throughout the entire year.	Green
Raise awareness of the implications of the Children's Rights Bill across the children's services workforce	Produce a Children's Rights Report for the Children's Services Strategy Group incorporating actions to support the United Nations Convention of the Rights for the Child (UNCRC) by June 2022	This is complete and we are now working on a Children's Rights Report covering the three year period 2020-23 as part of the relevant duty in the Children and Young People (Scotland) Act 2014.	Complete
Take forward the review of the Primary and Secondary estate to meet developing needs for children with Additional Support Needs	Implement the building improvement programme to support pupils with additional support needs within mainstream accommodation	Projects have been taken forward in Cathkin Primary, Cairns Primary, Carluke Primary, High Blantyre Primary, St Johns Hamilton, Stonehouse, Victoria Park, Greenburn, Carstairs Junction, to provide ASN adaptations.	Green

## Education and Learning

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

Action	Measures	Comments/ Progress	Status
Provide opportunities for learners to be actively engaged in shaping the Youth Strategy and improvement actions	Engage young people in the roll-out of the improvement actions in the Youth Strategy for 2022-2025 and to use their feedback to achieve better outcomes for their communities	The young person led Youth Strategy 2022-2025 was launched at the Hamilton Townhouse on the 20th February 2023 in front of a range of organisations, elected members, schools, partners, and learners. The Key Priorities of Health and wellbeing, Youth friendly services, Learning and working, Rights, and Environment were outlined by young people. The strategy will now be progressed and reported on through the Community Learning and Development Partnership.	Green

**Education and Learning****Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Action	Measures	Comments/ Progress	Status
Implement National	Implement the Literacy Strategy to support schools to	The Literacy and English section of the South Lanarkshire Education	Green

## Education and Learning

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Implement National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Implement the Literacy Strategy to support schools to develop their literacy curriculum and report on outcomes for learners	<p>The Literacy and English section of the South Lanarkshire Education Resources Curriculum Folder has been updated to reflect key areas of development and practice over the last three years. The refreshed contents were launched at a Head Teachers' Conference 9th February 2023 where schools received a hard copy of the Folder.</p> <p>Listening and Talking - Since January 2023, 216 primary school staff (teachers and School Support Assistants) have undertaken training in the implementation of the Nuffield Early Language Intervention, a 20-week oral language programme; 32 schools have identified target Primary 1 and 2 learners to participate in this oral language intervention February - June 2023. Also, a further 37 schools have indicated their involvement in this intervention for session 2023-2024. The intervention is currently funded by Scottish Equity Funding.</p> <p>March 2023, 50 Primary and 16 Secondary Literacy Co-ordinators and Support for Learning colleagues attended a professional learning session on the Google Read and Write Accessibility tool and its benefits.</p> <p>Writing – 84 primary teachers attended introductory Talk for Writing training for non-fiction writing and evaluations are positive. 18 primary schools are undertaking Talk for Writing Leadership training, a 3-day, high-quality professional learning opportunity, working closely with expert Talk for Writing trainers; with very positive feedback.</p> <p>A South Lanarkshire literacy curriculum pack is available for Primary 1 practitioners to implement in the first 6 weeks of Primary 1. The Foundations of Literacy in Primary 1 Pack is in digital format with hyper-links to further reading/resources and will be hosted on the South Lanarkshire Literacy Hub for staff to access. A Head Teacher information session in April and a 2-day in-person professional learning event for Primary 1 practitioners, in June, will complement the launch of the Pack; it is recommended that all primary schools implement the Pack in Primary 1 from August 2023.</p> <p>Research-informed South Lanarkshire exemplar programmes, for Primary 1-7, for handwriting and grammar will be available to schools by May 2023.</p> <p>A secondary Literacy project with three targeted secondary schools was piloted January- March. It focuses on assessment and</p>	Green

## Education and Learning

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
	Implement the Numeracy Strategy to support schools to develop their numeracy curriculum and report on outcomes for learners	The Numeracy strategy to support schools to develop their Numeracy Curriculum has been devised and presented to Head Teachers. A robust programme of professional learning is currently being delivered to provide teachers with the skills and knowledge they require to improve outcomes for our children and young people and to support them.	Green

## Education and Learning

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Close the equity gap and improve learner outcomes	Develop an Equity Strategy including Strategic Equity Funding and use this to support schools to develop their equity plans to recover from impact of Covid-19 lockdown	Strategic Equity Funding (SEF) projects are in progress, with most showing initial signs of impact. The Nuffield Early Language Intervention (NELI) Literacy and Mentoring programme were delayed but are now progressing. Regular SEF Workstream Lead meetings are supporting the monitoring and tracking of projects to ensure impact for learners affected by poverty. Primary Attendance Test of Change Project mid-way impact shows good gains from previous year's attendance data. Virtual Schools Project is also continuing to make good gains. These are just two examples of impact from SEF projects. Majority of schools are on-track for full spend of their Pupil Equity Funding (PEF) monies by end of the financial year, with less carry forward projected than previous years. Schools continue to be supported with PEF through Head Teacher meetings, Equity Lead networks and Career-Long Professional Learning. (CLPL)/resources/case studies on Equity Hub. Equity visits to schools have helped signpost good practice with case studies being produced for publication on the Equity Hub. Schools continue to monitor and report impact of PEF through their usual reporting. Participatory Budgeting case studies for 4 schools representing each locality are being produced to highlight impact of participatory budgeting work.	Green

## Education and Learning

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Evaluate the Learning, Teaching and Assessment Recovery Strategy	Develop and implement the Learning Teaching and Assessment Recovery Strategy to improve outcomes for learners	<p>Updated Learning, Teaching and Assessment chapter included in Curriculum Folder launched Feb 2023. All establishments received key message posters for features of highly effective practice relating to pedagogy.</p> <p>Delivered moderation input to all staff in primary schools of Trinity Learning community.</p> <p>Assessment and Moderation roadmap with support toolkit now published on West Partnership website. Resources to now be shared on South Lanarkshire Council (SLC) platform.</p> <p>Play pedagogy strategy document finalised Being Me in SLC.</p>	Green
Develop the school improvement strategy to support schools to consider the recovery improvement agenda	Develop and implement the School Improvement Strategy to support schools to improve outcomes for learners	<p>To further support self evaluation work on the curriculum a survey was issued to schools in December 2022 and the results were analysed by the central team in order to provide further support. A new programme of Lead Headteacher support for identified schools has been piloted January to March 2023. A full evaluation of this programme will take place over the coming weeks as well as the re-issue of the original curriculum survey in order to gauge progress.</p> <p>Schools continue to be supported by their allocated Link Officer in all ongoing aspects of school improvement with a particular focus on strategies for raising attainment and supporting equity across all learners, especially those impacted by poverty.</p>	Green

## Education and Learning

### Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy in Early Learning and Childcare	Deliver training on literacy, for all Early Learning and Childcare establishments to ensure improved outcomes for children	Literacy training has been offered to all settings, both South Lanarkshire Council and funded providers. This was delivered between January and March 2023; each locality had two sessions focusing on language development and story telling. The trainers also focused on the Together We Can and We Will (TWCAWW) Communication and Language booklet. Sessions were very well attended.	Green
	Deliver training on numeracy, for all Early Learning and Childcare establishments to ensure improved outcomes for children	Together We count training has been delivered to the 4 localities. This training comprises of 4 sessions focusing on various areas of numeracy and maths. This training was very well attended by both South Lanarkshire Council and funded provider settings. The training will be recorded over the summer period.	Green
Promote and celebrate the achievement of young people	Deliver an achievement award ceremony to celebrate children's success by June 2023	Schedule is in progress for the Achievement Award Ceremony, which is due to take place 31st May 2023.	Green

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

Action	Measures	Comments/ Progress	Status
Support young people to progress to positive destinations	Provide one to one support for targeted young people in the last 6 months of school through the Aspire programme	Aspire continues to identify and support young people in their last 6 months of school to move them into positive and sustained destinations. This is carried out with a key work service along with other provision available.	Green

**Education and Learning****Empower learners to shape and influence action on climate change and sustainability**

Action	Measures	Comments/ Progress	Status
Develop Climate Change and Sustainability Plan to support educational settings	Provide guidance and support to empower primary schools to develop their science curriculum	Continue to support and provide guidance to teachers to develop their knowledge and understanding of the the primary science curriculum. Regular staff training sessions have been delivered to empower these teachers in areas where they feel support is required. Many South Lanarkshire Council (SLC) primary schools have been using the new SLC Skills in Science Framework to deliver this area of the curriculum and use the support materials that have made available.	Green

## Health and Wellbeing

### Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Develop the Health and Wellbeing Curriculum Strategy to support schools to consider the recovery improvement agenda	Implement the Health and Wellbeing Curriculum Strategy to support schools to develop their strategy and report on outcomes for learners	<p>A targetted approach was taken to supporting school leaders in sustaining continuous improvement in Health and Wellbeing. A Secondary Head Teachers network meeting was delivered focussing upon Health and Wellbeing curricular strategy, national resources and meeting Personal and Social Education (PSE) recommendations.</p> <p>Increased awareness of Health and Wellbeing accreditation opportunities within PSE curriculum has been a focus of our work with Secondary schools.</p> <p>PSE Lead teachers have had the offer of additional Career Long Professional Learning (CLPL) events to enhance confidence and improve knowledge on qualification delivery in these areas, including opportunities for sharing good practice and resources. A rise in presentation levels for certain SQA wellbeing qualifications is predicted this session.</p> <p>Opportunities for further training in sensitive Health and Wellbeing curricular topics were offered based on feedback from practitioners relating to confidence in delivery of the curriculum.</p>	Green

## Health and Wellbeing

### Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Provide opportunities for learners to experience a residential/outdoor experience taking account of the cost of the school day	Following the pandemic restrictions there is now an increase in the number of learners who are experiencing a residential/adventure activity provided through an approved licensed provider.	Green
Embed attachment-informed practice across education through the alignment of the attachment strategy and nurture practice	Implement the outcomes from the nurture review to improve health and wellbeing of children and young people	The Attachment Informed Practice Steering Group is taking forward the majority of the recommendations from the Nurture Review: Feedback on progress of 4 related subgroups is fed into main Attachment Informed Practice Steering Group meeting. Evaluation subgroup is carrying out a baseline data collection task. Child and young people and parents groups are identifying resources for supporting children and young people and their families to better understand Attachment Informed Practice. Good practice group is taking forward guide and accreditation process.	Green
	Implement practice guidance within educational establishments to embed attachment informed practice to improve health and wellbeing of children and young people	The most recent draft of the Practice Guidance has been shared with the Attachment Informed Practice Steering Group - comments and suggestions for improvement from the steering group membership to be incorporated into next draft.	Green
Support planning for individual children and young people with mental health needs	Establish a multi-agency writing group to produce Practitioner Guidance to support the implementation of the 2018 'Children and Young People's Mental Health and Wellbeing Pathway'	A new initial draft of the Mental Health Pathway is being prepared for peer review, following consultation with staff at Stonelaw High School.	Green

