SOUTH LANARKSHIRE COUNCIL

Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 24 April 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, 02 May 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, John Bradley, Ross Clark, Margaret Cowie, 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, Allan Falconer, 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, Hilary Kirby

BUSINESS

1 **Declaration of Interests**

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

Monitoring Item(s)

3 **Education Resources - Revenue Budget Monitoring 2022/2023**   15 - 18
Joint report dated 28 March 2023 by the Executive Directors (Finance and
Corporate Resources) and (Education Resources). (Copy attached)

4 **Education Resources - Capital Budget Monitoring 2022/2023**   19 - 22
Joint report dated 12 April 2023 by the Executive Directors (Finance and
Corporate Resources) and (Education Resources). (Copy attached)

5 **Education Resources – Workforce Monitoring – December 2022 to**   23 - 30
February 2023
Joint report dated 30 March 2023 by the Executive Directors (Finance and
Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Decision

6 **Education Resource Plan 2023/2024**   31 - 52
Report dated 17 April 2023 by the Executive Director (Education Resources).
(Copy attached)

7 **Review of Admissions Policy for Early Learning and Childcare**   53 - 60
Establishments 2023
Report dated 6 April 2023 by the Executive Director (Education Resources).
(Copy attached)

Item(s) for Noting

Urgent Business

13   **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

Minutes of meeting held via Confero and in the Council Chamber, Council Offices, Almada Street, Hamilton on 14 February 2023

Chair:
Councillor Gavin Keatt

Councillors Present:
Councillor Alex Allison, Councillor John Anderson, Councillor Ross Clark, Councillor Margaret Cowie, Councillor Mary Donnelly *(substitute for Councillor Geri Gray)*, Councillor Allan Falconer, Councillor Grant Ferguson, Councillor Elise Frame, Councillor Alistair Fulton, Councillor Mark Horsham, Councillor Cal Johnston-Dempsey, Councillor Susan Kerr (Depute), Councillor Ross Lambie, Councillor Richard Lockhart, Councillor Eileen Logan, Councillor Katy Loudon, Councillor Julia Marrs *(substitute for Councillor John Bradley)*, Councillor Ian McAllan, Councillor Mark McGeever, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Margaret B Walker, Councillor David Watson

Councillors' Apologies:
Councillor John Bradley, Councillor Joe Fagan (ex officio), Councillor Geri Gray, Councillor Bert Thomson

External Members Present:
Jennifer Gaffney, Christine Hall, Joan Lennon, John Mulligan

External Members' Apologies:
Gillian Coulter, Dr Nagy Iskander, Hilary Kirby

Attending:
Education Resources
T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Broad General Education); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Service and School Estate)
Finance and Corporate Resources
L Harvey, Finance Manager (Resources); M C Lunny, Legal Services Adviser; P MacRae, Administration Adviser; K McLeod, Administration Assistant; E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy)

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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 15 November 2022 were submitted for approval as a correct record.

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

3 Education Resources - Revenue Budget Monitoring 2022/2023

A joint report dated 11 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted comparing actual expenditure at 29 December 2022 against budgeted expenditure for 2022/2023 for Education Resources and providing a forecast for the year to 31 March 2023.

As at 29 December 2022, there was a breakeven position against phased budget, after proposed transfer to reserves, as detailed in Appendix A of the report.

Following the Council's Probable Outturn exercise, the Resource had reported a breakeven position after proposed transfers to reserves of £1.500 million, approved as part of the overall Council position at the meeting of the Executive Committee held on 1 February 2023.

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

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

The Committee decided:

(1) that the forecast to 31 March 2023 of a breakeven position, after proposed transfers to reserves, as detailed in Appendix A of the report, be noted;

(2) that a breakeven position as at 29 December 2022, as detailed in Appendix A, after proposed transfers to reserves, be noted; and

(3) that the proposed budget virements be approved.

[Reference: Minutes of 15 November 2022 (Paragraph 3) and Minutes of the Executive Committee of 1 February 2023 (Paragraph 3)]

Councillors Donnelly and Johnston-Dempsey joined the meeting during consideration of the above item of business

4 Education Resources - Capital Budget Monitoring 2022/2023

A joint report dated 18 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted:-

♦ advising of progress of the capital programme for Education Resources for the period 1 April to 29 December 2022
♦ providing a predicted outturn position for the year to 31 March 2023

A report to this Committee on 15 November 2022 showed that the Education Resources' capital programme for the financial year 2022/2023 amounted to £13.918 million. This reflected the budget of £14.608 million reported at the previous meeting and adjusted to reflect changes, totalling a net decrease of £0.690 million, approved by the Executive Committee on 30 November 2022, as detailed in Appendix A to the report.

Current estimates suggested an outturn of £14.5 million. This represented a net overspend of £0.582 million.

Spend to 29 December 2022 amounted to £7.730 million, a position of £0.298 million behind profile, mainly reflecting the timing of payments on a number of projects.

The Committee decided:

(1) that the Education Resources' capital programme of £13.918 million, and expenditure to date of £7.730 million, be noted; and

(2) that the projected outturn of £14.5 million be noted.

[Reference: Minutes of 15 November 2022 (Paragraph 4) and Minutes of the Executive Committee of 30 November 2022 (Paragraph 4)]

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5 Education Resources – Workforce Monitoring – September to November 2022

A joint report dated 11 January 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 September to November 2022:-

♦ attendance statistics
♦ occupational health statistics
♦ accident/incident statistics
♦ disciplinary hearings, grievances and Dignity at Work cases
♦ analysis of leavers and exit interviews
♦ staffing watch as at 10 September 2022

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

The Committee decided: that the report be noted.

[Reference: Minutes of 15 November 2022 (Paragraph 5)]

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6 Education Resource Plan: Quarter 2 Progress Report 2022/2023

A report dated 18 January 2023 by the Executive Director (Education Resources) was submitted on the Education Resource Plan Quarter 2 Progress Report 2022/2023 for the period 1 April to 30 September 2022.

The Education Resource Plan 2022/2023 set out the objectives and actions to be managed and delivered by the Resource in the financial year 2022/2023. The Resource Plan measures were rated using a traffic light system of red, amber or green as well as blue (BRAG) which indicated that an action had been completed.

Details were provided on:-

♦ progress against all Resource Plan measures, as detailed in the Quarter 2 Progress Report 2022/2023, attached as Appendix 2 of the report
♦ key achievements made by the Resource in the period April to September 2022

No measures had been classified as red or categorised as "report later" or "contextual".

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

The Committee decided:

(1) that the Education Resource Plan Quarter 2 Progress Report 2022/2023, as summarised in paragraph 5.2 and attached as Appendix 2 of the report, be noted;

(2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3 of the report, be noted; and

(3) that it be noted that no areas had been identified as requiring improvement or to be reported later.

[Reference: Minutes of 6 September 2022 (Paragraph 8)]

7 Attachment Strategy for Education Resources – Update Report

A joint report dated 18 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on a proposal to extend the post of Attachment Development Officer within Education Resources from a 12 month to a 23 month secondment period.

On 9 November 2021, the Committee noted progress on the implementation of the Attachment Strategy for Education Resources and agreed that a post of Development Officer, to support the sustained and effective implementation of the Attachment Strategy, be established on a secondment basis for a period of 12 months. To ensure consistency of approach and sustainability following training, a range of initiatives had been introduced to support staff with implementation of the Strategy. Details of the initiatives were provided in the report.

Following a review of nurture practice and provision across South Lanarkshire, a new model of Attachment-Informed Practice was introduced to ensure consistency of approach, with the Attachment Strategy at the centre. An Attachment-Informed Steering group was established in August 2022 to support strategic direction and ensure consistency of practice. The Attachment-Informed Steering Group would continue to oversee and advise on next steps throughout the year.

In recognition of the staffing implications in implementing and co-ordinating the Attachment Strategy, it was proposed to extend the secondment of the Attachment Development Officer from the original 12 month period to a secondment period of up to 23 months. The cost of this proposal could be met from existing resources.

The Committee decided: that the post of Attachment Development Officer be extended from a 12 month secondment to a period of up to 23 months.

[Reference: Minutes of 9 November 2021 (Paragraph 7)]

Councillor Falconer joined the meeting during consideration of the above item of business

8 Scottish Government Consultation – Transfer of the Functions of Education Appeals Committees to the Scottish Tribunals

A joint report dated 24 January 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted providing an update on the Scottish Government's consultation in relation to the transfer of the functions of education appeals committees to the Scottish Tribunals.

Education appeals committees were established under the Education (Scotland) 1980 Act. Schedule A1 of the 1980 Act made further provision to the effect that the membership of the appeals committee was to consist of both members of the authority and persons who were not members, including parents of children of school age or persons whom the authority considered to have experience in education or who were acquainted with the educational conditions in the area of the authority. In practice, appeals committees usually consisted of elected councillors and local persons with strong experience in the education sector, such as parents of children of school age.

The Tribunals (Scotland) Act 2014 created a 2-tier structure for devolved tribunals, collectively known as the Scottish Tribunals. The consultation on the Bill for the 2014 Act set out the Scottish Government's intention to create a structure to enable a range of tribunals to move under the umbrella of the Scottish Tribunals, if appropriate, following discussions with interested parties. Subsequently, the 2014 Act included education appeals committees in the list of tribunals whose functions would transfer.

The Scottish Government's proposal was to take forward the transfer of the jurisdiction of appeals committees to the Scottish Tribunals as provided for by the 2014 Act. If approved, this process would require secondary legislation governing the operation of appeals committees to be put in place. This process would be expected to take at least 18 to 24 months from the date a decision was made to progress the transfer.

The consultation on the proposal provided an opportunity for users of appeals committees and those involved in their delivery to provide up to date evidence on the operation of appeals committees and to give views on the future of the education appeals process in Scotland.

Appendix 1 of the report highlighted parts of the consultation presented by the Scottish Government for the proposal on transfer of the functions of education appeals committees to the Scottish Tribunals. The Council's response to the consultation questions was provided in Appendix 2 to the report. The deadline for responses was Monday 6 February 2023, however, as the Education Resources Committee meeting was scheduled to take place following the deadline, the response stated that the Council might wish to provide a supplementary response following consideration of the response by this Committee.

There followed a discussion during which:-

♦ officers responded to members' questions on various aspects of the report
♦ members indicated that the Council's response to the first consultation question, indicating that it did not agree that appeals committees should transfer to the Scottish Tribunals, should be augmented to include the reasons for this view

The Chair advised that this aspect of the response would be considered further by officers and that any amendments to the response detailed in Appendix 2 to the report would be circulated to members prior to submission to the Scottish Government.

The Committee decided:

(1) that the Scottish Government's consultation on the transfer of the functions of education appeals committees to the Scottish Tribunals, as detailed in Appendix 1 to the report, be noted; and

(2) that the Council's response to the Scottish Government's consultation on the transfer of the functions of education appeals committees to the Scottish Tribunals, as detailed in Appendix 2 to the report, subject to amendment, be approved and forwarded to the Scottish Government.

Councillor Falconer left the meeting during consideration of the above item of business

In terms of Standing Order No 14, the Chair adjourned the meeting at 11.03am for a 5 minute period. The meeting reconvened at 11.08am without the attendance of Councillor Cowie and Joan Lennon, External Representative

9 Achievement of Literacy and Numeracy Curriculum for Excellence Levels 2021/2022

A report dated 25 January 2023 by the Executive Director (Education Resources) was submitted on the Curriculum for Excellence (CfE) levels in literacy and numeracy at stages P1, P4, P7 and S3 across all South Lanarkshire schools for the session 2021/2022.

On 13 December 2022, the Scottish Government published the Achievement of CfE Levels for 2021/2022 which were based on teacher professional judgements, as at June of each year. 2021/2022 was the first year in which a full data set had been collected for the four stages P1, P4, P7 and S3 since the COVID-19 pandemic began. An analysis was provided on the results for South Lanarkshire, together with a comparison of the national level for literacy and numeracy. The percentage of children who had achieved the expected CfE level relevant to their stage was reported. In all stages of literacy and numeracy, in 2021/2022, South Lanarkshire Council had performed above the national average.

Information on CfE levels and the expected levels by stage was provided in Appendix 1 to the report. The dataset also included information relating to the poverty related attainment gap between children from the most and least deprived backgrounds, in terms of the Scottish Index of Multiple Deprivation (SIMD). Appendix 2 to the report detailed information on SIMD and the attainment gap. The gap remained a challenge across the country, with none of the national data showing a gap which was less than pre pandemic levels. Within South Lanarkshire Council, while there were some measures where the attainment gap was less than in 2018/2019, nevertheless, this remained an area of focus for the Council's schools.

There followed a discussion during which officers responded to members' questions on various aspects of the report.

The Committee decided: that the Curriculum for Excellence levels in literacy and numeracy for 2021/2022 be noted.

[Reference: Minutes of 19 February 2019 (Paragraph 11)]

10 Supporting Women's Health in Schools and Educational Settings

A report dated 25 January 2023 by the Executive Director (Education Resources) was submitted providing an update on various approaches used within Education Resources in delivering menstruation supports in schools and the management of this approach in relation to women's health.

The Council was proactive in supporting Women's Health issues and had developed a Menopause Policy to provide educational information and useful links for employees to access further support. The Menopause Policy, which was being reviewed for communication across the Council, was applicable to all employees across all Council Services, including schools and educational establishments.

At its meeting on 28 September 2022, the Council approved a Motion to consider the necessity, feasibility, and implications of implementing a Menstruation Policy in the workplace.

The Council had introduced policies and procedures outlining the implementation of the Period Products (Free Provision) (Scotland) Act 2021 across the school estate and, in August 2022, had published a guidance document entitled 'Period Positive South Lanarkshire – Schools Guidance', attached as Appendix 1 to the report. One impact of this guidance was that, in all schools and educational settings, it was easy to collect period products at no cost as and when required.

As part of the de-stigmatisation procedures, schools and establishments ensured pupils were not negatively impacted by any absence due to menstruation. A member of staff, at each school, was responsible for period products and menstruation and they would take the lead on their school's procedures for absence due to menstruation and ensuring pupils affected could access work at home to keep up with their schoolwork.

Information and training on various aspects of the Health and Wellbeing curriculum was planned for teaching staff and delivered each term, improving and upskilling staff to develop confidence in delivery of sexual health topics. Feedback from participants involved was positive and liaison took place with several external providers to further support schools in their provision.