## Health and Wellbeing

### Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Implement the development of the community mental health initiative to ensure that up to date and evidence based advice is provided to parents and carers	Implement new family wellbeing services and peer support services to improve the mental health of children and young people	Family support services are now embedded in each locality within the family support hubs. A 'Whole Family Wellbeing' group is overseeing and monitoring the impact on children and young people. Peer support services have been procured and staff from The Scottish Association For Mental Health (SAMH) have been employed within each locality. This programme is to be rolled out across South Lanarkshire schools over the next 2 years.	Green
Deliver counselling in line with the framework provided to authorities by the Scottish Government	Empower schools to access counselling services to pupils over the age of 10	For the period August to December 2022, 765 children and young people aged 10+ accessed counselling from 19 secondary schools and 36 primary schools. On-going quality assurance meetings with school links will continue next year. Play therapy has been made available to the under 10 age group. During Quarters 3 and 4, 94 primary 1-5 pupils from 48 schools received a service. During Quarter 4, 92% of pupils reported an improvement using The Child and Youth Resilience Measure and 85% of parents reported an improvement using the Strengths and Difficulties Questionnaire after play therapy. During Quarters 3 and 4, 761 children and young people aged 10+ registered with Kooth online mental health and wellbeing service.	Green

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

Action	Measures	Comments/ Progress	Status
Raise awareness of the priorities within the Children's Services Plan across all partner organisations	Produce a Children's Service Plan annual report by June 2022 to help shape and influence the improvement actions required by partners	This is complete and work has begun to produce a final report covering the period 2020-23 as part of the relevant reporting duty. This will be available by the end of June 2023.	Complete

## Health and Wellbeing

Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy in Early Learning and Childcare	Deliver health and wellbeing training for all Early Learning and Childcare establishments to ensure improved outcomes for children	Health and wellbeing training has been delivered to both South Lanarkshire Council and funded providers in the four localities. The training focused on how practitioners can support children's wellbeing and emotional development. A Together We Can and We Will (TWCAWW) health and wellbeing booklet is also available to support settings in this area. This training will be recorded.	Green

## Children and Young People

Improve health and wellbeing to enable children and families to flourish

Action	Measures	Comments/ Progress	Status
Evaluate the impact of Early Learning and Childcare 1140 hours for 2-3 year olds	Ensure that the uptake of 1140 hours for 2-3 year olds by families who meet the eligibility criteria is maximised	The uptake and delivery of nursery places for eligible two year olds within South Lanarkshire Council continues to rise and be above the National average. In the past year we have been able to allocate 1,402 places to two year old children. We have been able to allocate a place to all eligible families seeking a nursery place.	Green

## Children and Young People

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

Action	Measures	Comments/ Progress	Status
Progress the Morgan Review improvement action plan to improve and effectively deliver additional support for learning for children and young people	Establish a reference group to ensure the improvement action plan recommendations are taken forward collaboratively, building on existing policy and practice in inclusive education	The Morgan Review Group has been divided into 3 subgroups addressing the aspects of the Morgan Review Recommendations that match our Council priorities.: Building Capacity through Teacher Continuing Professional Development (CPD), Deployment of Support Staff and Parental Engagement to support children and young people with additional support needs (ASN) in a more effective way. All sub groups are almost at conclusion with a competency framework being established nationally and locally for support staff and South Lanarkshire Council (SLC) Support staff participating in West Partnership training for colleagues. An ASN CPD hub is being established on the SLC intranet alongside the Education Scotland CPD offer, as well as the ASN drop-in clinics and the sharing of best practice.	Green
Ensure all Early Learning and Childcare establishments engage in GIRFEC agenda	Deliver multi-agency training to Early Learning and Childcare staff to meet the needs of the highest priority children	Multi agency training has been delivered to the Early Years workforce throughout the year.	Green

### Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Develop Digital learning and Inclusion	Implement the Digital Recovery Strategy to support online learning to improve outcomes for learners and maximise opportunities through the West On-line partnership	The plans in place to support secondary schools with digital equipment that will provide improved access to online lessons at advanced higher level are progressing well with surveys now complete for all group 1 schools (11 in total). The installation will commence this term for roll out in August, with training dates agreed to support this.	Green

## Children and Young People

**Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy**

Action	Measures	Comments/ Progress	Status
Provide support for Speech, Language and Communication in Early Learning and Childcare	Deliver a programme of support and targeted training to all Early Learning and Childcare establishments for speech, language & communication	A communication and language SWAY is available in all settings, as well as the Together We Can and We Will (TWCWW) developing communication booklet. The Early Years Literacy programme remains on Learn Online; managers are advised that all new staff should complete this training. We will continue to work with NHS speech and language therapists to further develop our training offer in session 2023-24.	Green
Provide support for parental engagement in Early Learning and Childcare	Deliver a programme of support and targeted training to all Early Learning and Childcare establishments to build parental capacity to support children's learning	Both the health and wellbeing and communication and language working groups are developing materials for parents at home.	Green

## Children and Young People

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

Action	Measures	Comments/ Progress	Status
Support young people to develop their skills to achieve positive outcomes	Develop the range of skills-based qualifications accessible to learners in schools	<p>Access to Engineering Academy: All Year 1 and 2 learners continue to be on track – interim learner reports from New College Lanarkshire now with schools. Regular meetings between South Lanarkshire Council, New College Lanarkshire, Scottish Widening Access Programme (SWAP) team. The University of Strathclyde are providing updates and helping to ensure pupils are on track. The College will deliver catch-up sessions during May for completion of unit work.</p> <p>Developing the Young Workforce (DYW) Depute Head Teachers and Co-ordinators: Continued promotion of DYW activities and opportunities offered to SLC Secondary and Primary schools. Quality Link Officer has visited 5 targeted Secondary schools for DYW focused discussions and highlighting good practice.</p> <p>University of Glasgow Widening Access programme: Total of schools involved is 8 with approximately 160 learners involved.</p> <p>Work placements, work experience and alternative educational provision: 200 learners undertook work placements from August 2022 to March 2023. 11 learners undertaking alternative educational provision (work or college placement).</p>	Green

## Children and Young People

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

Action	Measures	Comments/ Progress	Status
Provide opportunities for young people to participate in work-based learning opportunities in the senior phase	Deliver Foundation Apprenticeship and Gradu8 programmes in partnership with South Lanarkshire College, New College Lanarkshire and Glasgow Kelvin College to improve the skills and employment opportunities for young people	The range of work-based learning options have increased within the Gradu8 and Foundation Apprenticeship programmes for south Lanarkshire pupils in their senior phase of education. Partnership working with South Lanarkshire College, New College Lanarkshire and Glasgow Kelvin College has been very successful to effectively deliver a locality based model for these programmes.	Green
Support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations	Deliver the Modern Apprenticeship promise for care experienced young people to improve their skills and achieve a positive destination	Partnership working continues to identify young people who are care experienced and are ready to progress into Modern Apprenticeships within South Lanarkshire Council. There are currently 3 young people who have sustained this and are being supported throughout their employment.	Green
Implement the national Parental Involvement and Engagement survey	Implement the national survey of parents and use the feedback to identify improvement actions and share good practice with schools and establishments	Parental Involvement and Engagement Survey undertaken. The findings have been presented to the Education Management Team and shared with schools and parent councils.	Green
Implement the national Parental Involvement and Engagement strategy	Deliver an annual parents' conference by June 2023 to engage further on our priorities to help improve outcomes for learners	Schedule in place to deliver a Parents' Conference in 2023 with a locality meetings set for 11 May 2023.	Green

## Children and Young People

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

Action	Measures	Comments/ Progress	Status
Support young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Provide learner focussed pathways for young people to receive accreditation through national awards	A number of awards are offered through Youth Family & Community Learning and an important element of this is progression through awards at the appropriate level of challenge for individual learners. There is the opportunity for young people to advance from Hi 5 awards to Dynamic Youth Awards through to Youth Achievement Awards. Similarly, learners can undertake Duke of Edinburgh Awards across Bronze, Silver, and Gold and there are opportunities for dual accreditation if learners are working across different awards. Awards delivered across the 3 quarters of 2022-23 included Discovery Awards, Saltire Awards, Dynamic Youth, Elementary Food Hygiene, Steps to Excellence, Incredible Years, John Muir, Hi5, National Navigation, Sports Leaders, Young STEM, Wilderness Skills, SQA Awards (including English as a Second or Other Language for ESOL Learners at Beginner, Intermediate, and Elementary Level), Youth Achievement Awards and Duke of Edinburgh awards across all levels.	Green

## Delivering the plan and achieving best value

### Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Measures	Comments/ Progress	Status
Develop professional networks as a vehicle to extend leadership learning opportunities for employees	Evaluate existing professional networks and use the outcomes to expand leadership capacity across the Resource	West Partnership have offered various leadership opportunities for Head Teachers and Depute Head Teachers. South Lanarkshire Council leadership programmes are almost finished and have been well received. These are cross sectoral and are Aspiring Principal Teachers, Depute Head Teachers and new Head Teachers. The programme is supported by Quality Link Officers and internal leaders.	Green



## Education Resources Quarter 2 to Quarter 4 2022/2023: Scrutiny of change in B<sup>6</sup>AG status

In total 0 out of 63 measures (0%) changed allocation status from Quarter 2 to Quarter 4. Excluding changes to 'complete' or from 'to be reported later' or 'unassigned', 0 out of 63 changes status and these are set out below :

Measure	Status at Quarter 2	Status at Quarter 4	Reason for Change
Nil			

(Data /information correct as at 02 May 2023)

\*Due to the cyclical nature of the school term i.e. from August to June the progress on scrutiny measures from Blue/Red/Amber/Green is assessed over the academic year.