Officers responded to members' questions on various aspects of the report and undertook to:-.

♦   discuss with relevant colleagues, the provision of period products to the general public in certain areas where this was considered insufficient
♦   review the relevant documentation with a view to adding wording in relation to the discussion of the stigma of menstruation and the provision of relevant support

The Committee decided:

(1)   that it be noted that the Council's menopause policy and guidance review was applicable to employees across all Council Services, including schools, educational establishments and services; and

(2)   that it be noted that Education Resources had in place specific policies, procedures, and guidelines on engaging with children and young people on access to period products, de-stigmatisation and learning through Personal and Social Education (PSE).

[Reference: Minutes of South Lanarkshire Council of 28 September 2022 (Paragraph 6)]

11 Accessibility Strategy 2022 to 2025

A report dated 25 January 2023 by the Executive Director (Education Resources) was submitted on the development of Education Resources' updated Accessibility Strategy 2022 to 2025.

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 required local authorities to prepare and implement long-term strategies to improve access to education for pupils and prospective pupils with disabilities. Those strategies were also required to ensure that duties under the Equality Act 2010 were met. The Accessibility Strategy 2022 to 2025 would provide an overall purpose and direction for the work of all establishments and services in relation to inclusion and equality.

A consultation process had been undertaken, inviting views and comments on various aspects of the draft Strategy, and some minor amendments had been incorporated into the revised Strategy.

The finalised Strategy, attached as an appendix to the report, would be distributed to all services and establishments. Arrangements would also be made to publish the Strategy on the Council's website.

The Committee decided:

(1)   that the Education Resources' Accessibility Strategy 2022 to 2025, attached as an appendix to the report, be noted; and

(2)   that the arrangements to publish the Accessibility Strategy on the Council's website be noted.

[Reference: Minutes of 10 November 2015 (Paragraph 11)]

Christine Hall, External Member, left the meeting during consideration of the above item of business

12 Celebrating Success

A report dated 24 January 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.

13 Notification of Contracts Awarded - 1 April to 30 September 2022

A report dated 12 October 2022 by the Executive Director (Education Resources) was submitted on contracts awarded by Education Resources during the period 1 April to 30 September 2022. 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.

[Reference: Minutes of 8 February 2022 (Paragraph 17)]

14 Urgent Business

There were no items of urgent business.

South Lanarkshire Council

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Revenue Budget Monitoring 2022/2023 - 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 2022 to 24 February 2023 for Education Resources
- ♦ provide a forecast for the year to 31 March 2023

2. Recommendation(s)

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

(1) that the forecast to 31 March 2023 of a breakeven position after approved transfers to reserves, as detailed in Appendix A of the report, be noted;

(2) that a breakeven position as at 24 February 2023, as detailed in Appendix A, after approved transfers to reserves be noted; and

(3) that the proposed budget virements be approved.

3. Background

3.1. This is the fourth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2022/2023.

3.2. The Resources has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to the 31 March 2023. Details are included in section 6.

3.3. 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 £11.540m awarded for Pupil Equity Funding (PEF) and £1.473m for Strategic Equity Funding (SEF). Total budget for 2022/23 is £13.013m and this is contained within this reported position.

4.2. In relation to PEF funding, the £11.540m represents £2.590m 2021/22 carry forward and £8.950m for the 2022/23 allocation. Spend and commitment to date as at 24 February 2023 is £9.849m, with £1.691m still to spend. This includes known staff costs to 31 March 2023.

4.3. 2022/23 PEF funding is fully committed to spend by the end of the academic year June 2023 in line with the guidance. It is estimated that £1.500m will require to be carried forward at 31 March 2023 and used in April to June next year. This will be transferred to reserves at 31 March 2023 to meet spend and commitment in schools in line with 2022/23 School Improvement Plans. Schools continue to maximise spend where possible in line with these plans and therefore this will be monitored across the financial year.

4.4. In relation to SEF funding, spend and commitment to date is £1.376m with £0.097m still to spend. Staff costs to 31 March 2023 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend.

4.5. Committee will continue to be updated with the spend position for 2022/23 throughout the year on both programmes.

5.   Employee Implications
5.1.   None

6.   Financial Implications
6.1.   **Probable Outturn:** Following the council's probable outturn exercise, the Resource is reporting a breakeven position after approved transfers to reserves of £1.500m, see section 4.3 above. The Resource position is outlined in Appendix A.

6.2.   The Resource is showing a breakeven position including the cost of learning recovery, see section 6.5. This is the net effect of underspends in Early Years core budget, including Early Years fees, partially offset by overspends relating to mainstream transport costs and school placements which are demand led.

6.3.   In relation to mainstream transport costs, the previous report to Committee outlined a potential significant increase in spend on transport by Strathclyde Passenger Transport (SPT) for school transport depending on the outcome of contract renewals. The most current update on this position is an overspend of £2.489m this financial year and this is being managed within the overall Resource position.

6.5.   Learning recovery funding, provided by the Scottish Government and carried forward from prior years is £5.763m, and this is included within the reported position and this is fully committed to 31 March 2023. This has been used for increased staffing across schools and services, the continuation of enhanced cleaning and hygiene within schools to June 2022 and digital inclusion programmes. There is further £1.288m available that will be used to support staffing costs in April to June 2023 and the continuation of strategic programmes. This funding is all committed.

6.6.   **Position as at 24 February 2023:** The Resource position as at 24 February 2023 is a breakeven position after approved transfers to reserves. Detailed variance explanations are outlined in Appendix A.

6.7.   Virements are proposed to realign budgets across budget categories and with other Resources. These movements are detailed in the Appendix A of 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 and fuel (as well as general inflation pressures) this year which increase the risk of overspend however we have mitigated this going forward by providing additional funds in future years' budget strategy, and in this year, through some reserve funds available. There are also emerging underspends in employee costs which will help offset increasing inflationary pressures.

8.2. We will also continue to monitor the actual impact 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)

Tony McDaid
Executive Director (Education Resources)

28 March 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 24 February 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

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 24 February 2023 (No.11)

Education Resources Summary

	Annual Budget	Forecast for Year BEFORE Transfers	Annual Forecast Variance BEFORE Transfers	Annual Forecast Variance AFTER Transfers	Budget Proportion 24/02/23	Actual BEFORE Transfers 24/02/23	Variance 24/02/23		% Variance 24/02/23	Note
	£000	£000	£000	£000	£000	£000	£000			
Budget Category										
Employee Costs	312,356	311,429	927	927	272,862	272,209	653	under	0.2%	1, a, b, c, d, e, f
Property Costs	30,177	30,191	(14)	(14)	27,231	27,251	(20)	over	(-0.1%)	c, e, f
Supplies & Services	13,702	12,415	1,287	(213)	10,703	9,462	1,241	under	11.6%	2, d, e, f, g
Transport & Plant	14,760	17,000	(2,240)	(2,240)	12,678	14,703	(2,025)	over	(16.0%)	3, c, e, f
Administration Costs	1,898	1,718	180	180	1,715	1,548	167	under	9.7%	4, c, e, f
Payments to Other Bodies	30,909	31,830	(921)	(921)	27,692	28,498	(806)	over	(2.9%)	5, b, c, e, f
Payments to Contractors	38,674	38,674	0	0	31,750	31,750	0	-	0.0%	f
Transfer Payments	2,659	2,534	125	125	2,641	2,519	122	under	4.6%	6, c, f
Financing Charges	377	377	0	0	352	352	0	-	0.0%	f
Total Controllable Exp.	445,512	446,168	(656)	(2,156)	387,624	388,292	(668)	over	(0.2%)	
Total Controllable Inc.	(47,926)	(50,082)	2,156	2,156	(46,947)	(48,999)	2,052	over recovered	4.4%	7, c, e, f
Net Controllable Exp.	397,586	396,086	1,500	0	340,677	339,293	1,384	under	0.4%	
Transfer to Reserves (as at 24/02/23)					0	1,384	(1,384)	Over		
Position After Transfers to Reserves (as at 24/02/23)					340,677	340,677	0	-		

Variance Explanations

1. The position mainly represents an underspend in Early Years core staff costs due to vacancies and turnover of staff.
2. The underspend is due to the Pupil Equity Fund which will be carried forward at the end of the financial year for future commitments.
3. The overspend is due to the cost of school transport for mainstream schools' contracts.
4. The underspend relates to reduced expenditure on Early Years core budgets including training and conferences.
5. The overspend is mainly due to the increased cost of placements for pupils within Other Local Authorities and Independent Schools.
6. The underspend is due to expenditure to date on footwear and clothing grants reflecting demand.
7. The over recovery of income relates to increased income from Early Years fees and Other Local Authorities for placements within South Lanarkshire Council establishments.

Budget Virements

a. Establish budget to reflect the receipt of general revenue grant funding for Teacher Induction Scheme 2022/23 and Psych Services trainee funding. Net Effect £1.916m: Employee Costs £1.916m.
b. Transfer from Social Work Resources for various projects. Net Effect £0.771m: Employee £0.706m and Payments to Other Bodies £0.065m.
c. Establish budget for additional income received for Youth Employability. Net Effect £0.000m: Employee Costs £0.009m, Property £0.001m, Transport £0.117m, Administration £0.004m, Payments to Other Bodies £0.038m, Transfer £0.009m and Income (£0.178m).
d. Realignment of budget to reflect Pupil Equity Fund programme delivery. Net Effect £0.000m: Employee Costs £0.019m and Supplies and Services £0.019m.
e. Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.65m, Property Costs £0.058m, Supplies and Services (0.038m), Transport Costs £0.003m, Administration Costs £0.018m, Payments to Other Bodies (£0.040m) and Income (£0.066m).
f. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.325m, Property Costs £0.034m, Supplies and Services (£0.934m), Transport and Plant £0.044m, Administration Costs £0.281m, Payments to Other Bodies £0.254m, Payments to Contractors £0.002m, Transfer Payments £0.088m, Financing Charges £0.009m and Income (£0.103m).

Transfers to Reserves (£1.500m):

i. Pupil Equity Fund (£1.500m) - The funding received from the Government can be used up to the end of the school term (June 2023). The underspend reflects the element of the funding that will be utilised in April to June 2023.

Agenda Item

4

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Capital Budget Monitoring 2022/23 - Education Resources**

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 2022 to 24 February 2023

2. Recommendation(s)

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

(1) that the Education Resources' capital programme of £13.918 million, and expenditure to date of £10.017 million, be noted; and

(2) that the projected outturn of £14.5 million be noted.

3. Background

3.1. This is the fourth capital monitoring report presented to the Education Resources Committee for the financial year 2022/2023. A final report will be presented following the end of the financial year.

3.2. As noted in the last report to this Committee (14 February 2023), the budget for Education Resources for financial year 2022/2023 was £13.918 million. There has been no change to this budget since the last report to this Committee.

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. **2022/2023 Budget**
As detailed in Section 3.2, the 2022/2023 Capital Programme for Education Resources is £13.918 million.

5.2. **2022/2023 Outturn**
As reported previously to this Committee, the predicted spend position for this financial year for Education Resources suggested an outturn of £14.5 million, a net overspend of £0.582 million. This mainly related to the timing of spend on the Jackton Primary

School project, with funding for the overall spend on this project already identified into next financial year.

5.3. This additional in-year spend on the Jackton Primary School project is offset by reduced spend on Castlefield Primary School Extension, Clyde Terrace Nursery, Crawforddyke Adaptation of Nursery to Classrooms, and Uddingston Nursery Expansion, where the budget is now required in 2023/2024 rather than 2022/2023. Funding for these projects will carry forward into next financial year.

5.4. The year-end position is currently being finalised and this will be reported to the Executive Committee on the 21 June 2023. The final position for the Education Resources programme will be reported to the next Committee on 27 June 2023.

5.5. **Period 12 Position**
Anticipated spend to date was £9.694 million and spend to 24 February 2023 amounts to £10.017 million. This represents a position of £0.323 million ahead of profile mainly reflecting the timing of payments on a number of projects including the new Skylark Nursery at Robert Smellie Primary School, Larkhall which is now complete and the Education ICT project.

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 an overspend. There are detailed project management plans prepared and the risk of overspend on each project is monitored through four weekly investment management meetings.

7.2. The Council continues to experience material shortages, longer lead times and extraordinary inflationary price increases and it is anticipated that this will continue to impact the supply chain for the foreseeable future. The impact of this will continue to be monitored through the four weekly investment management meetings. Further updates will be reported in the coming months with any significant increases in contract values being brought to members' attention.

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

12 April 2023

Link(s) to Council Values/Priorities/Outcomes

♦ Accountable, effective, efficient and transparent

Previous References

♦ Education Resources Committee, 14 February 2023

List of Background Papers

▪ Financial ledger to 24 February 2023

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:
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South Lanarkshire Council
Capital Expenditure 2022-23
Education Resources Programme
For Period 1 April 2022 – 24 February 2023

Education Resources	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Growth / Accommodation Pressures	7,852	1,380	(35)	9,197	5,889	6,110
1,140 Hours	3,771	(25)	(2,540)	1,206	583	586
Free School Meals	-	1,877	(1,577)	300	8	9
ICT Developments	3,211	-	-	3,211	3,211	3,311
Other	4	-	-	4	3	1
TOTAL	**14,838**	**3,232**	**(4,152)**	**13,918**	**9,694**	**10,017**

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Finance and Corporate Resources) and Executive Director (Education Resources)**

Subject:	**Education Resources – Workforce Monitoring – December 2022 to February 2023**

1. Purpose of Report

1.1. The purpose of the report is to: -

♦ provide employment information for December 2022 to February 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 December 2022 to February 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 December 202

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 December 2022 to February 2023.

4. Monitoring Statistics

4.1. **Attendance Statistics (Appendix 1)**
Information on absence statistics is analysed for the month of February 2023 for Education Resources.

The Resource absence figure for February 2023 was 5.4%, this figure has increased by 0.3% when compared to the previous month and is 0.5% lower than the Council-wide figure. Compared to February 2022, the Resource absence figure has increased by 0.1%.

Based on the absence figures at February 2023 and annual trends, the projected annual average absence for the Resource for 2022/2023 is 4.7%, compared to a Council-wide average figure of 5.8%.

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, 495 referrals were made this period. This represents an increase of 30 when compared with the same period last year.

4.3. **Accident/Incident Statistics**
There were 336 accidents/incidents recorded within the Resource this period, an increase of 116 when compared to the same period last year.

4.4. **Discipline, Grievance and Dignity at Work (Appendix 2)**
During the period, 9 disciplinary hearings were held within the Resource, an increase of 8 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 remains unchanged when compared to the same period last year. No Dignity at work complaints were raised within the Resource, this figure remains unchanged when compared to the same period last year.

4.5. **Analysis of Leavers (Appendix 2)**
There were a total of 61 leavers in the Resource this period eligible for an exit interview. This figure has increased by 8 when compared with the same period last year. Twenty-eight exit interviews were conducted in this period, an increase of 3 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 December 2022 to February 2023, 188 employees (65.22 FTE) in total left employment, managers indicated that 109 posts (63.72 FTE) were being replaced, 77 posts (0 FTE) were due to end of fixed term casual contracts and 2 posts (1.50 FTE) was being left vacant pending savings or service reviews.

5. Staffing Watch
5.1. There has been an increase of 36 in the number of employees in post from 10 September 2022 to 10 December 2022.

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 implications for sustainability or risk 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)

Tony McDade
Executive Director (Education Resources)

30 March 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 – 14 February 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 - 2020/2021, 2021/2022 & 2022/2023
Education Resources

APT&C	2020 / 2021 %	2021 / 2022 %	2022 / 2023 %	Teachers	2020 / 2021 %	2021 / 2022 %	2022 / 2023 %	Resource Total	2020 / 2021 %	2021 / 2022 %	2022 / 2023 %	Council Wide	2020 / 2021 %	2021 / 2022 %	2022 / 2023 %
April	3.9	4.8	5.5	April	2.9	2.5	2.7	April	3.3	3.5	4.0	April	4.4	4.3	5.6
May	2.2	5.7	5.5	May	1.4	3.2	3.6	May	1.8	4.4	4.5	May	3.1	4.9	5.4
June	1.8	4.7	5.1	June	0.9	2.6	2.6	June	1.3	3.5	3.7	June	2.7	4.7	5.3
July	1.3	3.4	3.8	July	0.5	1.1	1.4	July	0.9	2.1	2.5	July	2.3	4.0	4.6
August	2.7	3.8	3.6	August	1.2	2.0	1.4	August	1.8	2.8	2.4	August	3.1	4.7	4.4
September	4.8	6.4	5.8	September	2.7	4.4	2.8	September	3.6	5.3	4.1	September	4.2	6.4	5.4
October	5.4	6.6	6.5	October	3.2	4.1	3.4	October	4.1	5.2	4.8	October	4.8	6.3	5.8
November	6.6	8.0	7.9	November	4.6	5.6	4.7	November	5.5	6.7	6.2	November	5.8	6.9	6.5
December	6.5	8.0	8.5	December	4.7	6.1	5.3	December	5.5	7.0	6.8	December	5.6	6.9	7.0
January	4.8	8.1	6.1	January	2.7	3.9	4.3	January	3.6	5.8	5.1	January	4.8	7.0	5.8
February	4.7	7.2	6.8	February	2.5	3.7	4.1	February	3.5	5.3	5.4	February	4.8	6.6	5.9
March	5.6	9.5		March	2.9	4.3		March	4.1	6.7		March	4.9	7.9	
Annual Average	**4.2**	**6.4**	**6.2**	**Annual Average**	**2.5**	**3.6**	**3.4**	**Annual Average**	**3.3**	**4.9**	**4.7**	**Annual Average**	**4.2**	**5.9**	**5.8**
Average Apr-Feb	**4.1**	**6.1**	**5.9**	**Average Apr-Feb**	**2.5**	**3.6**	**3.3**	**Average Apr-Feb**	**3.2**	**4.7**	**4.5**	**Average Apr-Feb**	**4.1**	**5.7**	**5.6**
No of Employees at 28 Feb 2023			3501	**No of Employees at 28 Feb 2023**			3958	**No of Employees at 28 Feb 2023**			7459	**No of Employees at 28 Feb 2023**			16122

EDUCATION RESOURCES

	Dec - Feb 2021 / 2022	Dec - Feb 2022 / 2023
MEDICAL EXAMINATIONS Number of Employees Attending	80	82
EMPLOYEE COUNSELLING SERVICE Total Number of Referrals	48	47
PHYSIOTHERAPY SERVICE Total Number of Referrals	140	149
REFERRALS TO EMPLOYEE SUPPORT OFFICER	194	214
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	3	3
TOTAL	465	495

CAUSE OF ACCIDENTS/INCIDENTS	Dec - Feb 2021 / 2022	Dec - Feb 2022 / 2023
Specified Injuries*	1	0
Over 7 day absences	1	0
Over 3 day absences**	2	1
Minor	6	12
Near Miss	0	1
Violent Incident: Physical****	203	306
Violent Incident: Verbal*****	7	16
Total Accidents/Incidents	220	336

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

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

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

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

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

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

RECORD OF DISCIPLINARY HEARINGS	Dec - Feb 2021 / 2022	Dec - Feb 2022 / 2023
Total Number of Hearings	1	9
Total Number of Appeals	0	1
Appeals Pending	1	0

Time Taken to Convene Hearing December 2022 - February 2023

0-3 Weeks	4-6 Weeks	Over 6 Weeks
3	0	6

RECORD OF GRIEVANCE HEARINGS	Dec - Feb 2021 / 2022	Dec - Feb 2022 / 2023
Number of Grievances	0	0

RECORD OF DIGNITY AT WORK	Dec - Feb 2021 / 2022	Dec - Feb 2022 / 2023
Number of Incidents	0	0

ANALYSIS OF REASONS FOR LEAVING	Dec - Feb 2021 / 2022	Dec - Feb 2022 / 2023
Career Advancement	9	12
Child Caring / Caring Responsibilities	0	1
Disatisfaction with terms and conditions	0	1
Further Education	2	1
Moving outwith area	2	5
Personal Reasons	5	4
Poor relationship with managers / colleagues	3	1
Travelling difficulties	1	0
Other	3	3
Number of Exit Interviews conducted	25	28
Total Number of Leavers Eligible for Exit Interview	53	61
Percentage of interviews conducted	47%	46%

Reason	Dec 2022 - Feb 2023		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	65.22	188	674.73	899
Being replaced	63.72	109	660.77	803
Filling on a temporary basis	0.00	0	2.90	4
Plan to transfer this budget to another post	0.00	0	0.66	1
End of fixed term contract	0.00	77	6.34	85
Held pending service Review	1.50	2	4.07	6
Plan to remove for savings	0.00	0	0.00	0

JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES

As at 10 December 2022

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	676	76	2259	848	3859
Other	144	90	670	2361	3265
Total Employees	820	166	2929	3209	7124

*Full - Time Equivalent No of Employees
Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	6.60	3491.80	3499.4
Other	1.00	1168.50	941.97	149.13	47.00	11.00	2.96	63.26	7.80	2392.62

As at 10 September 2022

	MALE		FEMALE		TOTAL
	F/T	P/T	F/T	P/T	
Teachers	688	70	2275	843	3876
Other	143	88	656	2325	3212
Total Employees	831	158	2931	3168	7088

*Full - Time Equivalent No of Employees
Salary Bands

	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	3514.30	3515.3
Other	1.00	1159.20	914.47	143.94	46.60	11.60	4.00	63.66	7.80	2352.27

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Education Resources)**

| Subject: | **Education Resource Plan 2023/2024** |

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ present the Education Resource Plan 2023/2024 for approval and note the monitoring arrangements.

2. Recommendations

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

(1) that the Resource Plan 2023/2024, attached as Appendix 1, be approved;

(2) that the Resource Plan 2023/2024 be uploaded onto the Council's website following consideration by this Committee;

(3) that following Committee approval, all Resource Plans will be presented to Executive Committee on 21 June 2023, for noting; and

(4) that Progress Reports on the Resource Plan 2023/2024 be provided at Quarter 2 and Quarter 4 to future meetings of this Committee.

3. Background

3.1. The Resource Plans for 2023/2024 were prepared in line with the corporate resource planning guidance.

3.2. The Resource Plan is a key element of the council's performance management arrangements. It provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the priorities and outcomes set out in the Council Plan Connect 2022-27.

3.3. Performance management is a keystone of Best Value and ensures that the Council can demonstrate sound governance arrangements. The Resource Plan is one part of the Council's framework for planning and budgeting and demonstrates how this leads to effective front line service delivery.

3.4. As part of this framework, the Resource Plan reflects the aspirations of the Council Plan and the Community Plan as well as being complemented by the details of individual Service, Business and other Plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden Thread' of performance management which ensures a clear understanding of the Council's vision, values, priorities and outcomes at all levels.

3.5. The current format for performance reporting has been established since 2007 and is used for Executive Directors' reports to the Chief Executive, Resource Management Teams, Resource Committees and the Performance and Review Scrutiny Forum.

The focus has been on reporting progress on Council outcomes, statutory performance indicators, other key performance measures and high-level Resource outcomes. Progress reports are provided at Quarter 2 and Quarter 4 to this Committee.

3.6. In preparing the Plan, account has also been taken of the need to ensure a robust response to Risk Management and Control. Risks associated with delivery of the actions in this Resource Plan have been identified and evaluated and are listed in the Resource Risk Register. Where necessary, controls or further actions to mitigate these risks have been agreed. Such actions are tracked through the Resource Risk Control Plan which is kept under review by the Risk Sponsor for the Resource.

3.7. Following approval at individual Resource Committees, all Resource Plans will be presented, as a pack, to the Executive Committee on 21 June 2023, for noting.

4.   Resource Plan 2023/2024
4.1. The Resource Plan 2023/2024 is attached as Appendix 1 and is structured around the following headings:-

1. Introduction
2. Key areas for the year ahead
3. Resource outcomes
4. Measures and actions
5. Resourcing the Plan

4.2. Resource Outcomes 2023/2024
The Resource has established a number of outcomes to support the delivery of the Connect Outcomes in 2023/2024. To support these outcomes, the Resource has developed performance measures in an action plan which is set out in section 4 of the Resource Plan. Key or strategic measures will be included in the Council Pan Connect Progress Reports 2023/2024, with the rest being monitored and reported at Resource level.

4.3. Monitoring and reporting
As part of the performance management arrangements, the Committee will receive a mid-year update of progress on the measures in the Resource Plan covering the period April 2023 to September 2023 (Quarter 2) as well as an end of year progress report covering the full year April 2023 to March 2024 (Quarter 4).

5.   Employee Implications
5.1. The outcomes noted within the Resource Plan will inform the Service Action Plans, where applicable, and, in turn, the Performance Appraisal process for individual employees.

6.   Financial Implications
6.1. The outcomes within the Resource Plan are reflected in the respective Resource Revenue and Capital budgets and, longer term, within the framework of the Council's approved Financial Strategy.

7.   Climate Change, Sustainability and Environmental Implications
7.1. There are no climate change or environmental implications as a result of this report.

7.2. The council acknowledges the serious and immediate threat of climate change and is committed to accelerating the pace of action in response to the climate emergency and in Scotland's transition to a net-zero and climate resilient society and economy.

All Resource Plans have recognised sustainable development and climate change as a key area of focus for 2023/2024.

7.3.   Education Resources has a specific priority on 'empowering learners to shape and influence action on climate change and sustainability and will, therefore, be able report on progress made on the actions and measures highlighted in the Education Resource Plan and also noting this aligns closely with the priority in the Youth Strategy, which reflects the voice of children and young people.

8.   Other Implications
8.1.   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.

9.   Equality Impact Assessment and Consultation Arrangements
9.1.   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.

Tony McDaid
Executive Director (Education Resources)

17 April 2023

Link(s) to Council Values/Priorities/Outcomes
♦   the Resource Plan has been structured upon the Vision, Values, Priorities and Outcomes in the Council Plan Connect 2022/2027

Previous References
♦   None

List of Background Papers
♦   Council Plan 2022-2027

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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SOUTH LANARKSHIRE COUNCIL

Education Resources

Education Resource Plan 2023-24

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3.0	**Resource outcomes**	4
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5.0	**Resourcing the Plan**	14

Section One – Introduction

I am pleased to introduce our Resource Plan for 2023-24 which sets out our outcomes and priorities for the coming year**.**

This is the main planning document for Education Resources and aligns closely to the council's outcomes and priorities set out in the Council Plan and in the National Improvement Framework.

Our values, purpose and priorities are the building blocks for this Resource Plan, as well as our service plans and school improvement plans. This enables all of us to have a shared and clear purpose in our efforts to achieve better outcomes for children, young people and families.
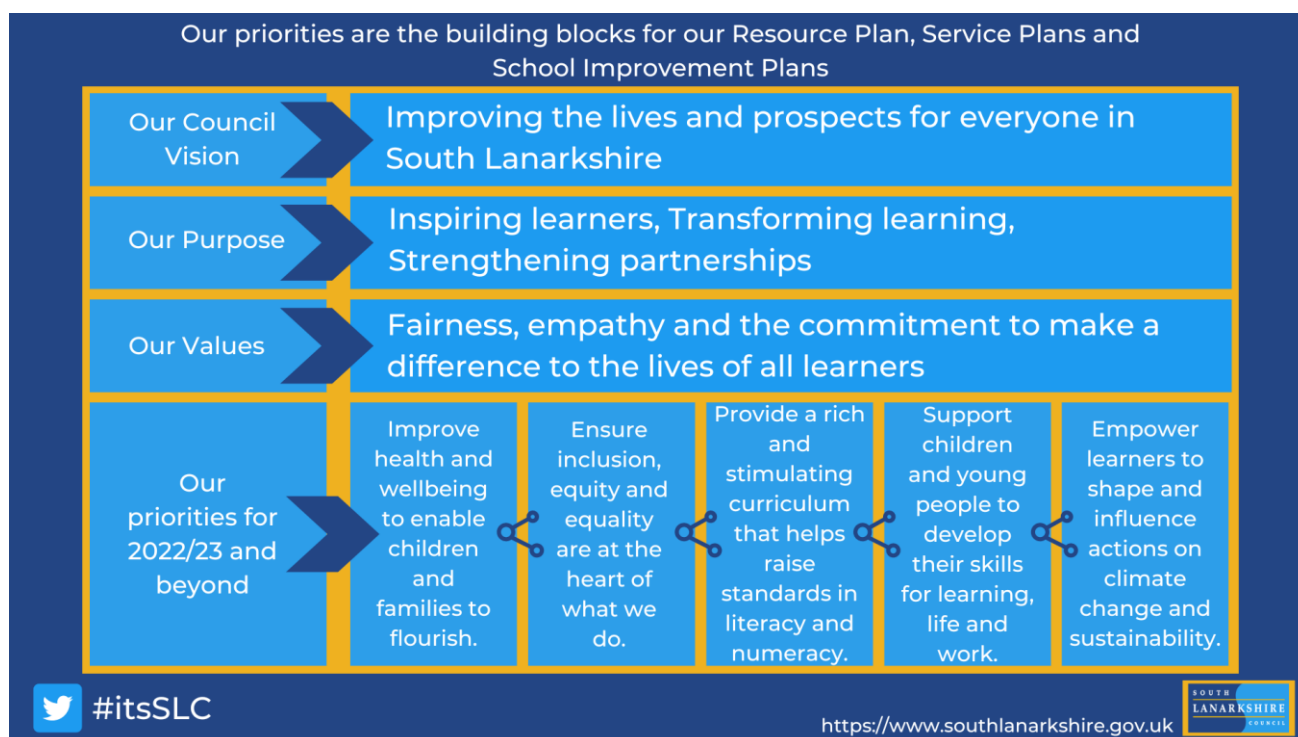
The overarching national priority for education is to close the equity gap. In summary, this includes improving the attainment of young people, particularly those from backgrounds of disadvantage, tackling poverty, improving literacy and numeracy and supporting learners to develop their skills for learning, life and work. We will use the data we hold more effectively to help generate meaningful and sustained outcomes for children, young people and families.