# Report

**7**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Underage Use of e-Cigarettes and Vaping</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the steps being taken forward by Education Resources to raise awareness amongst children and young people on the potential risk to their health through vaping and the environmental damage being caused due to irresponsible discarding of these products

## **2. Recommendation(s)**

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

- (1) that the Council's position relating to a call for a ban on single use vapes due to their health and environmental harm is noted; and
- (2) that approval be given for Education Resources to take the lead on curriculum-based activities designed to raise awareness amongst children and young people as described in para 5; and
- (3) that the steps to be taken forward by Education Resources, in partnership with NHS Public Health and other partners, as highlighted in paragraph 6 and in the action plan shown in Appendix 1, be approved.

## **3. Background**

- 3.1. On the 24 May 2023, the Council considered a motion in terms of Standing Order No 20, submitted on 9 May 2023 which stated that, "South Lanarkshire Council is concerned at the health and environmental harm caused by the increasing use, particularly by young people, of Disposable Nicotine Vapour Products (DNVPs/ vapes).
- 3.2. Public health information shows there is increasing e-cigarette use amongst young people across Scotland. In South Lanarkshire, it is reported that there has been an 18-fold rise in disposable vapes amongst vape users from January 2021 to April 2022. The National Health and Wellbeing Census showed one in ten 15-year-olds regularly vape, a rate which has tripled in the last five years.
- 3.3. Whilst this is a 'societal issue' and not one for schools to tackle alone, it does require a wider and better understanding of the impact of vaping on children and young people's health and on the identified public health risk factor of addiction.
- 3.4. Disposable vapes, originally introduced to help curtail tobacco and nicotine use, is now being seen, not as a cessation tool for existing cigarette smokers but as having a

higher than proportionate use amongst children and young people. This, in turn, has the potential to create a whole new generation of children and young people addicted to nicotine products.

- 3.5. In addition, it is claimed that discarded vapes present a risk of the leak of toxic chemicals which are deemed to be harmful to children, pets, wildlife, and water systems.
- 3.6. It is noted that refillable vape kits (which are recyclable), do not have the same environmental impact, but are marketed differently and are less likely to be an impulse purchase made by children and young people.
- 3.7. Whilst parental and personal responsibility remain the key factors to effect change along with better information on the public health risk, there is, nevertheless, a role for schools to play in raising awareness and helping to be catalysts of change amongst children and young people. The context being through the health and wellbeing curriculum supported by a public health information campaign. This would help to open up conversations with children and young people on the potential harm through continued use of vaping products and on the damage to the environment being caused through the discarding of these products on streets and communities.

#### **4. Next Steps and Actions for Schools and Educational Establishments**

- 4.1. The actions agreed by South Lanarkshire Council on 24 May 2023 were as follows:
  - i) The council welcomes the review of the impact of single-use disposable vapes instructed by the Scottish Government and calls on it to take urgent action to ban their sale. The Council also welcomes the forthcoming publication of the Scottish Government's Tobacco Action Plan, which will consider a range of interventions with an emphasis on reducing smoking and vaping among children and young people.
  - ii) that the Chief Executive writes to the Minister for Green Skills, Circular Economy and Biodiversity to convey the Council's view that a ban on the sale of DNVPs be introduced as soon as is practicable.
  - iii) that a paper is brought forward to a future meeting of an appropriate committee regarding issues which educational establishments are currently experiencing with vaping, the actions which the Council and its partners are taking and could take to reduce the use of vaping products amongst children and young people and the potential of a communications campaign to raise awareness of such issues.
- 4.2. The action listed at 4.1 (iii) above is the one that is the main focus for Education Resources to take forward.
- 4.3. The next steps for schools and educational establishments are highlighted in the attached action plan at Appendix 1.
- 4.4. Some key aspects that will be taken forward in partnership with NHSL Public Health include:-
  - ◆ schools continue to reference and use the South Lanarkshire Council recommended resource for HWB curricular delivery - 'Healthy Schools'. Within the topic Substance Misuse (3<sup>rd</sup> Level), vaping and the use of e-cigarettes is covered in detail with resources available for staff to use in the classroom
  - ◆ all HWB co-ordinators in schools promote the use of new learning materials along with e-learning training courses available for staff from partner agency *ASH*

*Scotland* who support schools in tackling underage misuse of e-cigarettes and tobacco

- ♦ all schools engage pupil voice platforms with the opportunity for pupils to design and create resources which raise awareness of the harm being done by vaping

## **5. Education Resources**

5.1. Education Resources will take the lead on curriculum-based activities such as:

- ♦ plans are in place for next session to continue to raise awareness and share good practice across establishments – including new IDL lesson plans being produced by NHS Lanarkshire and other resources which are currently being trialled by the West Partnership
- ♦ new resources and materials will be highlighted to schools for dissemination amongst learning communities including Head Teacher supports available from Link Officers
- ♦ planned and appropriate action will be delivered by representatives of CQIS on supporting schools, co-ordinated by the Quality Lead Officer with responsibility for Curriculum (HWB)
- ♦ the active engagement of children and young people through the Youth Council and at individual Pupil Council level will help to shape and influence the way ahead over this school session

## **6. Actions for the Council and Partner Agencies**

- 6.1. The council's position relating to a call for a ban on single use vapes, due to their health and environmental harm is shared information with parents and carers.
- 6.2. The council, in partnership with NHSL public health, undertakes a promotional programme to help raise awareness more widely on the health impact of under 18's continuing to use and glamourise vaping products.
- 6.3. The council's Environmental Health Team be invited as a key partner to look at how best to tackle the sale of e-cigarettes and vaping products to children and young people in local communities.
- 6.4. An authority wide poster competition and social media messages be devised and launched early in the new session to engage with children and young people in schools and educational settings.

## **7. Scottish Government Policy Intention**

- 7.1 At the time of preparing this report, the Scottish Government announced, on 5 September 2023 in its Programme for Government, its intent to ban single-use vaping products in response to concerns over their negative environmental and health effects. The Scottish Government plans to meet counterparts in the UK Government, Welsh Government, and Northern Ireland Executive to discuss potential policy responses.

## **8 Employee Implications**

- 8.1 None

## **9 Financial Implications**

- 9.1 Financial implications will be managed from within existing budgetary resources.

## **10 Climate Change, Sustainability and Environmental Implications**

- 10.1 In paragraph 3.7 reference is made to the damage to the environment being caused through the discarding of vaping products on streets and in local communities. In

paragraph 6 further information on the actions being proposed by Education Resources and Consumer and Trading Standards to help mitigate the environmental implications is highlighted

## **11 Other Implications**

- 11.1 There are no further risk implications identified other than those contained in the report and noting that a pan Lanarkshire approach with NHSL Public Health and other partners are key players in assessing the risks and identifying appropriate actions.

## **12 Equality Impact Assessment and Consultation Arrangements**

- 12.1 This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 12.2 There was no requirement to undertake any formal consultation in terms of the information contained within this report although engagement with partners, agencies and the professional associations and trade unions is a key factor if we are to work together to effect change, including direct engagement with children and young people.

**Carole McKenzie**

**Executive Director (Education Resources Resources)**

12 September 2023

## **Link(s) to Council Values/Priorities/Outcomes**

- ♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

- ♦ Council – 24 May 2023

## **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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9 August 2023



## Education Resources

### Curricular health resource support for schools and educational establishments to combat the use of vaping amongst children and young people.

Following a motion adopted by South Lanarkshire Council on 9 May 2023 to help combat the use of vaping products amongst children and young people, Education Resources have been tasked with looking at what steps they can take to raise awareness of the impact on young people's health and to look at what can be done through the health and wellbeing curriculum and promotion campaigns to help people make more informed choices.

"South Lanarkshire Council is concerned at the health and environmental harm caused by the increasing use, particularly by young people, of Disposable Nicotine Vapour Products (DNVPs / vapes).

	Actions	Lead	Timescale	Complete	Date
1.	<p><b>Raising awareness - Procedures and Practice</b> The Council and its partners are tasked with looking at what they can do to reduce the use of vaping products amongst children and young people and to consider the potential of a communications campaign to raise awareness of such issues.</p> <p><b>Actions for Education Resources</b> Raise awareness of the guidance from Public Health on the impact on young people's health.</p> <p>Raise awareness of the environmental issues – how are vaping products discarded properly and what are the harmful effects if they are not.</p>	CQIS /in partnership with NHSL Public Health and Environmental Health	End of October 2023		
2.	<p><b>Resources</b> Implement updates on the effects of vaping into the HWB curriculum to help pupils make informed choices.</p>	CQIS			

	<p>Education Resources have undertaken a review of the exiting HWB curriculum framework and have produced new resources and guidance to support staff in schools and services to raise awareness and empower pupils to make informed and positive choices.</p> <p>Education Resources will also consider the forthcoming publication of the Scottish Government's Tobacco Action Plan, which will consider a range of interventions with an emphasis on reducing smoking and vaping among children and young people. (how can we tie this into existing curricular resources)</p>				
3.	<p><b>Poster competition</b></p> <p>Introduce a poster campaign amongst xx prim or secondary pupils that raises awareness of the effects of vaping on health and the discarding of e-cigarettes in streets and communities.</p> <p>Devise criteria for competition; age and stage/what are we asking them to do – slogan with image/ how do they set it ot – online design or artwork?</p> <p>Who will judge? Closing date How will the design that is selected be turned into a poster and how will it be circulated/marketed – NHSL?</p>				
4.	<p><b>Communication and engagement</b></p> <ul style="list-style-type: none"> <li>• Liaise with NHSL Public Health and Environmental Health to ensure a partnership approach is adopted.</li> <li>• Share with HTs the planned course of action given that they have raised concerns over this matter.</li> <li>• Inform elected members via a briefing note.</li> <li>• Pupil voice - initiate a public awareness promotional film/case study (NHSL/SLC) involve young people</li> <li>• Share what we are doing with Parent Councils (Sept</li> </ul>				

	2023) <ul style="list-style-type: none"><li>• Report back to the Executive Committee – corporate approach</li></ul>				
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**Evidence based resources (list)**



# Report

8

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>Youth, Family and Community Learning Service Multiply Adult Numeracy Initiative</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise Committee of allocated Multiply Funds for Youth, Family and Community Learning and of the planned delivery model and associated staffing requirements, including the need to have the appointments made early in the new term as a matter of urgency.