We will ensure that Strategic Equity Funding is used to deliver targeted activities, approaches and resources which are clearly additional to universal local improvement plans in line with the aspirations of the Scottish Attainment Challenge Framework for Recovery and Accelerating Progress and our own Equity Strategy.

Our priorities have been influenced and shaped following extensive consultation and engagement with stakeholders, including the views of children and young people. We have set out the priorities for our schools, establishments and services in our 'strategy on a page'.

I would like to take this opportunity to thank all staff for their commitment and dedication in continuing to adapt to the ever-changing landscape in education, in the knowledge that we are all working together to deliver the best experiences and outcomes we can for every learner.

Tony McDaid
Executive Director
Education Resources

Our priorities are the building blocks for our Resource Plan, Service Plans and School Improvement Plans

Our Council Vision	Improving the lives and prospects for everyone in South Lanarkshire
Our Purpose	Inspiring learners, Transforming learning, Strengthening partnerships
Our Values	Fairness, empathy and the commitment to make a difference to the lives of all learners
Our priorities for 2022/23 and beyond	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.

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https://www.southlanarkshire.gov.uk

Section Two – Key areas of focus for the year ahead

2.0. Overview

The Resource has identified the main challenges, risks and new developments which will have a significant impact on the delivery of services in the coming year.

In our Resource Plan we set out a range of performance measures and actions under the objectives we have in 'our strategy on a page'. It relies on practitioners being empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead. It is important that equity, excellence and empowerment continue to be the driving vision for everyone and these are set out in more detail in the National Improvement Framework.

We have set out below our key areas of focus for the year ahead:

2.1. Cost of living crisis

The UK is experiencing the worst cost-of-living crisis in 40 years. With inflation soaring into double figures both the UK and the Scottish Government have formally recognised the severity of the crisis and have deployed emergency measures to help mitigate the effects of rising costs. While all sectors of society are seeing prices rise the impacts are greatest for those on the lowest incomes. The council recognises the immense pressures being faced by households across South Lanarkshire and acknowledges the potential for additional pressures on council services. The council has identified a range of new and existing support which can help households manage scarce resources and services will continue to explore all avenues to support the most vulnerable in the year ahead.

While doing all we can to support our communities in these difficult times, the council recognises that inflationary pressures will also present significant challenges for council services as budgets are increasingly squeezed by rising costs.

2.2 Health and wellbeing for learning

We wish to support the health and wellbeing of children and young to enable them to learn:

- Extend the roll-out of training on the Attachment Strategy across council staff to promote inclusive, safe and caring environments for all.
- Support care experienced young people to achieve positive learning outcomes and positive destinations in line with the aspirations of The Promise, the national vision for care experienced children and young people.
- Improve attendance rates in primary and secondary schools.
- Promote children's rights in line with the United Nations Convention on the Rights of the Child.

2.3 Equity

We will have a focus on supporting young people overcome any disadvantage and take forward our targets for excellence and equity:

- A new funding model, known as the Strategic Equity Fund (SEF), and National Policy was launched in March 2022 to "*use education to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.*" A new feature of the national strategy is the requirement for local authorities to set yearly targets for both excellence and equity, referred to as "stretch aims." The national guidelines ask us to adopt a "Core Plus" model. This means that there is a national suite of measures which form the "Core" of the target-setting approach and can be supplemented by additional local measures, known as "Plus" measures.
- Each of the Scottish Government six core measures, along with our local measures, will be addressed through the following five workstreams: Pedagogy, Learner Engagement, Strengthening Relationships, Curriculum and Learner Pathways.
- Education Resources is firmly committed to supporting young people overcome any disadvantage which arises as a result of being born into poverty, not just in attainment, but in their everyday lives. By June 2023 all South Lanarkshire schools will be required to move from a Position Statement on Cost of the School Day. Schools should also support families to access all financial supports and entitlements. This includes working to increase the

uptake of Free School Meals and Clothing Grants by all who are entitled and signposting families to other agencies when required.

2.4 Curriculum, learning, teaching and assessment

We wish to ensure teaching and learning along with a stimulating curriculum inspires learners to achieve and develop their skills:

- Continue to develop a rich and stimulating curriculum through delivering training and materials which help schools fulfil the ambitions of Curriculum for Excellence.
- Raise attainment in literacy and numeracy in Curriculum for Excellence levels and in senior phase qualifications.
- Continue to promote and develop teaching and learning of the highest quality across all our schools and establishments including the use of digital solutions.
- Increase the qualifications and skills and achievements of young people through universal and targeted programmes.
- Improve the numbers of young people entering positive destinations.
- Develop literacy, numeracy and outdoor learning training in early learning and childcare settings.
- Strengthen our learning networks; that enable collaboration, encourage connectedness, and help practitioners at all levels to continuously improve.
- Develop leadership capacity at all levels with a view to succession planning.
- Implement the recommendations of national reviews including the Organisation for Economic Co-operation and Development (OECD) review of Curriculum for Excellence.

2.5 Digital learning and inclusion

We wish to ensure digital learning is available for all learners to develop their skills, and their life and work opportunities:

- Support the ongoing use of digital learning to meet the needs of individual learners and to improve learner outcomes.
- Use digital technology to engage with communities and young people.
- Provide remote access to some Advanced Higher courses delivered in secondary schools for pupils across South Lanarkshire.

2.6 Climate change and sustainability

We will listen to the voice of children and young people to effect positive actions in terms of climate change and sustainability:

- Implement agreed climate change actions across Education Resources.
- Empower children and young people to influence and shape activities that will help reduce our carbon footprint in schools, educational settings and communities.
- Empower learners to shape and influence action on climate change and sustainability through the Youth Forum.

2.7 Communication and engagement

We will continue to listen, communicate and engage with a range of partners and stakeholders to improve learning outcomes for children and young people:

- Use and share the data from the national parental survey with schools, parents and carers to help improve parental engagement with the aim to support children's learning.
- Support parents/carers and family members to continue to be regularly engaged in communications with their child's school and educators.
- Continue to support the work of Parent Council's as a forum to promote 'parental voice' and to work in partnership with their school and community.
- Ensure the voice of children and young people is a core part of helping to shape and influence things which matter to them and to promote citizenship and democratic participation.
- Use the model of participatory budgeting as a way of engaging with and involving children, young people and families.

Section Three – Resource Outcomes

3.1. Resource outcomes

Education Resources has established the following Resource outcomes to support the delivery of Connect Outcomes in 2023-24.

Connect Outcome	Resource Outcomes
Communities and Environment	• Empower learners to shape and influence actions on climate change and sustainability
Education and Learning	• 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 • Ensure inclusion, equity and equality are at the heart of what we do
Health and Wellbeing	• Improve health and wellbeing to enable children and families to flourish • Ensure inclusion, equity and equality are at the heart of what we do
Children and Young People	• 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
Housing and Land	No Resource Outcomes for this Connect Outcome
Our Economy	No Resource Outcomes for this Connect Outcome

3.2. Delivering the Plan and achieving Best Value

In working towards the six outcomes, the council aims to continually improve and ensure effective and efficient use of resources, and our business will be conducted with integrity, transparency and will operate to the highest standards.

Section Four – Measures and actions

4.0. Performance measures and action plan

This section of the Resource Plan is divided into two parts: part (a) sets out our main performance measures against our outcomes; and part (b) describes the key actions we will take in the coming year to respond to the challenges ahead and improve services and outcomes.

4.a. How we will measure our performance

The impact of Covid continues to have a significant effect on the performance for schools and services. For this reason, a number of annual targets have been adjusted accordingly and may sit below the baseline level established in previous years. In most cases, the baselines below refer to the financial year 2019-20 and additional context for the targets is detailed within the notes column, where applicable.

Resource Outcome:	Improve health and wellbeing to enable children and families to flourish				
Measure	2019-20	Annual target	Links	Service	Notes
1. Improve the attendance of children and young people at primary school	94.6%	91.8%	C02.04	CQIS	Targets reflect continuing rebuild towards pre covid levels
2. Improve the attendance of children and young people at secondary school	90.5%	87.5%	C02.04	CQIS	

Resource Outcome:	Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy				
Measure	2019-20	Annual target	Links	Service	Notes
3. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	71.7%	71.1%	02.03	CQIS (BGE)	
4. 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	-19.4%	-19.0%	02.03	CQIS (BGE)	
5. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	79.2%	79.2%	02.03	CQIS (BGE)	
6. Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas	-15.4%	-15.0%	02.03	CQIS (BGE)	

Resource Outcome:	Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy				
Measure	2019-20	Annual target	Links	Service	Notes
attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy					
7. Percentage gap between the attendance of the least and most deprived children and young people at primary school	-4.0%	-4.0%	02.04	CQIS	
8. Percentage gap between the attendance of the least and most deprived children and young people at secondary school	-7.4%	-7.4%	02.04	CQIS	

Resource Outcome:	Ensure inclusion, equity and equality are at the heart of what we do				
Measure	2019-20	Annual target	Links	Service	Notes
9. Percentage of pupils gaining 1 or more awards at SCQF Level 5 or better	86.5%	86.5%	02.03	CQIS (SP)	
10. Percentage gap between pupils from the least and most deprived areas gaining 1 or more awards at SCQF Level 5 or better	-19.4%	-19.0%	02.02	CQIS (SP)	
11. Percentage of pupils gaining 1 or more awards at SCQF Level 6 or better	66.5%	66.5%	02.03	CQIS (SP)	
12. Percentage gap between pupils from the least and most deprived areas gaining 1 or more awards at SCQF Level 6 or better	-36.3%	-36.0%	02.02	CQIS (SP)	
13. Increase the number of English as a Second or Other Language (ESOL) learners who have improved their English language skills	330	346	02.02	YFCL	Baseline for these measures is 2022/23
14. Increase the number of learners achieving nationally recognised awards	1463	1478	04.02	YFCL	
15. Increase the number of adult learners improving their literacy skills	320	323	04.02	YFCL	

Resource Outcome:	Ensure inclusion, equity and equality are at the heart of what we do				
Measure	2019-20	Annual target	Links	Service	Notes
16. Develop and deliver primary lifelines training (number of staff)	n/a	75	07.03	EPS	This is a new measure and performance will set a baseline for measuring progress

Resource Outcome:	Support children and young people to develop their skills for learning, life and work				
Measure	2019-20	Annual target	Links	Service	Notes
17. Percentage of pupils entering positive destinations (initial destinations)	95.7%	96.0%	C02.05	CQIS	
18. Percentage gap between pupils from the least and most deprived areas entering positive destinations	-4.9%	-5.8%	C02.05	CQIS	Target reflects continuing rebuild towards pre covid levels

4.b. What actions will we take in 2023-24?