## 2. Recommendation(s)

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

- (1) that the requirement to have posts added to the established to meet the additionality purpose of the fund, be noted;
- (2) that the proposed additional posts detailed in para 6 and the financial costs in para 7 of the report be agreed and the posts temporarily added to the Youth, Family and Community Learning Service establishment to deliver the 'Numbers Count' project be approved; and
- (3) that the continued commitment to vulnerable learners and the actions to develop their skills and confidence, through Youth, Family and Community Learning Service activities is noted.

## 3. Background

- 3.1. The UK Shared Prosperity Fund (UKSPF) is the UK Government's main intended replacement for European Union Structural Funds (EUS) and was announced in June 2021.
- 3.2. The UKSPF forms part of the UK Government's Levelling Up Strategy targeting funding, targeted at the areas identified as most in need. The UKSPF overall aim is levelling up economic opportunity across the UK wide regions and building "Pride of Place" through economic actions.
- 3.3. Within the overall budget, a sum of money is ringfenced to fund the 'Multiply' adult numeracy initiative. To meet the UK Government's priority of enhancing adult numeracy, each area is required to invest a ring-fenced amount to fund local Multiply interventions.

- 3.4. While there is flexibility on funding allocations around the 51 investment priorities of the wider UKSPF, there is no flexibility on Multiply funding allocations for delivery.
  - 3.5. Youth, Family and Community Learning Service will deliver interventions to support the following priorities:-
    - ◆ **S43M:** Courses for parents wanting to increase their numeracy skills in order to help their children and help with their own progression
    - ◆ **S45M:** Courses designed to increase confidence with numbers for those needing the first steps towards formal qualifications
    - ◆ **S49M:** Courses designed to help people use numeracy to manage their money.
    - ◆ **S51M:** Activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners – for example, those not in the labour market or other groups identified locally as in need
  - 3.6. Project start forms have been submitted providing details of the planned delivery and spend for the Youth, Family and Community Learning Service.
- 4. Youth, Family and Community Learning Service Planned Delivery of ‘Numbers Count’ Project**
- 4.1. Youth, Family and Community Learning Service (YFCLS) will build on well established relationships with partners to engage the community in learning with numbers to meet their identified needs. The Project will utilise national campaigns, such as Maths Week, to promote and embed opportunities.
  - 4.2. Learners will participate in functional numeracy courses that will build skills and enrich their lives. Classes will be delivered creatively to engage with everyday numerical tasks, build confidence and capacity to progress and this will be tracked.
  - 4.3. Learning programmes will be tailored to meet the expressed needs of learners and will be underpinned using Group and Individual Learning Plans; programmes will be short term, medium term and longer term based on these needs. In addition to this, all programmes will be subject to existing quality management systems to ensure they are targeted appropriately and have the intended impact.
  - 4.4. A key feature of the project will be the delivery of specific interventions to engage parents to support their own and their child’s learning. YFCL will build on existing relationships with schools through its range of networks to ensure maximum impact is achieved.
  - 4.5. Inputs will be designed to attract learners from SIMD areas into financial literacy programmes to better understand daily life challenges such as bills and how to seek out the best possible deals online. Using existing partnerships, such as the Financial Inclusion Network, YFCL will target provision where the need is greatest, and across partners to maximise knowledge and understanding of the provision.
- 5. Monitoring and Evaluation**
- 5.1. All programmes will be monitored using agreed YFCLS and partnership measures.
  - 5.2. Engagement and participation levels will be gathered using existing registration forms that capture demographics and key monitoring information.

- 5.3. Learner progress will be monitored through an existing suite of measures, including Individual Learning Plans, Group Learning Plans and learner surveys. Evaluation methodology will be tailored to meet the needs of the group and will be proportionate to the engagement level – short term, medium term, and longer-term inputs. Information gathered will be used to evidence impact.
- 5.4. Impact will be recorded through the existing suite of measures that have been agreed through the Community Learning and Development (CLD) 3-Year Strategic Plan 2021 - 2024. From the full suite of measures, the following measures are identified as specific impacts of the project's programmes:-
- ◆ B2 – Learners have improved their numeracy skills
  - ◆ B3 – Learners have improved their IT skills
  - ◆ B4 – Learners have improved their budgeting skills
  - ◆ D1 – Learners are better able to support their child's/family members learning in literacy and numeracy
  - ◆ D3 – Learners are better able to support their child's curricular learning

Any additional unintended impacts will be captured through the wider suite of 35 measures agreed by the CLD Partnership.

- 5.5. All necessary measures to ensure compliance will be reported through agreed reporting mechanisms for the UK Shared Prosperity Fund.

## **6. Employee Implications**

- 6.1. 4 YFCL Officers (numeracy) will be in post for the duration of the funding, until March 2025. These team members will be embedded into the current Adult Literacy and Numeracy (ALAN) and English for Speakers of Other Languages (ESOL) teams, and will benefit from co-location with this team.
- 6.2. The Team Leader post will support development of the Multiply project, in addition to supporting the existing wider ALAN/ESOL delivery. Recent extension to the ALAN and ESOL team necessitates the need for this post to support the existing ALAN/ESOL Coordinator.
- 6.3. The proposal is for the following posts to be added to the establishment until 31 March 2025:

Post	Current No of posts	Proposed No of posts	Grade	SCP range	Hourly rate	Annual salary	Gross cost	Total cost
Team Leader	-	1	G3 L4	72-74	£22.07-£22.53	£40,275-£41,115	£52,479-£53,573	£52,479-£53,573
YFCL officer	-	4	G3 L2	63-65	£19.47-£20.00	£35,530-£36,498	£46,296-£47,557	£185,182-£190,228

## **7. Financial Implications**

- 7.1. The costs of YFCLS supporting the delivery of Multiply is £0.481m over 2023/24 and 2024/25 and this includes staffing of £0.368m to 31 March 2025 and equipment and other resources of £0.113m.
- 7.2. These costs will be covered by Shared Prosperity Funding for this project.

## **8. Climate Change, Sustainability and Environmental Implications**

- 8.1. There are no climate change, sustainability or environmental implications in terms of the recommendations in this report.

## **9. Other Implications**

- 9.1. There are no risk implications in terms of the recommendations in this report

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function of strategy and, therefore, no impact assessment is required.
- 10.2. Consultation on the programme will be carried out with all appropriate stakeholders including children, young people, families, staff and partners, to ensure that needs are identified and met.

**Carole McKenzie**

**Executive Director (Education Resources Resources)**

**Paul Manning**

**Executive Director (Finance and Corporate Resources)**

5 September 2023

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships
- ◆ Children and Young People: Our children and young people thrive

## **Previous References**

None

## **List of Background Papers**

None

## **Contact for Further Information**

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# Report

**9**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>School Holiday Dates for Session 2024/2025</b>
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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 session 2024/2025 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 and in-service days in South Lanarkshire for session 2024/2025, 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 2024/2025,\* the Good Friday (18 April 2024) and Easter Monday (21 April 2024) holiday dates fall within the Spring break which takes place in the first full two weeks in April. (7-21 April 2024 inclusive)

3.4. Views were sought from a range of stakeholders on the proposed school holiday dates and in-service days for 2024/2025, including neighbouring local authorities, to try and achieve, where possible, a common pattern of school holiday dates across Lanarkshire 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 consultation with establishments, parents, Parent Councils and other stakeholders resulted in 3282 responses being made. The outcome of the consultation, is as follows:-

School Holiday Dates 2024/2025 and in-service days 2024/2025		
Total number of responses	3282	
The consultation asked do you agree with the proposed school holiday dates for:-	<b>Agree</b>	<b>Disagree</b>
Term 1 (August – Christmas)	(77%)	(24%)
Term 2 (New Year – Spring Break)	(78%)	(23%)
Term 3 (Spring Break – June)	(83%)	(18%)
Of the 1174 comments – 410 (35%) suggested the summer holidays should be shorter.		
Of the 1174 comments – 225 (19%) suggested the October holidays should be 2 weeks – most commented the additional week at October should be taken from the summer holiday allocation.		

- 4.2. The JNCC for teachers and the JCC for APT&C employees agreed with the proposed dates for 2024/2025.

#### 5. Proposal

- 5.1. Of the stakeholders consulted, the majority agreed with the proposed holiday dates. It is proposed, therefore, that the pattern for the school holidays and in-service days for the 2024/2025 session, as highlighted in Appendix 1, be adopted. The arrangements set out are generally in line with neighbouring authorities.

#### 6. Employee Implications

- 6.1. None

#### 7. Financial Implications

- 7.1. None

#### 8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

#### 9. Other Implications

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

#### 10. Equality Impact Assessment and Consultation Arrangements

- 10.1. The assessment is that the proposals do not have any adverse impact on any part of the community covered by equalities legislation, or on community relations, and the holiday dates are published widely on the Council website and through schools and educational settings.
- 10.2. Consultation has taken place with a range of stakeholders, including the Trades Unions and Parent Councils.

**Carole McKenzie**  
**Executive Director (Education Resources)**

7 September 2023

**Link(s) to Council Values/Priorities/Outcomes**

- ♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships

**Previous References**

- ♦ Education Resources Committee – 15 November 2022

**List of Background Papers**

- ♦ Responses from consultation exercise

**Contact for Further Information**

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## Education Resources

### Proposed Dates

#### School holiday Dates Session 2024/2025

Break	Holiday dates		
<b>First Term</b>	<b><i>Teachers In-service</i></b>	<b><i>Monday</i></b>	<b><i>12 August 2024</i></b>
	<b><i>In-service day</i></b>	<b><i>Tuesday</i></b>	<b><i>13 August 2024</i></b>
	Pupils return	Wednesday	14 August 2024
September Weekend	Closed on Re-open	Friday Tuesday	27 September 2024 1 October 2024
October Break	Closed on Re-open	Monday Monday	14 October 2024 21 October 2024
	<b><i>In-service day</i></b>	<b><i>Monday</i></b>	<b><i>11 November 2024</i></b>
Christmas	Closed on Re-open	Monday Monday	23 December 2024 6 January 2025
<b>Second Term</b>			
February break	Closed on	Monday Tuesday	17 February 2025 18 February 2025
	<b><i>In-service day</i></b>	<b><i>Wednesday</i></b>	<b><i>19 February 2025</i></b>
Spring break/Easter	Closed on Re-open	Monday Tuesday	7 April 2025 22 April 2025
<b>Third Term</b>			
	<b><i>In-service day</i></b>	<b><i>Thursday</i></b>	<b><i>1 May 2025</i></b>
Local Holiday	Closed	Monday	5 May 2025
Local Holiday	Closed on Re-open	Friday Tuesday	23 May 2025 27 May 2025
Summer break	Close on	Wednesday	25 June 2025
Proposed in-service days	Monday 18 August and Tuesday 19 August 2025		

#### Notes

- ◆ Good Friday falls on Friday, 18 April 2025
- ◆ *Lanark schools will close Thursday, 5 June 2025 and Friday, 6 June 2025*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (20 December 2024 and Friday, 28 March 2025)
- ◆ Schools will close at 1pm on the last day of term 3 25 June 2025)  
\*Two in-service days proposed 18 & 19 August 2025.