Resource Outcome:	Improve health and wellbeing to enable children and families to flourish		
Action	Steps we will take to deliver our actions	Links	Service
1. 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 to improve outcomes for learners	04.04	CQIS
2. Provide professional learning and development training for Early Learning and Childcare	Deliver a programme of support and targeted training to all Early Learning and Childcare establishments to improve outcomes for children	07.03	ELC
3. Improve the Council's Social, Emotional, Behavioural Needs and Nurture Provision to meet needs of children and families more effectively with an attachment informed focus	Develop further the Council's Social, Emotional, Behavioural Needs and Nurture Provision to meet the needs of children and families more effectively	03.03	IES

Resource Outcome:	Improve health and wellbeing to enable children and families to flourish		
4. 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	Produce and publish a Child Poverty Strategy for 2023-26 and supporting Local Child Poverty Action Report by June 2023 to outline the key support offered to families to address child poverty challenges.	C02.02	IES (CS)

Resource Outcome:	Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
5. 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 to improve outcomes for learners	02.01	CQIS
	Develop and implement the Numeracy Strategy to support schools to develop their numeracy curriculum to improve outcomes for learners	02.01	CQIS
6. Develop and implement the Learning Teaching and Assessment Strategy to improve outcomes for learners	Evaluate and develop the Learning, Teaching and Assessment Strategy	04.02	CQIS
7. Develop the school improvement strategy to support schools to consider the recovery improvement agenda	Implement further the School Improvement Strategy to support schools to achieve better outcomes for learners	04.02	CQIS
8. 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	04.03	CQIS
9. Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy in Early Learning and	Deliver training on literacy and communication, numeracy and health and wellbeing for all Early Learning and Childcare establishments to ensure improved outcomes for children	04.03	ELC

Resource Outcome:	Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
Childcare			
10. Invest in digital technology and the ICT infrastructure to support anytime, anywhere learning, raise attainment and promote inclusion	Deliver the programme of desktop refresh in Primary, ASN and Early Years, including a move to SLC cloud	04.03	ITS
	Support the roll-out of digital learning and inclusion to engage with children and young people and improve their learning opportunities	04.03	ITS
11. Expand the Council's ELCC provision to make early learning and childcare more flexible	Open the new Early Learning and Childcare Centre at Clyde Terrace, Bothwell.	C04.03	SM
12. Enhance the school estate with targeted investment to increase capacity	Open the new Jackton Primary School in August 2023	C04.02	SM
	Commence the major refurbishment and expansion of Our Lady of Lourdes Primary School	C04.02	
	Complete the expansion of Castlefield Primary School and First Step Early Learning and Childcare Centre CC Centre	C04.02	
	Complete adaptations at Kirklandpark Primary School and St Patrick's Primary School Nursery	04.02	

Resource Outcome:	Ensure inclusion, equity and equality are at the heart of what we do		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
13. Enhance the school estate through the expansion of ASN provision across the Council	Complete the programme of Additional Support Needs adaptations in Primary and Secondary Schools	04.02	SM
14. Update the Council Framework for Inclusion guidance taking account of The Morgan Review, the Additional Support for Learning Action Plan, The Promise and Getting it Right for Every Child update	Audit and update all sections of the inclusion framework to ensure all education establishments can meet the expected principles and practice associated with inclusion and equality	C02.02	IES
15. Progress the Additional Support for Learning Action Plan recommendations and the Morgan	Implement the recommendations from the Additional Support for Learning improvement action plan to improve outcomes for children and young people	02.02	IES

Resource Outcome:	Ensure inclusion, equity and equality are at the heart of what we do		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
Review improvement action plan to improve and effectively deliver additional support for learning for children and young people			
16. Promote key training for teaching staff to ensure progression and a transference of skills to the classroom following the recommendations of the Morgan Review	Develop a digital Additional Support Needs Continued Professional Development hub including a 'clinic' to share best practice to better meet the needs of learners with greater complexity.	02.02	IES
17. Close the equity gap and improve learner outcomes	Develop and implement the Equity Strategy including Strategic Equity Funding and use this to support schools to close the poverty-related attainment gap as measured in the authority's Stretch Aims	C02.02	CQIS
18. Develop Digital learning and Inclusion	Implement the Digital Strategy to support schools to improve outcomes for learners and maximise opportunities through the West On-line partnership	04.03	CQIS
19. Ensure all Early Learning and Childcare establishments engage in GIRFEC agenda	Ensure the delivery of training and support for all Early Learning and Childcare for Staged Intervention	04.03	ELC
	Ensure the delivery of training and support for all Early Learning and Childcare establishments for GIRFEC implementation	04.03	
	Deliver multi-agency training to Early Learning and Childcare staff to meet the needs of the highest priority children	04.03	
20. Implement the new Scottish Government guidance, linking in with the Department of Work & Pensions to increase the uptake of eligible 2-3 places.	Improve early years uptake for vulnerable for 2–3-year-olds who meet the eligibility criteria for 1140 hours of early learning and childcare.	C04.03	ELC
21. Ensure the delivery of a partnership strategy for the delivery of 1140 hours Early Learning and Childcare for third sector and	Deliver a programme of professional development and support for the third sector to improve the quality of 1140 hours Early Learning and Childcare provision through Support for Play and Learning in Lanarkshire (SPELL)	04.03	ELC

Resource Outcome:	Ensure inclusion, equity and equality are at the heart of what we do		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
childminders and other ELCC provision			
22. Improve outcomes for children and young people with speech, language and communication needs in South Lanarkshire, developing an equitable service and building capacity to meet all needs, and take account of the Morgan Review	Ensure more equitable Speech and Language Therapy (SALT) service delivery to all education sectors in order to meet children's needs and to have a shared vision and action plan for all partners.	02.02	IES
23. Continue the progress of the South Lanarkshire Community Learning and Development Partnership and ensure that the improvement actions of the South Lanarkshire Community Learning and Development Plan 2021-2024 are implemented	Implement the improvement actions of the South Lanarkshire Community Learning and Development Plan 2021-2024 to improve outcomes for local communities	01.01	YFCL
24. 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 use their feedback to influence and shape more positive outcomes for their communities	02.02	YFCL
25. Support young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Provide young people with opportunities to receive accreditation through recognised awards	02.02	YFCL
26. Raise awareness of the priorities within the Children's Services Plan across all partner	Publish a Children's Service Plan annual/final report by June 2023 to support the accountability of partners to stakeholders including children, young people and families	C03.03	

Resource Outcome:	Ensure inclusion, equity and equality are at the heart of what we do		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
organisations	Publish a revised Children's Services Plan (2023-26) by June 2023 that sets out the agreed priorities for the Children's Services Partnership for the next three years	C03.03	IES (CS)
27. 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 Partnership that reflects progress made in respecting children's rights and compliance with the duties of the Children and Young People's (Scotland) Act 2014 Part One by June 2023	0303	IES (CS)
28. Provide opportunities for learners to experience a residential experience	Increase the opportunities following the pandemic for children and young people to experience a residential/outdoor activity	03.03	Ops

Resource Outcome:	Support children and young people to develop their skills for learning, life and work		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
29. Support young people to develop their skills to achieve positive outcomes	Develop further the range of skills-based qualifications accessible to learners in schools	02.05	CQIS
30. Support modern apprentices to achieve employment in for Early Learning and Childcare establishments	Deliver training and support for up to 20 Modern Apprentices leading to the offer employment opportunities	02.05	ELC
31. Provide opportunities for young people to participate in work-based learning opportunities in the senior phase	Deliver a Foundation Apprenticeship programme in partnership with colleges to provide young people with increased opportunities to access FA frameworks locally.	C02.05	CQIS (YE)
32. Support young people to progress to positive post-school destinations	Deliver targeted Aspire one-to-one and winter/summer leaver programmes with reviewed referral processes	02.05	CQIS (YE)
33. Evaluate the findings from the national Parental Involvement and Engagement survey	Use the new baseline and comparable data on parental engagement to identify areas for improvement and to develop and action plan to monitor impact and progress.	04.01	Op

Resource Outcome:	Empower learners to shape and influence action on climate change and sustainability		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**

Resource Outcome:	Empower learners to shape and influence action on climate change and sustainability		
Action	**Steps we will take to deliver our actions**	**Links**	**Service**
34. Develop Climate Change and Sustainability Plan to support educational settings	Undertake a recycling audit within secondary schools to ensure opportunities for recycling are maximised	01.12	SService
	Organise a pupil led COS2 conference involving primary, secondary and ASN schools to empower the voice of young people and build on pledges to improve climate change and sustainability	C01.12	
	Implement a pilot programme in primary schools to empower children to take action to reduce food waste	01.12	
35. Promote citizenship and the democratic participation of children and young people to effect change in climate and sustainability matters	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	C01.12	CQIS
36. Increase awareness of issues pertaining to climate change and sustainability	Establish environmental projects in the 4 localities addressing issues such as recycling, re-using and reducing carbon footprint	01.12	YFCL

CQIS (BGE) -   Curriculum and Quality Improvement Service (Broad General Education)
CQIS (SP)   -   Curriculum and Quality Improvement Service (Senior Phase)
CQIS (YE)   -   Curriculum and Quality Improvement Service (Youth Employment)
ELC   -   Early Learning and Childcare Service
EPS   -   Educational Psychology Service
IES   -   Inclusive Education Service
IES (CS)   -   Inclusive Education Service Children's Services
ITS   -   IT Services
OP   -   Operations Service
SM   -   Schools Modernisation Service
SServices   -   Support Services
YFCL   -   Youth, Family and Community Learning

Section Five – Resourcing the Plan

5.0   Introduction

In this section we consider the resources needed to implement our Plan, including funding and staffing.

5.1.   Revenue Budget 2023-24

The Resource has a Net Revenue Budget of £392.897 million. The table below allocates this budget across the services:

NET Budget by Service	2023-24	
Detail	**£ million**	**%**
Central admin	2.11	0.54
CQIS	1.677	0.43
Directorate	0.751	0.19
Early Years	34.495	8.78
Inclusion	1.183	0.30
Learning Community	3.555	0.90
Operations	0.174	0.04
Primary Schools	136.077	34.63
Psychological Services	2.146	0.55
School Modernisation	44.115	11.23
Secondary Schools	133.559	33.99
Special School	23.543	5.99
Support Services	2.102	0.54
YFCL	6.253	1.59
Youth Employability	1.157	0.29
Total	**£392.897**	**100.0**

5.2. Capital Budget 2023-24

The following capital budget of £12.879 million is allocated to the Resource for 2023-24

Capital Programme 2023-24	
Project	**£ million**
Accommodation Pressures	0.648
Early Years 1140 hours	3.145
Free School Meals	6.642
ICT	2.444
Total	**12.879**

5.3. Resource Employees

Education Resources has 7,439 employees as at 30 November 2022. We support these employees to deliver their duties through a range of policies including personal appraisal and a robust training framework.

The number of employees by type is as follows:

Employee Type	Number of employees
Teaching staff	3,969
Local Government staff	3,470
Total	**7,439**

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Education Resources)**

Subject:	**Review of Admissions Policy for Early Learning and Childcare Establishments 2023**

1. Purpose of Report
1.1. The purpose of the report is to:-

◆ outline the review of the policy for admissions of children into early learning and childcare establishments in South Lanarkshire, including the process and outcome of consultation; and outline the admissions policy and process for the allocation of places to local authority and funded provider establishments from August 2023.

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

(1) that the priorities for admission to all early learning and childcare establishments, as detailed in Appendix 1, be approved;

(2) that the admissions policy and process for the allocation of places to all early learning and childcare establishments be implemented from August 2023; and

(3) that the admissions policy for Early Learning and Childcare (ELC) establishments be endorsed and referred to the Executive Committee for formal approval.

3. Background
3.1. The Education Resources Committee approved a new admissions policy for early years establishments in September 1996 following a period of consultation on priorities for admissions. The priorities took account of the new statutory duties of the Children (Scotland) Act 1995 which was due to be implemented in April 1997, ensuring that priority places would be available for 'children in need'.

3.2. On 31 March 1998, the Education Resources Committee approved a revised admissions policy in light of national policy development. The following paragraphs explain the national policy and legislation changes from this time.

3.3. The Government issued guidance under the Standards in Scotland's Schools etc Act 2000 which requires Councils to review their admissions policies every two years. The last review was completed in December 2020 and implemented in 2021.

3.4. To strengthen the role of early years support in children's and families' lives, the Act increased the amount and flexibility of free early learning and childcare from 475 hours a year to a minimum of 600 hours for 3 and 4 year olds, and 2 year olds who are, or have been at any time since turning 2, looked after or subject to a kinship care order.

The 600 hours was made available by local authorities within a minimum framework. This meant that a child's early learning and childcare pattern was not less than two and a half hours or more than eight hours a day. It was also available over at least 38 weeks throughout the year and could be outwith term time. This was implemented from August 2014.

3.5. In 2014 free early learning and childcare provision was further extended to every two-year-old from families seeking work. This provided places for 15% per cent of all two year-olds and was implemented from August 2014. A further expansion included 2 year olds, where eligibility was determined by criteria currently used for the provision for free school meals for school aged children. This development was implemented from October 2015.

3.6. The Children and Young People Act (Scotland) 2014 committed to almost double the entitlement to 1140 hours per year from August 2020. This commitment was first made in the 'One Scotland' Programme for Government 2014-2015.[1] Subsequent Programmes for Government have also reiterated this commitment.

3.7. In 2020 the Scottish Government through the 'Funding Follows the Child, Interim Guidance', provided the long-term policy framework to support the delivery of funded early learning and childcare which was subsequently endorsed by COSLA.

3.8. Due to the pandemic the Scottish Government revoked the legislation to deliver 1140 hours of Early Learning and Childcare for eligible 2 to 5 year old children from August 2020.

3.9. In December 2020, the Scottish Government advised local authorities of the new date of August 2021 for the statutory duty to be reinstated. The Scottish Government also advised of the plan to introduce legislation to expand full implementation of revised deferral eligibility in 2023.

3.10. The Scottish Government's entitlement to a funded Early Learning and Childcare place is the term following the child's 3rd birthday.

4.   Admissions Policy
4.1. The Council approved 'early access for 3 year olds' in March 2019 and this has been fully implemented since August 2019. Across the Council, children can commence free early learning and childcare provision from the Monday following their 3rd birthday for children turning 3 from 31 August to the 28 February, thereby ensuring they receive their entitlement of up to 2 years of funded ELC.

4.2. The current admissions policy has a closing date of the end of February each year. This enables the Council to inform parents/carers of their child's place by no later than May of each year. Late applications received after the closing date will be considered in June of each year and, thereafter, on a monthly basis. The central admissions allocation process considers late applications each year on a monthly basis from September – February. Direct contact on any admissions enquiry now sits with the ELC Lead Locality Officers as part of a strategy to support effective communication. It is also worth noting that the closing dates for 'Early Entry to Primary School' and 'Deferred Entry from School' is 31 January so that parents/carers know what the decisions are prior to the closing date for early years admissions.

4.3. Consultation and engagement

4.3.1 Views were sought from parents/carers on the current admissions policy in March 2023.

♦ 381 responses were received in total.
♦ 281 individual responses were received from parents/carers, 84 from individual staff employed in Local Authority Establishments and 16 from Funded Providers.

4.3.2 It was noted that responses from establishments and funded providers reflected the opinions of their parents and staff. Responses were received from parents/carers with children aged birth to five years and a range of opinions from those who attend local authority, funded providers, childminders, parent and toddler groups, playgroups and also parents who are not currently using any ELC provision.

4.3.3 Responses were also received from a number of grandparents and parents who are yet to use early learning and childcare provision. It is worth noting that responses were received from all postcode areas of the Council.

4.4. Some of the main points raised by parents/carers in the consultation exercise will be taken forward and implemented from August 2023, and include the following:

Parents who wish their child to attend 38 weeks	42%
Parents who wish their child to attend more than 38 weeks up to 52 weeks	57%
Parents who are looking for more bespoke patterns	1%

♦ 90% of parents confirmed that they would like the option to purchase additional hours within the term time, 9am – 3pm nursery class model.
♦ 89% of parents confirmed that additional hours requested should be allocated to working parents and also those involved in training or study
♦ 83% of parents confirmed that they would like the option to request a change to their allocated sessions to support changes to personal circumstances e.g. working patterns
♦ 47% of parents disagreed that children should only be able to attend one provision for their funded place

4.5. There was overwhelming support and very positive feedback from parents whose children are benefitting from 1140 hours of Early Learning and Childcare. The feedback also confirmed the level of support this provides for working families, those engaged in training/study and those seeking employment.

4.6. Parents and staff were unanimous that all early learning and childcare provision must be of the highest quality and meet the needs of all children.

5. Proposals

5.1. The admissions policy priorities are used for the allocation of all early learning and childcare places. Once all places are allocated, particular patterns of sessions are then matched, wherever possible, and should address options for increased flexibility. When there are more requests for the preferred sessions than places available, a ballot will be held in line with agreed and established procedures.

5.2. In relation to the proposed priorities for allocation of additional hours, a number of Local Authority Early Learning and Childcare establishments may be able to offer additional hours on a paid basis or to children who fall within the Council's exemption criteria, if they have sufficient places and staff. The charge to parents and/or carers for this service is detailed within the Council's Nursery Fees Policy.

Additional hours will be allocated in accordance with the following priorities:

Category 1	All Priority 1 children
Category 2	Children whose parents and/or carer are in employment or education and those exempt for charges
Category 3	All other children

5.3. In terms of delivering 1140 hours of early learning and childcare, there is a range of options available for parents/carers to enable them to choose a term time 38 weeks or provision up to 52 weeks per year.

Week and hours	Sessions
♦ 38 week (term time) provision	♦ 5 sessions of 6 hours per day
♦ 48 week 23 hours 45 minutes per week	♦ 5 sessions of 4 hours 45 minutes
♦ 50 week 23 hours per week	♦ 5 sessions of 4 hours 40 minutes
♦ 52 week 22 hours per week	♦ 5 sessions of 4 hours 25 minutes

5.4. Funding can also be used for a full day pattern of a maximum of 10 hours per day. Some examples are as follows:

Week and hours	Sessions
♦ 48 week 23 hours 45 minutes per week	♦ 2 full days of 9 hours 30 minutes and one session of 4 hours 45 minutes
♦ 50 week 23 hours per week	♦ 2 full days and one session of 3 hours
♦ 52 week 22 hours per week	♦ 2 full days and one session of 2 hours

5.5. *Deferred entry to Primary School*
5.5.1 If a parent and/or carer applies for deferred entry to primary school for their child they may be able to access an additional year of funded Early Learning and Childcare.

5.5.2 The new legislation for deferred entry to Primary School is as follows:-
   ♦ Children whose 4th birthday falls from the first day of the new school term in August.
   ♦ These children are considered returning children.

6.   Proposal on Admission Policy for 2023
6.1. The committee is asked to approve the proposed admissions policy for 2023 as outlined in Appendix 1.

7.   Employee Implications
7.1. There are no direct implications for employees if the proposal for the new admissions policy is approved.

8.   Financial Implications
8.1. The Nursery Charges Policy will apply to the allocation of nursery places, where applicable, and will reflect inflationary increase.

9.   Climate Change, Sustainability and Environmental Implications
9.1.   There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

10.   Other Implications
10.1.   To mitigate the risk, a further evaluation on the impact on the new legislation and the eligibility criteria to determine affordability and sustainability will be monitored.

11.   Equality Impact Assessment and Consultation Arrangements
11.1.   The equality impact assessment, introduced in 2021, has been reviewed and continues to be valid and appropriate.

11.2.   Consultation involved an on-line consultation with stakeholders as well as focus discussions with identified groups with details on the outcomes of engagement activities being highlighted in paragraph 4.

Tony McDaid,
Executive Director (Education Resources)

6 April 2023

Link(s) to Council Values/Priorities/Outcomes
♦   Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References
♦   Education Resources Committee – 19 January 2021

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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Appendix 1
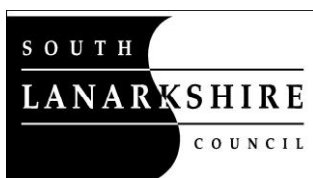
EDUCATION RESOURCES
SOUTH LANARKSHIRE COUNCIL EARLY LEARNING AND CHILDCARE
ADMISSIONS POLICY 2023

Proposed Policy Children aged 0-3 years	*Proposed Policy Children aged 3-5 years*
Priority 1	*Priority 1*
Children affected by Abuse Children with additional support needs Looked after and Accommodated Children from birth up 2 years old Children who at any time from the age of 2 years have been a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the home. Children with refugee status Parents who have been previously care experienced. *All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment.* *Eligible 2-year-olds as required by relevant legislation from time of application.	Children affected by Abuse Children with additional support needs Children who at any time have been a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the Home Children with refugee status Parents who have been previously care experienced. *All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment.*
Priority 2	*Priority 2*

New applications	Children in their pre-school year – new applications
	Eligible deferred entry children
	Transfer application pre-school year children where there is:
	    ♦ A change in circumstances
	    ♦ those not receiving their first choice of provision

Priority 3	*Priority 3*

Transfer applications where there is: ♦ A change in circumstances ♦ those not receiving their first choice of provision	Transfer applications ante-pre-school year where there is: ♦ A change in circumstances ♦ those not receiving their first choice of provision
Priority 4	*Priority 4*
Transfer applications – parental choice	Transfer application pre-school year children - parental choice Transfer applications ante-pre-school year – parental choice
Priority 5	*Priority 5*
All children resident outwith South Lanarkshire Council who are within a catchment area of a primary school within the Council Area	All children resident outwith South Lanarkshire Council who are within a catchment area of a primary school within the Council Area
Priority 6	*Priority 6*
All children resident outwith South Lanarkshire Council	All children resident outwith South Lanarkshire Council

The allocation of any place within an early learning and childcare establishment must be allocated using the following policy.

Additional Hours Allocation Criteria
Category 1   All Priority 1 Children
Category 2   Children whose parents and/or carer are in employment or education
Category 3   All other children

♦ Priorities 1-5 are children who are resident within South Lanarkshire Council Area and those children who are catchment pupils for a South Lanarkshire Council Primary school.
♦ All children (non SLC primary school catchment children) residing outwith the Council no matter the circumstances are considered priority 6.
♦ Eligible children will have access to Early Learning and Childcare regardless of age, gender, race, religion or need.
♦ Early Learning and Childcare will be provided on a non-denominational basis.
♦ Securing a place in a primary school nursery class does not provide a priority primary school place within the same primary school.
♦ Eligible children deferring entry from Primary are considered returning children.
♦ Additional hours are only considered once all eligible children have been allocated their entitlement. Transfer applications no matter when received will only be applicable within one academic year.
♦ Siblings and multiple birth families will be offered the same pattern of attendance/Session within the same nursery once they have been allocated a space and where possible.

- All applications from parents for Cross Border funding will be considered by the Cross Border Funding Protocol Admissions Group.
- Blended models agreed between two providers.
- Where possible bespoke patterns of attendance are considered on request.

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Education Resources)**

Subject:	**Numeracy and Mathematics - Progress Update**

1.   Purpose of Report

1.1.   The purpose of the report is to:-

♦   provide a progress update on the strategy for improvement in Numeracy and Mathematics.

2.   Recommendation(s)

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

(1)   that the Curriculum and Quality Improvement Service (CQIS) Numeracy and Mathematics Progress Update 2022/2023 be noted.

3.   Background

3.1.   Numeracy continues to be a key priority within the Scottish Government's National Improvement Framework with a specific focus on raising attainment overall and closing the poverty related attainment gap.

3.2.   The Making Maths Count Report (2016) highlighted that 'Scotland has a maths problem'. One of the three identified areas to focus on was:

Improving confidence and fluency in maths for children, young people, parents and all those who deliver maths education to raise attainment and achievement across learning.

3.3.   Education Scotland published its Thematic Review of Numeracy and Mathematics, 'Multiplying skills, adding value', early in 2019. This review built on the findings of the Making Maths Count report. It reported that although professional learning was deepening the knowledge and skills of staff in Numeracy and Mathematics, it is not yet resulting in significant improvement in outcomes for children and young people.

3.4.   The National Response to Improving Mathematics Partnership Board (NRIM) has been established with the aim of realising the ambitions of these two reports, as well as taking into consideration the findings of the most recent PISA and OECD reports.

Education Resources' Lead Officer for Numeracy and Mathematics is a member of this board.

4.   Current Performance

4.1.   <u>Leavers</u>

Young people leaving South Lanarkshire Council schools' attainment in numeracy is broadly in line with all comparators (National, West Partnership and Virtual Comparator).

Attainment gap for school Leavers (attainment between most and least deprived cohorts) in Numeracy has narrowed between 2017 and 2022. At SCQF level 3, the gap was 5.96% points in 2017 and is 4.42% points in 2022. (a reduction of 1.54% points). At SCQF level 4, the gap was 16.44% points and is 14.84% points in 2022 (a reduction of 1.60% points).

4.2.   <u>S3 Achievement of a Curriculum for Excellence Level (ACEL) Data</u>

At 92.0%, achievement of S3 third level numeracy in South Lanarkshire Council is above the national average of 89.1%.

In 2021/2022, the S3 third level numeracy gap was 12.5% points which compares favourably to the National figure of 15.0% points.

In 2021/2022, at 65.1%, achievement of S3 fourth Level numeracy in South Lanarkshire Council is above the national average of 59.3%. This is the highest level since 2016/2017.

In 2021/2022, the S3 fourth level numeracy gap was 32.3% points. Whilst this is better than the national figure of 34.9% points, this is the largest poverty related attainment gap across the measures reported.

4.3.   <u>P1/4/7 Achievement of a Curriculum for Excellence Level (ACEL) Data</u>

In South Lanarkshire, the combined attainment in Numeracy for session 2021/22 is 79%. This is an improvement of 1% point on session 2020/21 and brings the attainment of our learners for this measure in line with pre-pandemic levels.

In South Lanarkshire Primary Schools, the overall attainment gap between our most deprived, Quintile 1, and our least deprived, Quintile 5, learners in numeracy steadily reduced by 1% point each year from 2016/2017 until 2018/2019. In 2016/2017, the attainment gap was 17% points, reducing to 15% points by 2018/2019. However, during session 2020/2021, this combined gap increased to 20%, an increase of 5% points.

When broken down, the attainment gap in P1 is 18% points, in P4 is 19% points and P7 is 20% points. The most significant increase is in Primary 1. In 2016/2017, the gap between the least and most deprived learners was 17% points, this reduced to 9% points by 2018/19, an 8% point reduction. During 2020/21, the attainment gap at Primary 1 doubled, increasing to 18% points.

During session 2021/22, the combined gap reduced by 1% point, to 19% which is just below the National figure of 18%. The greatest improvement was in Primary 1 with a reduction of 3% points.

4.4.   Acknowledging the impact on learners' numeracy experiences through Covid-19 related lockdowns and interrupted learning during 2020-2022, it is crucial that numeracy development is an area which receives additional focus, and that our most vulnerable children are supported to develop the key knowledge and skills. This is

required at all stages with a particular need to support the early stages of numeracy development and to reduce the poverty related attainment gap at Level 4 in S3.

4.5.   While it is recognised that there are numerous examples of excellent practice in the learning and teaching of Numeracy and Mathematics in establishments across South Lanarkshire, there is still work to be done to improve consistency. This can be achieved by continuing to improve the core pedagogy in Numeracy and Mathematics in classrooms. Numeracy is also a key workstream in South Lanarkshire Council's Strategic Equity Fund plan, which specifically targets the "attainment gap" between those most and least deprived.

5.   Strategy
5.1.   Maths Recovery
The South Lanarkshire Council strategy details the roll out of a programme called Maths Recovery.

Maths Recovery is a methodology for core Learning and Teaching in Numeracy and Mathematics to advance the numerical ability of learners at all levels. It prepares teachers to approach mathematics instruction in a new way. It emphasises ongoing assessment, careful observation, gauging student's current knowledge and strategies, and building on them to increase the student's knowledge, ability and self-confidence in mathematics. Maths Recovery also increases teacher knowledge and understanding of the foundations of number and strategies to support learners at all levels. This enables teachers to be more fluent and responsive in their teaching.

Evidence shows that schools who have embedded the pedagogy of Maths Recovery across all stages have seen the greatest improvements in attainment.

Data, and other intelligence, is being used to identify and prioritise schools to receive this training, as they recover from the impact of pandemic.

Although roll out is currently focussed on schools and areas where data identifies need is greatest and to close the poverty-related attainment gap, the longer-term intention is to have all P1-3 teachers trained within 4 years.

We are confident that this strategy will lead to improved outcomes for learners, leading to raised attainment overall and a narrowing of the poverty related attainment gap in Numeracy and Mathematics.

Progress
The first cohort of staff have already completed training in 'The Learning Framework in Number' course, which is specialist intervention training. The majority of this cohort are currently using the Maths Recovery approaches within their own classroom. Seven participants have progressed onto the trainer programme; their journey to becoming an accredited trainer of Maths Recovery will be completed by the end of the 2023-24 session.

The long-term plan is to have these seven accredited trainers (plus additional trainers from future specialist intervention training courses) form an internal team of accredited Maths Recovery trainers.

This will support the roll out of Maths Recovery to all appropriate staff over the next 4 years, embedding this approach across all establishments.

A total of 194 teachers have received training in Maths Recovery to date, with an anticipated figure of over 270 by the end of this academic session.

The training programme is being evaluated at every stage to ensure that it is meeting the needs of staff. Careful analysis of our data will ensure that we are tracking the progress of learners and responding to need as necessary.

5.2. <u>S3 Maths CfE Level 3 and 4 Intervention</u>
Four Secondary schools were identified to receive targeted support in 2022/23 for improvement in both Third and Fourth level CfE Numeracy. The strategy for selection of schools had a particular focus on closing the Poverty-Related Attainment Gap.

In 2021/22 Third level average for the target schools was 79.9%, which is below the SLC average of 92.0% and the national average of 89.1%.

In 2021/22 Fourth level average for the target schools was 37.0%, which is significantly below the SLC average of 65.1% and the national average of 59.3%.

The four schools received input from South Lanarkshire Council Officers and an Officer from the West Partnership with a view to focussing on building capacity in teacher professional judgment and tracking data from the Broad General Education into the Senior Phase.