# Report

10

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Accounts Commission – Early Learning and Childcare – Progress on Delivery of the 1140 Hours Expansion</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ update the committee on the findings of the report published by the Accounts Commission on 1 June 2023 on the progress of delivery of the 1140 hours expansion:-  
<https://www.audit-scotland.gov.uk/news/early-learning-and-childcare-expansion-delivered-but-sector-fragile>

## 2. Recommendation(s)

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

- (1) that the Accounts Commission report of 1 June 2023 on the progress made on the delivery of 1140 hours expansion of early learning and childcare be noted.

## 3. Background

- 3.1. Early learning and childcare (ELC) refers to care and learning services that children receive before starting school. Children receive services in a range of settings, including nurseries in schools, standalone nurseries, early years centres, playgroups and childminders.
- 3.2. The landscape of Early Learning and Childcare (ELC) in Scotland has been undergoing transformative change through the 2014 Children and Young People (Scotland) Act. The annual entitlement increased from 475 hours to 600 hours, and then to 1140 hours for all three and four-year-olds, and those two-year-olds who are eligible. The funding model being one where monies follow the child.
- 3.3. The policy intent of the Scottish Government was to improve outcomes for children and also for their families. It is also aligned to the broader policy ambitions to reduce child poverty and support economic transformation.
- 3.4. The original plan by the Scottish Government was to implement the expansion to 1140 hours from August 2020, but as a result of the Covid-19 pandemic, the implementation date was delayed by a year, until August 2021.

#### **4. Accounts Commission**

- 4.1. The overall aim of the audit by the Accounts Commission was to examine the progress made by the Scottish Government and local authorities to deliver the expansion of funded ELC and how to evaluate impact.
- 4.2. The focus of the assessment was based on: -
  - i) what progress the Scottish Government and councils had made in addressing the main risks to expanding funded ELC;
  - ii) what progress the Scottish Government had made with planning how to assess the effectiveness of the expansion.
- 4.3. The Accounts Commission reported that, overall, local authorities have made good progress in many aspects of the policy implementation. Councils have completed most of the infrastructure projects and have staff in place. Most parents are happy with the flexibility available and councils and funded providers are offering the extra hours. The Scottish Government has allocated around £1 billion a year for funded ELC, but it does not know the total amount of money spent by councils on the expansion from 600 to 1,140 hours.
- 4.4. Some risks have changed since the expansion came into effect in August 2021, posing a threat to the sustainability of progress. There are particular concerns about workforce, future funding for funded ELC and the sustainability of funded providers. There are also a number of data gaps making it harder to plan and manage services.
- 4.5. Overall, the quality of funded ELC settings is high, but risks remain. The Scottish Government emphasised the importance of quality in the expansion of funded ELC provision. The Scottish Government and COSLA jointly agreed the national standard which is intended to ensure that all children receive high-quality ELC regardless of where they get their funded place. All providers of funded ELC must have Care Inspectorate quality evaluations of good or better on key inspection questions that relate to quality of care and learning, staffing, management, leadership and environment. Where a setting fails to meet the required standards, this can ultimately result in a council removing their funded provider status.
- 4.6. In December 2021, 89 per cent of funded ELC providers had the grades required by the National Standard compared to 91 per cent of settings in December 2020. It continues a downward trend from 93 per cent of settings in 2014.
- 4.7. Fewer full inspections were carried out in 2020 and 2021 because routine inspections were suspended at times during the pandemic.
- 4.8. It is worth noting that, in South Lanarkshire during 2022/2023, 6 Early Years inspection reports were published, with associated evaluative grades for Quality Indicators. 5 of the inspections were inspections of nursery classes within primary schools with 1 inspection of a standalone nursery school. All received positive outcomes with a grade of good or above for all Quality Indicators.
- 4.9. Areas for action  
The Accounts Commission has identified many gaps in the data available on funded ELC. Appendix 1 (Exhibit 4) sets out some examples of these and their potential impact.

- 4.10. Some of these gaps relate to areas where data is likely to be available at a local level but is not gathered consistently to provide a national picture. Although councils may be able to use this information locally to inform service planning, these gaps make it harder for the Scottish Government to plan national policies for local implementation. This perceived lack of consistency between councils is, to an extent, a result of the delay to the new software for councils to record more detailed administrative data on funded ELC through a standard approach.
- 4.11. The new software is being developed by SEEMiS, funded by councils, that provides education management information systems. The Scottish Government grant funded the development in 2019 and the limited liability partnership contracted with a third party to develop the software. This was intended to be in place by August 2020. However, as the Accounts Commission reported in March 2020, delays in signing a contract and technical issues meant the software was already delayed beyond August 2020. In February 2022, the limited liability partnership terminated the contract with the third-party developer. Ministers have agreed to a second grant to allow the limited liability partnership to develop the software in-house, with support from external parties, with final details still to be confirmed. Current estimates are for the software to be completed by March 2024 with the go live date still to be determined by councils.

## **5. Accounts Commission Recommendations and the Next Steps**

- 5.1. The Accounts Commission has published the following recommendations:

The Scottish Government and councils should:-

- ◆ work together to review data held locally by councils and plan how to gather data consistently to address the data gaps at a national level highlighted throughout the report. Data to improve planning and monitoring will help manage the risks highlighted in the report; in particular, data on: – the movement of the ELC workforce between the public, private and third sectors – demand for both funded ELC and childcare paid for directly by parents – the extent to which children with additional support needs are not accessing funded ELC, the reasons for this, and the extent of any unmet needs

The Scottish Government should:-

- ◆ work with councils and other stakeholders to develop long-term workforce plans for the sector to address the risks to sustainability and meet future demand
- ◆ work with councils to urgently put in place a process for monitoring progress with providers paying the living wage to staff delivering funded ELC. This information is crucial to inform future decisions on funding and workforce which are key risks to the sustainability of the sector
- ◆ capture and consider children's views as part of future evaluation of the policy, in line with Article 12 of the United Nations Convention on the Rights of the Child
- ◆ improve planning for, and implementation of, future policies by working with stakeholders to make plans to gather the necessary data for managing and planning services at an early stage. This should include plans to gather consistent data on the costs of delivering future policies, to help assess whether they are achieving value for money and delivering the intended outcomes

- 5.2. There are no specific points of action that are required immediately by the Council given the investment made to expand both our early and childcare infrastructure and workforce to meet, wherever possible, the needs of parents/carers and families across South Lanarkshire. Over 7500 children and their families are benefitting from the council's investment in early learning and childcare. The table below shows the comparison from June 2022 through to June 2023.

Nos of children in South Lanarkshire in early learning and childcare.

	<b>Admissions Aug 2023 - June</b>			<b>Admissions Aug 2022 - June</b>		
	<b>LA</b>	<b>PP</b>	<b>Total</b>	<b>LA</b>	<b>PP</b>	<b>Total</b>
N4/5	4,398	2,456	6,854	4,312	2,313	6,625
N3	567	6	573	506	14	520
N2	95	0	95	110		110
<b>Total</b>	<b>5,060</b>	<b>2,462</b>	<b>7,522</b>	<b>4,928</b>	<b>2,327</b>	<b>7,255</b>

## **6. Employee Implications**

6.1. None

## **7. Financial Implications**

7.1. Financial implications will be managed from within existing budgetary resources.

## **8. Climate Change, Sustainability and Environmental Implications**

8.1. There are no implications for climate change, sustainability or the environment associated with this report.

## **9. Other Implications**

9.1. There are no risk implications in terms of the information contained in this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

10.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.

10.2. The ownership of this report lies with Audit Scotland and reference is made within it to the extent of engagement with a range of stakeholders.

**Carole McKenzie**

**Executive Director (Education Resources Resources)**

7 September 2023

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **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

11

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Scottish Attainment Challenge (SAC) - Triannual Report 3 (June 2023)</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the report published by Education Scotland on the Scottish Attainment (SAC) programme in South Lanarkshire

## 2. Recommendation(s)

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

- (1) that the Scottish Attainment Challenge, Triannual report 3 (June 2023) published by Education Scotland is noted.

## 3. Background

3.1. Education Scotland, in June 2023, published a triannual report on the progress made by South Lanarkshire Council in implementing the Scottish Attainment Challenge (SAC) programme.

3.2. The report provides an update on the steps taken since the publication of the Triannual Report 2, published in March 2023, and is based on the following key themes with the conclusion focussing on the overall progress made during 2022-23.

### Themes

Learning, teaching and assessment

Learning and teaching

Assessment

Partnerships

Professional learning

Next steps for continuous improvement

Stretch aims

Broad General Education

Senior phase

Annual Participation Measure

Health and wellbeing

“Plus” stretch aims

Overall progress for 2022-23

3.1. A copy of the full report and its findings is provided at Appendix 1.

#### **4. Summary of Key Highlights**

- 4.1. The main focus for the Triannual report was on learning, teaching and assessment. In section 1 of the triannual report, an update on the progress towards next steps is highlighted with a specific reference to:
- ◆ Support and challenge all schools to use the Data Portal, the Focus tool, and the Broad General Education (BGE) benchmarking tool, to interrogate data to inform improvement
- 4.2. Strengths:
- ◆ The data officer supports schools to now have access to their own local authority data
  - ◆ This has positively impacted on the level of analysis of data being conducted by all staff
- 4.3. Collaborative sessions with secondary headteachers, following the publication of 2021-22 leavers' data, to identify School improvement Priorities (SIP)
- ◆ Secondary headteachers and school equity leads' networks continue to inform practice and provide evidence of progress to date. Insight analysis sessions in early June encouraged a more forensic approach to planning and reporting, linking Insight to the revised national guidance Collaborative sessions with secondary headteacher, following the publication of 2020-21 leavers' data, to identify school improvement
- 4.4. Strategic Equity Fund (SEF) workstream leads evaluating progress against outcomes and measures. This will support the development of local improvement priorities for 2023-24
- ◆ Evidence sharing took place in May with all projects reporting positive progress towards stretch aims
- 4.5. Nuffield Early Language Intervention to continue into session 2023-24
- ◆ The intervention began in January 2023. A survey, completed in March, baselined confidence levels of staff. Impact on confidence both in delivery and gained by participating young people is positive
- 4.6. Scaling-up of the SEF Test of Change project on attendance
- ◆ The newly formed Attendance A5 Operating Procedure review group met in early May. This has will resulted in revised operating procedures and a suite of attendance resources to support all schools in 2023/2024
- 4.7. Increased monitoring and tracking of Care Experienced targeted learners to identify and measure the impact on attainment
- ◆ The newly formed Care Experienced and Young People's (CECYP) plan includes local stretch aims
  - ◆ Data published in February 2022, for a cohort of fifty young people, indicates local stretch aims for 2022/2023 have been surpassed at Level 5 and at Level 6
- 4.8. Strategies for learning and teaching
- ◆ All Strategic Equity Fund (SEF) projects included defined outcomes and measures
  - ◆ Maths Recovery is well established and implemented across 105 establishments with 327 staff trained across three courses and five practitioners having completed stage two of the trainer programme
  - ◆ The Foundations of Literacy in Primary 1 Pack (FLIPP) is an early intervention resource for the first 6 weeks of primary one

- ◆ The 'Being Me' South Lanarkshire Council Play strategy was launched and is supported by resources and professional learning from the Play Pedagogy hub
- ◆ Quality Lead Officer (QLO) visits take place proportionate to need with a focus on Quality indicator 2.3 and equity
- ◆ The curriculum support folder has been issued to all schools to support the creation and maintenance of an inclusive curriculum
- ◆ Improving Our Classroom/School (IOC/IOS) programmes provide pedagogical professional learning opportunities
- ◆ The Young Leaders of Learning network is well established and encourages children and young people's views on a range of improvement matters
- ◆ All schools are implementing their own approaches to Participatory Budgeting consultations and use at least 5% of received PEF to impact on school ethos and culture

#### 4.9. Assessment

- ◆ There remains a well-established commitment to moderation in school and at cluster level with all staff.
- ◆ Local and national standardised assessments, and decisions regarding their implementation, are taken at local and school level
- ◆ The curriculum support folder is a significant resource that is revised periodically to ensure the latest evidence, research and pedagogical support is provided to schools to build and adapt curricular provision in individual school settings
- ◆ Local Quality Assurance Moderation Support Officers (QAMSOs) are actively engaged in supporting staff across the authority
- ◆ Quality assurance visits from QLOs take place regularly, but notably before primary schools submit ACEL predictions. These visits include ongoing support on the use of data and further planned conversations after the final ACEL submission are completed where appropriate
- ◆ A robust, and nationally shared, governance and reporting structure for Strategic Equity Fund (SEF) related workstreams and related projects has been implemented

#### 4.10. Partnerships

- ◆ Educational Psychologists and Attachment Officers coordinate a SEF project on nurture
- ◆ A service level agreement with NHS speech and language provides a range of support from therapists in schools, health centres and at homes
- ◆ Motivation, Commitment and Resilience (MCR) coordinators are engaging with over two hundred young people in S1 and S2
- ◆ Action for Children has delivered Bounce Back support in thirty-two identified schools
- ◆ The Attainment Scotland Fund (ASF) allows for the deployment of Youth Family and Community Learning Officers who support and lead family workshops in some individual establishments
- ◆ Some schools engage through PEF equity leaders direct support from Community Learning and Development
- ◆ The Access to Engineering Academy has enabled young people to participate in the access programme for studying engineering. This has led to further learning opportunities in the University of Strathclyde's Engineering Academy. Successful partnerships provide learners with the opportunity to develop engineering skills at SCQF level 6

#### 4.11. Professional learning

- ◆ Professional learning is targeted, and distinct programmes exist for staff at various stages and levels in their career
- ◆ There is highly effective engagement with partners and Education Scotland to support aspects within these programmes
- ◆ Case studies are identified through regular equity network meetings. These are shared on the local digital equity hub

4.12. Sections 3 and 4 in the Triannual report 3 focus on the 'next steps for continuous improvement for learning, teaching and assessment' and on 'progress towards stretch aims' and these will continue to be taken forward in this academic year.

## **5. Summary of Overall Progress in Implementing the Scottish Attainment Challenge for 2022-23**

5.1. Overall, the local authority has demonstrated considerable progress in its implementation of the Scottish Attainment Challenge (SAC) refresh, in particular governance around Strategic Equity Fund (SEF) and Pupil Equity Fund (PEF).

5.2. The SAC and related Attainment Scotland Funds are targeted to those learners with the greatest needs because of poverty-related barriers to learning.

5.3. The SEF plan compliments the wider education priorities for 2022-23.

5.4. Education, the inclusion service, and care-experienced teachers are working more effectively.

5.5. PEF underspend has decreased significantly due to improved processes that better reflect the needs of schools. This has involved focused support from the centre and attainment advisor.

5.6. Professional learning on self-evaluation is targeted at various levels and equity features in all relevant network sessions

5.7. Education Resources will, over the coming school session, continue to build on the progress identified in this Triannual report 3 with a clear emphasis on maximising this level of funding to support poverty-related barriers to learning and improve better outcomes for children and young people.

## **6. Employee Implications**

6.1. None.

## **7. Financial Implications**

7.1. Financial implications are within existing budgetary resources.

## **8. Climate Change, Sustainability and Environmental Implications**

8.1. There are no implications for sustainability, climate change, or the environment in terms of the information contained in this report.

## **9. Other Implications**

9.1. There are no implications for risk in terms of the information contained in this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

10.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.

10.2. Education Scotland in their Triannual report of 3 June 2023 includes details on the extent of their engagement with the local authority and stakeholders.

**Carole McKenzie**  
**Executive Director (Education Resources)**

7 September 2023

**Link(s) to Council Values/Priorities/Outcomes**

- ♦ Education and learning: inspiring learners, transforming learning, strengthening partnerships.

**Previous References**

Education Resources Committee – 13 September 2016

**List of Background Papers**

Scottish Attainment Challenge, Triannual report (3 June 2023)

**Contact for Further Information**

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# Scottish Attainment Challenge

**Triannual Report 3**

**June 2023**

**South Lanarkshire Council**

**For Scotland's learners, with Scotland's educators**

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## Section 1

### 1.1 Introduction

This report provides an overview of the local authority's progress in implementing the Scottish Attainment Challenge (SAC) programme. The key theme for this report is learning, teaching and assessment. The final section provides a summary on the overall progress that the local authority has made in 2022-23.

### 1.2 Progress towards next steps

**To support and challenge all schools to use the Data Portal, the FOCUS tool, and the Broad General Education (BGE) Benchmarking tool, to interrogate data to inform improvement**

The data officer supports schools to now have access to their own and local authority data. This has positively impacted the level of analysis of data being conducted by all staff. There are plans to continue support across the learning communities aiming to bring a greater consistency of data analysis among schools. One learning community have already undertaken specific training together on the use of the new BGE Benchmarking tool. A version of this will soon be available for secondary schools.

**Collaborative sessions with secondary headteachers, following the publication of 2021-22 leavers' data, to identify School improvement Priorities (SIP)**

Secondary headteachers and school equity leads' networks continue to inform practice and provide evidence of progress to date. Insight analysis sessions in early June encouraged a more forensic approach to planning and reporting, linking Insight to the revised national guidance. These sessions were well attended and as a result, attendees reported that they are more confident in their ability to plan effectively with greater awareness of available support from the central team and attainment advisor.

**Strategic Equity Fund (SEF) workstream leads evaluating progress against outcomes and measures. This will support the development of local improvement priorities for 2023-24**

Evidence sharing took place in May with all projects reporting positive progress towards stretch aims. In June, project leads will share impact more widely across schools, with a view to scaling-up for 2023-24. Case studies will be compiled during 2023-24.

## **Nuffield Early Language Intervention to continue into session 2023-24**

The intervention began in January 2023. A survey, completed in March, baselined confidence levels of staff. Baseline sampling from learners covered 10% of young people from thirty-two participating schools. One school, who have been using a variation of the intervention, has positive impactful qualitative data, and is to share this with literacy coordinators. A further twenty-eight schools are participating in 2023-24. Impact on confidence both in delivery and gained by participating young people is positive.

## **Scaling-up of the SEF Test of Change project on attendance**

The newly formed Attendance A5 Operating Procedure review group met in early May. This consists of staff from both primary and secondary sectors, as well as central colleagues. Consultation with the Scottish Children's Reporter Administration and Social Work will feature as part of the review. This will result in revised operating procedures and a suite of attendance resources to support all schools in 2023-24. It is anticipated that a group of schools will trial new methods prior to them being approved and distributed.

## **Increased monitoring and tracking of Care Experienced targeted learners to identify and measure the impact on attainment**

The newly formed Care Experienced and Young People's (CECYP) plan includes local stretch aims. Required improvements in literacy and numeracy were identified for this targeted group, and the rationale for improvement communicated effectively through a series of network events. Although there are smaller numbers of CECYP in primary, managers have a much clearer focus on the specific interventions in their schools. There remains scope to include in-year progress and attendance data in plans for 2023-24. Data published in February 2022, for a cohort of fifty young people, indicates local stretch aims for 2022-23 have been surpassed at Level 5 and at Level 6. Through a tutoring programme, teachers of CECYP, support families and young people from S3-6. The attainment advisor will focus professional learning in June on using Insight for improvement.

## Section 2

Theme: Learning, teaching and assessment

### 2.1 Strategies for learning and teaching

All Strategic Equity Fund (SEF) projects included defined outcomes and measures. Project leads meet every eight weeks to update senior leaders on progress. A centrally produced curriculum support folder, refreshed in late 2022, is used to varying degree across all schools. A group of 10 headteachers have supported schools with curriculum rationale development and with programmes of study. Maths Recovery is well established and implemented across 105 establishments with 327 staff trained across three courses and five practitioners having completed stage two of the trainer programme. The Foundations of Literacy in Primary 1 Pack (FLIPP) is an early intervention resource for the first 6 weeks of primary one. An overview of related professional learning is in place. In May, The 'Being Me' South Lanarkshire Council Play strategy was launched and is supported by resources and professional learning from the Play Pedagogy hub.