This support programme will be rolled out further during session 2023/24.

<u>Progress</u>
CfE Third and Fourth Level predictions for 2022/23 show improvement in aggregated achievement of the 4 schools now expected to be 88.8% for Third level and 60.5% for Fourth level. This is a significant improvement for the target schools and will influence aggregated Local Authority data.

Within these schools, there is targeted support for learners not currently on track for Numeracy prior to the final ACEL collections for 2022/23.

In April 2023 Numeracy representatives from all SLC Secondary schools met to discuss the work carried out so far in the target schools and share approaches to moderation and data collection across the authority.

6.   Employee Implications
6.1.   All appropriate staff within South Lanarkshire will receive training in the pedagogical approaches of Maths Recovery.

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. Consultation, dialogue, and engagement has taken place with schools, headteachers, teachers and the trade unions on achievement of attainment levels. Support has been provided through professional learning at school and learning community level.

Tony McDaid
Executive Director (Education Resources Resources)

4 April 2023

Link(s) to Council Values/Ambitions/Objectives
♦   Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References
♦   Education Resources Committee – January 2022

List of Background Papers
None

Contact for Further Information
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Report

Report to:	**Education Resources Committee**
Date of report:	**2 May 2023**
Report by:	**Executive Director (Education Resources)**

Subject:	**Curriculum and Quality Improvement Service Literacy Improvement Plan 2022/2023**

1. Purpose of Report

1.1. The purpose of the report is to-:

  ♦ provide an update on the Curriculum and Quality Improvement Service (CQIS) Literacy Improvement Strategy 2022/2023

2. Recommendation(s)

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

  (1) that the CQIS Literacy Improvement Plan 2022/2023 be noted.

3. Background

3.1. Literacy continues to be a key priority within the Scottish Government's National Improvement Framework with a specific focus on raising attainment overall and closing the poverty-related attainment gap.

3.2. Excellence and equity in literacy continues to be a key priority in South Lanarkshire; this is encapsulated in its priority to *'provide a rich and stimulating curriculum that helps to raise standards in literacy'* (Education Resources Plan 2022-2023).

3.3. South Lanarkshire has a collective responsibility to contribute to the Scottish Government stretch aims for literacy.

3.4. In order to attain their age and stage national expectations (A Curriculum for Excellence Levels) in literacy, a learner must achieve the national expectations in *all three* literacy organisers, namely, Listening and Talking, Reading, and Writing.

4. Current Performance

4.1. Young people leaving South Lanarkshire Council schools' attainment in Literacy at SCQF levels 3 and 4 is at a consistently high level and is broadly in line with the virtual comparator. Between 2018 and 2021 there was an improving trend with SCQF level 5 data. SCQF level 6 attainment remains at a consistently high level, outperforming the virtual comparator for the past 5 years.

4.2. S3 Achievement of a Curriculum for Excellence Level (ACEL) Data
At 90% in 2021/2022, S3 (Third level) Literacy, South Lanarkshire Council is above the national average. The S3 (Third level) Literacy gap in 2021/2022 has widened to 9% points from 8% points in 2018/2019.

At 59% in 2021/2022 S3, (Fourth level) Literacy, South Lanarkshire Council is above the national average. The S3 (Fourth level) Literacy gap has narrowed in 2021/2022 to 23.5%points from 29.3%points in 2018/19; this is the smallest gap since 2016/2017.

4.3. P1/4/7 Achievement of a Curriculum for Excellence Level (ACEL) Data – Literacy
In 2021/2022, at 71.3%, achievement of primary Literacy levels (P1,4 and 7 combined) in South Lanarkshire Council is just above the national average of 70.5%.

Primary Literacy levels in South Lanarkshire Council have improved by 1.1% points between 2020/2021 and 2021/2022.

In South Lanarkshire in 2018-19, the overall combined P1/4/7 Literacy attainment gap between our most deprived, Quintile 1, and our least deprived, Quintile 5 learners, was 19.4% points. Following a significant period of Covid-related disruption, the gap was 33.6% points in 2020-21, an increase of 14.2% points. The gap has reduced in 2021-22 from 33.6% points to 24.4% points, a reduction of 9.2% points. Whilst this is a positive sign, the continued, relentless focus on closing the poverty-related literacy gap remains a high priority in South Lanarkshire.

4.4. P1/4/7 Achievement of a Curriculum for Excellence Level (ACEL) Data – Writing
Primary Writing attainment (P1,4 and 7 combined) in South Lanarkshire has broadly equalled or exceeded national attainment since 2016-17.
In South Lanarkshire there was an increase of 0.7% points between 2020-21 and 2021-22.

In 2021-22, P7 writing attainment was 72.65%, almost matching the highest attainment in Writing in South Lanarkshire in P7 since A Curriculum for Excellence Level (ACEL) data has been gathered nationally (2026-17).

In South Lanarkshire, the trend since 2016-17 has been that levels of attainment in Writing at Early level (P1) are not sustained into First Level (P4); this mirrors the national picture. Analysis, therefore, suggests a focused lens on progress within First level (P2-P4) in Writing, as a South Lanarkshire Council priority.

5.   Strategy
5.1. Talk for Writing
To address areas of improvement identified by data analysis, the South Lanarkshire Council strategy details the roll out of a programme called Talk for Writing. Talk for Writing is a systematic, evidence-based approach to the teaching of Writing. The most up-to-date evidence of impact of the approach can be found here.

CQIS continues to procure high quality, stage-specific Talk for Writing introductory training on the teaching sequence and pedagogy. This session, 188 teachers across 50 primary schools have participated in introductory training. Feedback has been very positive.

This session, 18 primary schools are undertaking Talk for Writing Leadership training, supporting school leadership groups to develop, maintain and embed a whole school Talk for Writing curriculum and approach. Schools involved are working alongside expert Talk for Writing trainers to identify key strategic actions which will have maximum impact on children's writing experiences and improve the quality of their writing.

5.2. <u>Reading for Pleasure</u>
In South Lanarkshire, developing skilled readers who love reading has always been a priority and, as a result, children's reading for pleasure habits continue to strengthen.

Curriculum Quality Improvement Service (CQIS) supports schools and staff to develop and enhance reading for pleasure pedagogy via the Scottish Book Trusts Reading Schools Framework (2022) and our South Lanarkshire Teachers Readers' Groups (2019). 51 South Lanarkshire schools are currently working towards Scottish Book Trust Reading Schools accreditation which equates to 10% of all Scottish schools working towards this accreditation. In total so far, 39 schools have received Core Reading Schools status, 16 Silver Reading Schools status and 4 Gold Reading Schools status.

South Lanarkshire Teachers' Reading groups continue to flourish. In December 2022, 26 more teachers received General Teaching Council (Scotland) Professional Recognition for the impact of the professional learning they have undertaken through taking part in a South Lanarkshire Teachers Reading Group, which increases the total number to 37.

Primary 1 Book Bug Family Bags and Primary 2 and 3 Read Write Count Family Bags (Scottish Book Trust) were delivered to all South Lanarkshire primary schools in November/December 2022.

Education Resources is currently working in partnership with South Lanarkshire Leisure and Culture to develop and implement impactful routes and mitigate unnecessary barriers in order to drive forward the Scottish Government ambition (November 2022) to have 'Every Child A Library Member'.

5.3. <u>Active Literacy</u>
An active approach to learning, teaching and assessment in phonics, spelling and reading is advocated in South Lanarkshire and staff can access online modules via the South Lanarkshire Literacy Hub to support stage-related knowledge, understanding and classroom practice.

5.4. <u>Nuffield Early Language Intervention (NELI)</u>
Scottish Equity Funding is supporting the rollout of an oral language intervention, Nuffield Early Language Intervention (NELI), across Primary 1 and 2. The NELI is a 20-week intervention package which includes high quality staff training, pre and post learner assessments, and teaching resources. This session (2022-23), 216 staff have undertaken training and 32 schools have identified target learners to participate in NELI February to June 2023. In addition, so far, a further 37 schools have indicated their involvement for session 2023-2024.

5.5. <u>Writing Unwrapped</u>
Scottish Equity Funding is supporting the rollout of exemplar Writing programmes for primary schools to use. Writing Unwrapped is a two-year project (2022-2024) and will encompass curricular guidance for Early through to First and Second Levels alongside relevant staff professional development in learning, teaching and assessment in Writing.

In year one (2022-2023) of the Writing Unwrapped project, the focus is on two key areas:-

- ♦ <u>Foundational Literacy in Primary 1</u> - The South Lanarkshire Foundations of Literacy in Primary 1 Pack (FLIPP) is a comprehensive, research-informed, Literacy programme for use in the first 6 weeks of Primary 1. Associated staff professional development (2 days) will take place in June 2023 with the expectation that the pack is implemented in all primary schools from August 2023.

- ♦ <u>Tools for Writing: Early Level-Second Level</u> - Analysis of Writing attainment 2020-21 in tandem with Primary Literacy survey feedback (August 2022), highlighted the need for progressive curriculum plans for Tools for Writing. Research-informed South Lanarkshire exemplar programmes for handwriting and grammar will be available for schools to use by May 2023.

5.6. <u>Secondary Literacy Project</u>
Three Secondary schools were identified to receive targeted support to develop strategies to improve Third and Fourth level CfE Literacy. The strategy aims to ensure that, in addition to improving attainment across all secondary schools in SLC, a particular focus and accelerated approach is being provided to schools with most young people affected by Poverty, to close the Poverty-Related Attainment Gap.

The three schools received input from South Lanarkshire Council Officers and an Officer from the West Partnership with a view to focussing on building capacity in teacher professional judgment and tracking data from the Broad General Education into the Senior Phase.

In 2021/2022, the aggregated Third Level data for the target schools was 81.4% for Reading, 79.5% for Writing and 77.8% for Listening and Talking. These are below the SLC Literacy average of 90.5% and the national average of 85.5%.

In 2021/2022, the aggregated Fourth Level data for the target schools was 47.0% for Reading, 44.5% for Writing and 42.5% for Listening and Talking. These are below the SLC Literacy average of 59.2% and the national average of 47.7%.

5.7. <u>Progress</u>
In the three targeted schools, the ACEL Third and Fourth Level predictions for 2022-23 show an improving picture with the aggregated attainment now expected to be in the region of 93.6% (+12.2% points) for Reading, 91.8% (+14% points) for Writing and 93.2% (+15.4% points) for Listening and Talking.
Fourth level attainment is now expected to be 54.7% (+7.7% points) for Reading, 49.8% (+5.3% points) for Writing, and 57.0% (+14.5% points) for Listening and Talking. This is a significant improvement for the target schools and will influence aggregated Local Authority data.

Within these schools, there is targeted support for learners not currently on track for Literacy prior to the final ACEL collections for 2022-23.

In April 2023, Literacy representatives from all South Lanarkshire Secondary schools met to discuss the work carried out so far in the target schools and share approaches to moderation and data collection across the authority.

6.   Next Steps
6.1. Education Resources will continue to take forward its priority to *'provide a rich and stimulating curriculum that helps to raise standards in literacy.* It will also continue to provide support for schools to continue to raise attainment in Literacy through the work of the Curriculum and Quality Improvement Service.

6.2. South Lanarkshire CQIS will continue to evaluate its literacy strategy, within the context of the wider Education Resources Literacy strategy to ensure it is dynamic and responding to evolving need.

6.3. South Lanarkshire CQIS will continue to analyse the range of national and local data about children's progress in Literacy, ensuring a robust rationale for improvement priorities.

6.4. Ensuring a robust rationale for improvement priorities in Literacy, South Lanarkshire aims to support schools to improve attainment in Reading, Writing, Listening and Talking for all, including those facing poverty-related barriers.

7.   Employee Implications
7.1.   None

8.   Financial Implications
8.1.   None

9.   Climate Change, Sustainability and Environmental Implications
9.1.   There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

10.   Other Implications
10.1.   There are no implications for risk in terms of the information contained within this report.

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

11.2.   Consultation, dialogue and engagement has taken place with schools, headteachers, teachers and the trade unions on achievement of attainment levels. Support has been provided through professional learning at school and learning community level.

Tony McDaid
Executive Director (Education Resources)

4 April 2023

Link(s) to Council Values/Priorities/Outcomes
♦   Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References
♦   Education Resources Committee – 25 January 2023

List of Background Papers
None

Contact for Further Information

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Report

10

Report to:	**Education Resources Committee**
Date of Report:	**2 May 2023**
Report by:	**Executive Director (Education Resources)**

Subject:	**Pilot Hybrid Learning Programme 2023/2024**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the pilot hybrid learning programme to widen access to Advanced Highers for session 2023/2024

2. Recommendation(s)

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

(1) that the Education Resources' proposal to widening access to courses and learning via the pilot hybrid learning programme for 2023/2024 is noted.

3. Background

3.1. A key South Lanarkshire Education Resources commitment is for schools to provide individualised and personalised learner pathways through each school's curriculum offer and design**.**

3.2. This commitment also endeavours to widen access to courses and learning experiences for all learners in all secondary schools and, if necessary and wherever possible, through a consortium arrangement in order to meet the needs of the learner.

3.3. Currently there are consortium arrangements in place across SLC Secondary schools for learners who wish to study Advanced Higher subjects which are not offered in their own school.

3.4. While these arrangements have been successful to date, attending another school has implications for: the learners' other subjects in their base school; sustainability and the environmental impact of travel; and the cost of such arrangements. Learners currently travel by taxi to another school, usually in the same locality, 2 to 3 times per week to study their chosen subject. As they stand, consortium arrangements are also less accessible for more rural schools, leading to inequity of access across SLC.

3.5. During the pandemic, the digital skills of staff and the availability of appropriate technologies have progressed significantly. As such, a digital solution to widening access to learning has been developed.

3.6. In discussion with secondary headteachers and curriculum planners, a pilot hybrid learning programme will be implemented in the coming school session. This will follow the existing principles and practices for Advanced Higher consortium arrangements

but will enable learners to participate in lessons through remote access from their own school buildings, and from home.

3.7. To this end, Education Resources will equip each of the 17 mainstream Secondary schools with the necessary IT equipment to facilitate learning to be delivered from schools to learners across South Lanarkshire.

4. Purpose/Summary of aims and expected outcomes

4.1. The purpose of the SLC hybrid learning programme is to widen access to high quality learning and teaching for all learners in Secondary schools.