Quality Lead Officer (QLO) visits take place proportionate to need with a focus on Quality indicator 2.3 and equity. This includes ongoing quality assurance and more intensive support in areas such as Achievement of Curriculum for Excellence Level (ACEL), Pupil Equity Fund (PEF) plans and Profile of Spend, inspections and capacity building.

The curriculum support folder has been issued to all schools to support the creation and maintenance of an inclusive curriculum. The central team are aware that further work needs to be done to bring greater consistency to the three core areas of Scottish Attainment Challenge (SAC) focus, those being literacy, numeracy, health, and well-being.

Improving Our Classroom/School (IOC/IOS) programmes provide pedagogical professional learning opportunities. As a result, those engaged are actively sharing practice and learning.

The Young Leaders of Learning network is well established and encourages children and young people's views on a range of improvement matters. Pupil voice is encouraged throughout all schools and where this is best embedded, children and young people are contributing towards the leading of learning and improvement planning. All schools are implementing their own approaches to Participatory Budgeting consultations and use at least 5% of received PEF to impact on school ethos and culture.

## 2.2 Assessment

There remains a well-established commitment to moderation in school and at cluster level with all staff. This is evident through working time agreements. Staff engage in numerous local and national networking groups and contribute effectively. The impact is greater consistency in moderation across the authority and the opportunity to highlight practice and learn from others.

Local and national standardised assessments, and decisions regarding their implementation, are taken at local and school level. The learning is used to inform teacher professional judgement and to learning and teaching experiences.

The curriculum support folder is a significant resource that is revised periodically to ensure the latest evidence, research and pedagogical support is provided to schools to build and adapt curricular provision in individual school settings. A dedicated training day was set aside in late 2022 to collaborate with school leaders in this area.

Local Quality Assurance Moderation Support Officers (QAMSOs) are actively engaged in supporting staff across the authority. In addition to this, Moderation Coordinators lead in every school effectively supported by the central team of QLOs.

Quality assurance visits from QLOs takes place regularly, but notably before primary schools submit ACEL predictions. These visits include ongoing support on the use of data and further planned conversations after the final ACEL submission are completed where appropriate.

A robust, and nationally shared, governance and reporting structure for Strategic Equity Fund (SEF) related workstreams and related projects has been implemented. This includes eight-weekly updates on progress and impact related to the use of the SEF. This is proving highly effective in providing progress updates at regular points throughout the year.

## 2.3 Partnerships

Educational Psychologists and Attachment Officers coordinate a SEF project on nurture. A good practice guide has in part been completed to support a whole school approach. Effective practice has been collated during school visits. Boxall training evaluations indicate positive changes in practice. The education psychology department have supported the use of the resource in schools.

A service level agreement with NHS speech and language provides a range of support from therapists in schools, health centres and at homes. Work between therapists and the inclusion team has resulted in a range of class activities and interventions being identified and implemented at classroom level.

Motivation, Commitment and Resilience (MCR) coordinators are engaging with over two hundred young people in S1 and S2. The impact has been a rise in attendance, notably with targeted learners. The Youth Employability Service have an assigned individual key worker to each learner. Young people have developed confidence, health and wellbeing and employability skills from engaging with the 'Routes to Work' programme.

Action for Children has delivered Bounce Back support in thirty-two identified schools. As a result, learners reported an increase in their confidence, being able to cope better in tricky situations and knowing who to ask for help.

The Attainment Scotland Fund (ASF) allows for the deployment of Youth Family and Community Learning Officers who support and lead family workshops in some individual establishments. The 'parental involvement and engagement strategy' focuses on National Improvement Framework (NIF) priorities linked to the national action plan – Learning Together, and challenges schools to include family learning and engagement within school improvement plans (SIPs).

Community Learning and Development (CLD) are not funded directly through the ASF however, some schools engage through PEF equity leaders. Presentations for awards through CLD and other community workers has risen by 100% to over 1,500 in one year.

The Access to Engineering Academy has been in some secondary schools since 2020. Targeted groups of young people participate in the access programme for studying engineering. This has led to further learning opportunities in the University of Strathclyde's Engineering Academy. Successful partnerships provide learners with the opportunity to develop engineering skills at SCQF level 6.

## 2.4 Professional learning

A 'Pedagogy Palette' has been digitally created to provide staff with access to a wide range of resources related to play. Training has been completed with twenty-nine schools, from which, seventeen are presenting their practitioner enquiry this term. High-quality learning, teaching and assessment is supported by central team equity leads through the IOC/IOC and nurture programmes. A local digital equity toolkit provides highly effective school resources. Four primaries are on track to complete the IOS programme which includes a focus on analysing equity data. Schools are reporting a decrease in numbers of children requiring stage 1

interventions, increased engagement in learning environments, and improved numbers of children being on track for achieving Early Level literacy and numeracy. Confidence questionnaires evidence positive responses towards pedagogical understanding.

Specific targeted equity related training has been part of the Newly Qualified Teachers' professional learning offer throughout 2022-23. A variation of which has been replicated through existing, and well-established equity network sessions. Equity sits as an integral part of wider improvement priority support, such as maths recovery, literacy, and nurture professional learning (PL).

The local digital equity hub is well signposted throughout all equity and headteacher network sessions. This resource provides high quality relevant opportunities for PL engagement. Equity newsletters are distributed every five to six weeks to all teaching staff in all establishments.

Professional learning is targeted, and distinct programmes exist for staff at various stages and levels in their career. There is highly effective engagement with partners and Education Scotland to support aspects within these programmes.

Case studies are identified through regular equity network meetings. These are shared on the local digital equity hub. The PL development coordinator supports this approach effectively. Literacy and numeracy coordinators events and principal teacher/faculty heads for maths have all had input on the equity and excellence agenda. Practitioners and support staff leading the Nuffield Early Language Intervention (NELI) and Maths Recovery have also had PL input on targeting those most disadvantaged by poverty.

## Section 3

### 3.1 Next steps for continuous improvement for learning, teaching and assessment

- Plans are underway to ensure that the curriculum and embedding equity and inclusion learning teaching and assessment strategies, are a priority focus within the Education and Service Plan for 2023-24.
- Supporting staff to develop more effective equitable approaches to learning and teaching implemented through a considered, consulted and identified approach to collaborative engagement with stakeholders. This process, already underway has identified areas for improvement and gaps to prioritise for the year ahead.
- Continue to develop the 'Pedagogy Palette', with play pedagogy to be more embedded throughout more establishments.
- Continue to promote IOC/IOS and invest in staff to build capacity and continue to promote resources that have been produced as part of the programme?
- Evidence and analyse the impact in 2023-24 of the investment in coaching and modelling for learners.

## Section 4

### 4.1 Progress towards stretch aims

#### 4.1.1 Broad General Education

The authority is cautiously optimistic towards meeting its literacy 1,4,7 combined target. The Nuffield Early Language Intervention is beginning to produce positive qualitative data. The Foundations of Literacy P1 pack will provide positive early level impact during session 23-24 as will the Writing Unwrapped approaches at First level.

The authority is on-track to meet its numeracy 1,4,7 combined target. Maths Recovery has trained staff from one hundred and five establishments.

#### 4.1.2 Senior Phase

The local authority is unable to provide quantitative data for one at level 5 and 6 (SQC A-C) at the time of writing however, school senior leaders are more effectively targeting available resource. Whilst groups of potential leavers in S4 and S5 are identified and tracked, it remains impossible to provide an accurate figure on how many will leave.

#### 4.1.3 Annual Participation Measure

The Interim Participation Snapshot for the Annual Participation Measure has a local figure of 91.7% for 16–19-year-olds, 0.9pp above the national average. A further increase by 1.3pp is needed to reach the stretch aim. This would result in the gap narrowing by 0.1pp. The youth employability service works closely with Skills Development Scotland to track all young people's destinations.

#### 4.1.4 Health and wellbeing

Whilst unable to provide an overall authority Health and Wellbeing figure on attendance, the eleven primary schools involved in a Test of Change group have improved attendance by 2.3pp, 1.2pp faster than other schools. Quintile 1 (Q1) and those with Free Meal Entitlement (FME) has risen by 1.8pp. The five secondary schools have collectively improved attendance by 0.1pp. Q1 and those with Free Meal Entitlement (FME) have dipped less sharply than other schools.

#### 4.1.5 'Plus' stretch aims

The authority reflect that the senior phase aims and plus aims for level 5 and 6 are a challenge because of published data in Spring but remains committed to

supporting learners and schools through implementing more robust tracking and monitoring of potential leavers and their current presentation levels.

Targeted work using S4 Insight data has been implemented and should result in lower numbers of S4 leavers.

It is expected that the Cost of the School Day target will be met by September 2023 despite lead staff absence for much of the year.

#### 4.2 Summary of overall progress in implementing the Scottish Attainment Challenge for 2022-23

Overall, the local authority has demonstrated considerable progress in its implementation of the Scottish Attainment Challenge (SAC) refresh, in particular governance around Strategic Equity Fund (SEF) and Pupil Equity Fund (PEF). The SAC and related Attainment Scotland Funds are targeted to those learners with the greatest needs because of poverty-related barriers to learning. The SEF plan compliments the wider education priorities for 2022-23.

- To improve Health and Wellbeing to enable children and families to flourish
- Ensure inclusion, equity and equality are at the heart of what we do
- Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy
- Support children and young people to develop their skills for learning, life, and work
- Empower learners to shape and influence actions on sustainability and climate change

Education, the inclusion service, and care-experienced teachers are working more effectively. PEF underspend has decreased significantly due to improved processes that better reflect the needs of schools. This has involved focused support from the centre and attainment advisor. Professional learning on self-evaluation is targeted at various levels and equity features in all relevant network sessions.

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# Report

12

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Independent Review of Qualifications and Assessment in Scotland</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide an update on the national Independent Review of Qualifications and Assessment in Scotland following the publication in June 2023 of the report “It’s Our Future”.

## 2. Recommendation(s)

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

- (1) that the content of the report be noted.

## 3. Background

3.1. An Independent Review of Qualifications and Assessment was announced by The Scottish Government in October 2021. The Review was initiated in response to:-

- ◆ recommendations in the OECD’s Independent Review of Scotland’s school curriculum (2021)
- ◆ the COVID-19 pandemic and a renewed debate around assessment following the cancellation of National 5, Higher and Advanced Higher exams in 2020 and 2021
- ◆ Professor Gordon Stobart’s OECD paper setting out possible options for Scotland’s future approach to assessment and qualifications (2021)
- ◆ Professor Ken Muir’s report (2022) – Putting Learners at the Centre

Professor Louise Hayward was appointed to lead the Review and began work in Spring 2022

3.2. The aim of the Independent Review was to ensure that all Senior Phase learners have an enhanced and equal opportunity to demonstrate the width, depth, and relevance of their learning. The Review was concerned with Senior Phase qualifications in schools, colleges and wider educational settings. The focus was predominately learners aged 15-18 in all educational settings, but the Review also considered possible implications for home educated learners and for adult learners who study courses that fall within the Review’s remit.

#### **4. Review Process and Recommendations**

- 4.1. Professor Hayward developed an innovative model of engagement, designed to seek views on key issues from a wide range of participants including learners and teachers.
- 4.2. An Independent Review Group (IRG) was established including a range of participants with an interest in qualifications (learners and, as appropriate, parents/carers, those who design, develop and offer qualifications, from classroom teachers to national bodies, and those who use qualifications, colleges, employers and universities). To extend and deepen the range of those involved each IRG member led a Collaborative Community Groups (CCG).
- 4.3. The consultation and engagement process took place in 3 phases:
  - to establish the vision and principles that should underpin the new approach
  - to consider the options for change
  - to present a high-level model for consideration
- 4.4. Professor Hayward's final report was published on 22 June 2023.

[It's Our Future: Report of the Independent Review of Qualifications and Assessment \(www.gov.scot\)](http://www.gov.scot)

- 4.5. Recommendations in the final report focus on the introduction of a Scottish Diploma of Achievement (SDA) with three elements:
  - ◆ Personal Pathway
  - ◆ Programmes of Learning
  - ◆ Project Learning
- 4.6. The Review recommends:
  - ◆ all learners should be offered the chance to experience learning in all elements of the Diploma and that these should be entitlements
  - ◆ the Diploma should be the graduation certificate offered in all settings where Senior Phase education is provided
  - ◆ there should be a digital profile for all learners which allows them to record personal achievements, identify and plan future learning
  - ◆ in a bid to strengthen parity of esteem between different types of qualifications there should be a move to use the terms 'SCQF level' as the key descriptor followed by type of qualification. E.g. SCQF Level 6 – Higher
  - ◆ the information on learners' achievements within the SDA, courses and projects should be aligned in Scottish Statistics on Attainment and Initial Leaver Destinations and INSIGHT data
- 4.7. There are also a number of recommendations on the change process and what has to happen if the Scottish Diploma of Achievement is to be developed successfully.

#### **5. Scottish Diploma of Achievement**

##### **5.1 Programmes of Learning**

The final report states that learners would continue to study in-depth individual areas of the curriculum, general subjects and vocational, technical and professional qualifications. These would remain a fundamental part of qualifications. Where currently qualifications are graded, e.g., Highers, Advanced Highers, they would

continue to be graded. Courses would be designed in modules. As learners complete modules, they would build credit. Where a qualification has an examination, the credit learners have built through the course would be combined with result from the final examination to obtain the final grade. This would reduce the risk for learners of performing only a single day event. A wider range of methods of assessment would be used and methods would be appropriate to the individual programme. The number of examinations in the Senior Phase would be reduced.

## 5.2. Personal Pathways

The central focus of the Personal Pathway is reflection on learning, whether that be learning in school, in college or in the community. The purpose of the Personal Pathway is to give learners the opportunity to personalise their qualification profile by selecting aspects of their experiences that reflect their interests, the contributions they make to society and their career aspirations in employment and to discuss these in a reflective way. The focus of the Personal Pathway is not on the number of experiences but on what an individual has learnt through an experience. The Personal Pathway would not be graded but would be subject to authentication processes. The Personal Pathway would be owned by the learner.

## 5.3. Project Learning

In Project Learning, learners would have the opportunity to use the knowledge and skills they have developed in their Programmes of Learning to tackle a significant question or problem that is important to them by undertaking a Project. For some learners, the focus could be on a global challenge, for example, climate change, migration or social justice. Projects may be undertaken individually or in groups, but assessment would be individual. Project Learning would not be graded but will be linked to SCQF levels each with a different number of credit points.

## 6. Next Steps

- 6.1. The Scottish Government is considering the report and recommendations and will respond in due course.
- 6.2. Local Authorities continue to consider the implications of the report, noting that the timeline for change has yet to be agreed.
- 6.3. The principles are welcome in that the SDA allows a broader range of a young person's achievements and attributes to be recognised and valued, and the intent is to reduce the assessment burden on young people.
- 6.4. Education Resources will continue to engage with the process and plan for change in line with the national approach.
- 6.5. In the meantime, schools will be supported to consider and develop:-
  - ◆ the range of programmes offered to young people
  - ◆ approaches to assessment and moderation
  - ◆ the ways in which we support individual personal achievement
  - ◆ a focus on skills for learning and work, including project-based learning

## 6. Employee Implications

- 6.1. None

## 7. Financial Implications

- 7.1. None

## **8. Climate Change, Sustainability and Environmental Implications**

- 8.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

## **9. Other Implications**

- 9.1. There are no implications for risk in terms of the information contained in this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1. 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.
- 10.2. The engagement process with stakeholders undertaken by the Independent Review Group is highlighted in paragraph 4 of this report.

**Carole McKenzie**

**Executive Director (Education Resources)**

6 September 2023

## **Link(s) to Council Values/Priorities /Outcomes**

- ◆ Education and learning: Inspiring learners, transforming learners and strengthening partnerships

## **Previous References**

- ◆ Education Resources Committee, September 2022: Independent Review of Qualifications and Assessment in Scotland – School Participation

## **List of Background Papers**

- ◆ Independent Review of Qualifications and Assessment - gov.scot (www.gov.scot)
- ◆ OECD Report – review of the curriculum

## **Contact for Further Information**

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# Report

**13**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>26 September 2023</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Standards and Quality Report 2022/2023</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the Education Resources' Standards and Quality Report for session 2022/2023.

## **2. Recommendation(s)**

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

- (1) that the Education Resources' Standards and Quality Report for session 2022/2023 be noted.

## **3. Background**

3.1. The Standards and Quality Report reflects how Education Resources, through its schools, establishments and services, takes forward the Council's vision of improving the lives and prospects for everyone in South Lanarkshire.

3.2. The focus over the last year for Education Resources has been to continue to work together to raise achievement and attainment, inspire learners and work in partnership with our communities so that children and young people have the best start in life and are supported to develop their skills for learning, life and work.

3.3. Our values and priorities are the building blocks for this Standards and Quality report as they are for our school and service improvement plans. This is to help ensure we have a shared and clear purpose and an ethos which empowers our schools and establishments to nurture ambition and aspirations, improve attainment and achievement and create and widen opportunities for all children and young people.

3.4. This Standards and Quality report provides an update on our performance and achievements over the last year against our five strategic priorities along with some examples of good practice.

## **4. South Lanarkshire Council Education Resources' Standards and Quality Report**

4.1. The purpose of the Standards and Quality Report is to provide high-level information about the performance and achievements of Education Resources. It has been written to provide information about how Education Resources is performing as a service, along with an insight into some of the activities being delivered to support the education and wellbeing of children, young people and families.

- 4.2. The Standards and Quality Report is designed to address progress towards meeting Education Resources' key priorities, namely to:-
- ◆ improve health and wellbeing to enable children and families to flourish
  - ◆ ensure inclusion, equity and equality are at the heart of what we do
  - ◆ provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy
  - ◆ support children and young people to develop their skills for learning, life and work
  - ◆ empower learners to shape and influence actions on climate change and sustainability
- 4.3. The 2022/2023 Standards and Quality Report makes specific references to the impact of the pandemic and the fact schools and establishments are still deemed to be in the recovery phase given that restrictions were still in place up until the end of the Spring in 2022.
- 4.4. It reports on all elements of our service, whilst acknowledging that it is neither possible, nor desirable, to capture every single achievement in this manner.
- 4.5. The Standards and Quality Report is designed to be read by a wide audience of stakeholders, including councillors, staff, parents, young people and members of the public and has been written in an accessible format and in plain English, wherever possible.

## **5. Next Steps**

- 5.1. The Standards and Quality report sets out how our schools, educational settings and services will improve. Our recent positive inspection reports continue to evidence high standards and our work in looking after our most vulnerable children and families will continue. This will require us to maintain and focus on prevention and early intervention approaches as well as a continued focus on high standards of educational delivery.
- 5.2. Education Resources will continue to submit to this committee a progress report on performance against the measures and actions highlighted in the Resource Plan at quarters 2 and 4.
- 5.3. Education Resources will continue to use the data we hold more effectively to effect improvement and achieve better outcomes for children, young people and families.
- 5.4. Work is ongoing to enable this report to be shared publicly via the SLC website in a format that meets the accessibility standards. A copy will be made available for all schools, establishments and elected members and other stakeholders.
- 5.5. There is a requirement under the Standards in Scotland's Schools. Etc (Scotland) Act 2000 to publish an annual Standards and Quality report. A similar report will be published in the autumn term of each year, reflecting the work of the previous school session. The format and content will continue to meet national requirements for reporting and provide information on performance as well as a focus on what is making a difference and recognising success.

## **6. Employee Implications**

- 6.1. None.

## **7. Financial Implications**

- 7.1. Financial implications are within existing budgetary resources.

## **8. Climate Change, Sustainability and Environmental Implications**

- 8.1. There are no implications for sustainability, climate change, or the environment in terms of the information contained in this report.

## **9. Other Implications**

- 9.1. There are no implications for risk in terms of the information contained in this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

- 10.1 This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 10.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report. However, the Standards and Quality report by its nature is produced from the evidence gathered from schools, establishments and services and other stakeholders.

**Carole McKenzie**

**Executive Director (Education Resources)**

5 September 2023

## **Link(s) to Council Values/Priorities/Outcomes**

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

## **Previous References**

- ◆ Education Resources Committee – 15 November 2022

## **List of Background Papers**

- ◆ Education Resources Resource Plan 2022/23
- ◆ South Lanarkshire Council Strategic Equity Fund Plan
- ◆ Standards in Scotland's Schools. Etc (Scotland) Act 2000

## **Contact for Further Information**

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