4.2. Participating host schools will deliver Advanced Higher subjects in session 2023-24 with a view to extending the number of schools involved, and the range and type of courses and programmes offered, in future sessions. (See appendix 1).

4.3. Schools will include the subjects on offer in their option choices for 2023-24.

4.4. The sessions will be delivered on a Tuesday and a Thursday afternoon.

4.5. In order to provide a high-quality learning experience for the learners, specialist IT equipment is being installed, funded by the local authority.

4.6. Central support and co-ordination of the subjects offered will be provided by Education Resources, as well as Career Long Professional Learning (CLPL) on equipment usage and effective virtual learning and teaching approaches.

4.7. An additional 'in person' element of each subject e.g. practical work will also be provided for candidates. This will vary from subject to subject according to the requirements and needs of each course.

4.8. Advanced Higher classes will include learners from the 'host' school who will attend the class in person, as well as learners from other schools across SLC joining online. Class sizes will continue to conform to Scottish Negotiating Committee for Teachers (SNCT) agreements.

4.9. During 2023-24, the existing arrangements will remain available for subjects that are not offered as part of the hybrid learning pilot.

5 Next Steps

5.1. Procurement and installation of the required equipment (Appendix 2) is currently under way.

5.2. Timing and timetabling arrangements have been agreed by secondary headteachers to provide alignment of teaching times.

5.3. The existing operational consortium arrangements regarding tracking and monitoring of progress, reporting and attendance will remain in place for this programme.

5.4. CLPL for staff is being developed relating both to using the equipment and to effective learning strategies for online learning.

5.5. Roles and responsibilities of all stakeholders involved in the programme have been agreed. Information for parents/carers and a learner "agreement" will be included.

5.6. Requirements for face-to-face element for each subject are being developed in conjunction with class teachers delivering the subject.

5.7. Teacher professional associations have been consulted on the proposed arrangements.

5.8. Regular reviews and feedback from schools, teachers, learners, and their families will inform and shape the development of this programme with the intent on establishing an extended SLC Hybrid Learning Academy from 2024-25 and beyond.

5.9. Education Resources will work closely with senior school leaders to finalise the operational aspects of the Learning Academy to ensure maximum impact for the learners who will participate.

6. Financial Implications
6.1. The investment costs for the supply and installation of the equipment costs are approximately £11,500 per school and can be met from existing budgetary provision.

7. Climate Change, Sustainability and Environmental Implications
7.1. A hybrid approach to Advanced Higher learning (two sessions per week online plus identified slots for face-to-face contact with the class teacher) will reduce the environmental impact of road transport through taxi usage in the current consortium model for Advanced Highers.

8. Other Implications
8.1. There are no risk implications in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements
9.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.

9.2. There was no requirement to undertake any formal consultation in terms of the information contained within this report but to note that dialogue has taken place with headteachers, the professional associations and that this will continue as we monitor and assess the impact of the 'Learning Academy'.

Tony McDaid
Executive Director (Education Resources Resources)

4 April 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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Appendix 1

SLC HYBRID LEARNING ACADEMY
ADVANCED HIGHER 2023-24

SCHOOL	Subject
Calderside Academy	Biology
Strathaven Academy	PE
Calderglen High School	French
Calderglen High School	Physics
Duncanrig Secondary School	Graphic Communication
Carluke High School	Health and Food Technology
Carluke High School	Higher Psychology
Carluke High School	National 5 Psychology
Lesmahagow High School	RMPS
Lanark Grammar School	Geography
Trinity High School	Computing Science
Uddingston Grammar	Maths
Biggar High School	Higher Politics
Larkhall Academy	History

Appendix 2
IT equipment

SLC provision

- Promethean interactive board & trolley (75")
- Extended 'dial-in' screen (70" fixed to rear wall*)
- Confidence preview monitor (32" suspended from ceiling)
- Tracking camera (rear)
- Fixed camera (front)
- Ceiling microphones
- Black audio mixer console, switch, cabling
- Install & support
- SPiE works
- Staff training

School provision

- CC4 Desktop or Laptop

- Suitable desk/table to accommodate desktop or laptop & black audio mixer console

Optional (school provision)

- Visualiser – *must be available at time of system install*

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Education Resources)**

Subject:	**Youth Strategy 2022 - 2025**

1.   Purpose of Report

1.1.   The purpose of the report is to:-

♦   provide the Committee with an update on the South Lanarkshire Youth Strategy 2022 - 2025

2.   Recommendation(s)

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

(1)   that the overarching ambitions of the Youth Strategy 2022 – 2025 be noted and supported;

(2)   that the key issues set out to secure improvement in the quality of life for the people of South Lanarkshire be noted;

(3)   that the governance arrangements for annual planning and reporting be noted;

(4)   that the alignment of the strategy with the planned developments to increase and widen engagement and strengthen the voice of all young people be noted; and

(5)   the continued commitment to communities by South Lanarkshire and its partners through the work of the Youth Partnership be noted.

3.   Background

3.1.   The Youth Strategy 2022 - 2025 for South Lanarkshire is developed through extensive consultation with young people across South Lanarkshire, and directly positions the key issue areas that young people have identified, to support partners better develop and deliver services.

3.2.   The Strategy provides the direction and priorities to the work of the Youth Partnership, previously reporting to the Community Planning Partnership and now reporting to the Community Learning and Development Partnership as part of the restructure of Community Planning, and is underpinned by the Council's objectives and the Community Plan's strategic priorities.

3.3.   Ongoing engagement with young people ensures that the Strategy continues to address the changing needs of young people. Systems of engagement include bespoke events such as youth summits, Youth Council and Scottish Youth Parliament campaigns and themed engagement, and partner surveys.

Taking this engagement forward, members of South Lanarkshire Youth Council have ensured that peer support and examination of the data has been from young people's perspectives, maintaining the integrity of both the process and the strategy itself.

3.4. The Youth Strategy 2022 – 2025 is the conclusion of engagement with over 1,000 young people since 2019 and ensures that the established bottom-up approach to identifying and articulating the needs of young people, continues in South Lanarkshire.

3.5. The Youth Strategy was launched on 20 February 2023 by members of South Lanarkshire Youth Council and Members of the Scottish Youth Parliament for South Lanarkshire and is attached as Appendix 1.

4.   Existing Youth Strategy Priorities
4.1. The previous Youth Strategy set out 5 Key Priorities identified by the processes outlined in 3.3. above. These priorities were:-

- ♦ Health and wellbeing
- ♦ Youth friendly services
- ♦ Learning and working
- ♦ Youth rights and responsibilities
- ♦ Included in decision making

4.2. In delivering these 5 priorities, partners have worked with members of South Lanarkshire Youth Council to plan and monitor activity which has resulted in several key achievements that have included:

- ♦ Review and implementation of 'Treat Me Well' guidance on developing anti bullying strategies within schools
- ♦ Development of community based Mental Health Service GoTo for young people aged 14 - 18
- ♦ Piloting of Pathfinder programme to support young people and families on the edge of the Care System
- ♦ Development and expansion of Summer lunch clubs to support children and families during summer periods
- ♦ Successful Year of Young People 2018
- ♦ Increased voting in national Scottish Youth Parliament elections
- ♦ Views of young people represented at national and local forums including:
  - ♦ West Partnership (Regional Improvement Collaborative) PSHE review
  - ♦ Scottish Youth Parliament Working Groups and Committees including race, equality and children and young people's rights
  - ♦ Curriculum for Excellence review Boards
  - ♦ Young People's Sports Panel
  - ♦ Housing tenants' forums
  - ♦ Locality Health forums
- ♦ Nationally recognised and celebrated Youth Work approaches to support young people recover from the impact of COVID-19, delivering learning in the wider community and remotely, and providing sustained links with crucial services
- ♦ Development of co-located Youth Work and School staff across SEBN school provision to offer tailored access to youth work as an integrated part of the school timetable

5.   New Priorities

5.1.   During 2020 and 2021, South Lanarkshire Youth Council members convened a number of sessions to discuss and review both the information gained through engagement and the emerging priorities that were gaining importance with young people through campaigns such as the Scottish Youth Parliament 'Right Here, Right Now' youth rights campaign and the 'Pack It Up, Pack It In' environmental issues campaign.

5.2.   Discussion led to a realignment of priorities and the creation of a new priority to properly reflect the challenges young people in South Lanarkshire see as important. Presenting back to the Corporate Connections Board Youth Partnership, these changes were agreed by the membership, resulting in the new priorities of:-

   ♦   Health and wellbeing
   ♦   Youth friendly services
   ♦   Learning and working
   ♦   Rights
   ♦   Environment

Previously, 'Included in Decision Making' was seen as a separate priority but is now seen to be part of all priorities but central to the 4th Priority, 'Rights'.

The 5th Priority, 'Environment' has elevated this area to a standalone priority rather than as part of 'Youth Rights and Responsibilities' where it sat previously.

The first 3 priorities 'Health and wellbeing', 'Youth friendly services' and 'Learning and working' have remained as priorities as young people agreed that these represented the key issues and did not require to be changed.

5.3.   Under each priority are a number of key issues. Table 1 below provides each priority and associated key issues.

Table 1 – list of priorities and associated key issues

Priority	Key issue
Health and wellbeing	Good mental health Feeling safe / living safely Positive relationships LGBTQI+ Anti-social behaviour Sport and Leisure Positive images Bullying / cyber bullying Territorialism – breaking down barriers
Youth friendly services	Cost and accessibility Transport Opening times Getting a good service Information on services and activities Housing and homelessness

Priority	Key issue
Learning and working	Training opportunities Employment and apprenticeship opportunities Volunteering opportunities Community based learning Further education
Rights	Rights and responsibilities Having a say and being listened to Equity and human rights
Environment	Single-use plastics Cleaner communities Recycling Eco-friendly communities Carbon emissions

6. Governance Arrangements

6.1. The South Lanarkshire Youth Strategy is successful because robust measures for monitoring and evaluating progress are used. These measures reflect the impact measures agreed by the Community Learning and Development Partnership, and, in addition to measuring impact, success will also be recorded in relation to the numbers of young people:-

- ♦ accessing health and wellbeing support
- ♦ able to access services
- ♦ better informed about services available to them
- ♦ accessing training/learning opportunities, apprenticeships and qualifications to support their journey into the world of work
- ♦ involved in the life of their community
- ♦ contributing to planning locally and nationally
- ♦ engaged in environment issues locally and nationally

6.2. Reporting progress will follow the process of:-

- ♦ Regular meetings involving service providers and the Council Spokesperson for Youth regarding targets
- ♦ Two meetings per year involving young people and service providers to discuss priorities and progress
- ♦ Regular update reports to the Youth Partnership
- ♦ Publication of annual reports based on annual action plans
- ♦ The monitoring of uptake in priority development areas
- ♦ Regular e-updates through digital media

7. Enabling Youth Voice

7.1. Utilising networks of young people across Education, wider Council Services and partners agencies, a clear opportunity exists to increase and widen engagement and strengthen the voice of all young people.

7.2. The updated Young Scot South Lanarkshire page will serve as a focus of promoting services, information and updates, with the full assistance of young people as

journalists, as well as providing opportunities to make suggestions, provide feedback and participate in timely engagement around the 5 Key Priorities.

8.   Employee Implications
8.1.   There are no employee implications associated with this report.

9.   Financial Implications
9.1.   There are no financial implications associated with this report.

10.   Climate Change, Sustainability and Environmental Implications
10.1.   There are no implications for climate change, sustainability or the environment in terms of the information contained within this report.

11.   Other Implications
11.1.   There are no issues in terms of risk associated with this report.

12.   Equality Impact Assessment and Consultation Arrangements
12.1.   This report recommends a change to an existing strategy and, therefore, an impact assessment has been carried out with no negative impacts recorded.

12.2.   Consultation continues to be carried out with appropriate stakeholders including learners, communities and partners.

Tony McDaid
Executive Director (Education Error! Reference source not found. **Resources)**

11 April 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
♦   Youth Strategy 2018-2021

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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Youth Strategy 2022 – 2025

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone 0303 123 1015 or email equalities@southlanarkshire.gov.uk.

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Section 1. Foreword

As Chair of South Lanarkshire Youth Council and Member of the Scottish Youth Parliament for Rutherglen, I am thrilled to introduce this fifth Youth Strategy for South Lanarkshire.

This strategy renews the commitment of the Council and its partners to work with young people as equal partners to find solutions to the challenges we experience growing up in South Lanarkshire.

Across previous strategies, and central to this strategy, has been the voice of young people speaking out about the issues they experience. This strategy is testament to how important and vital the voices of young people are to the life and community of South Lanarkshire.

This strategy is your strategy. It is for everyone to work together to address the Key Priorities and improve life in South Lanarkshire.

So, I ask you to reflect on the priorities within, get involved and work with the Council and its partners to progress the strategy, for the benefit of South Lanarkshire's Communities.

Crisantos Bonaba Ike
Chair of South Lanarkshire Youth Council
Member of Scottish Youth Parliament for Rutherglen constituency

Section 2. The partnership

The South Lanarkshire Youth Strategy has previously been delivered under the Corporate Connections Board Youth Partnership and was made up of:

- South Lanarkshire Council
- South Lanarkshire Youth Council
- National Health Service (NHS) Lanarkshire
- Skills Development Scotland
- Voluntary Action South Lanarkshire Third Sector Interface
- Regen:FX Youth Trust
- South Lanarkshire Leisure and Culture Trust
- Police Scotland
- Scottish Fire and Rescue Service

Moving forward, the Strategy will report to the Community Learning and Development Partnership, with young people continuing to attend as equal partners on a new Youth Partnership, represented by members of South Lanarkshire Youth Council and Scottish Youth Parliament.

As a young person in South Lanarkshire, if you want to raise issues or suggest ideas on areas such as your school, community, housing, education etc., then the diagram above shows the different routes available to you. As the circles move out the levels change from local to national.

Section 3. Key achievements of the fourth strategy

The previous South Lanarkshire Youth Strategy had the following five overarching priorities:

- Health and wellbeing
- Youth friendly services
- Learning and working
- Youth rights and responsibilities
- Inclusion in decision making

Key achievements included:

- Review and implementation of 'Treat Me Well' guidance on developing anti bullying strategies within schools
- Development of community based Mental Health Service GoTo for young people aged 14 - 18
- Piloting of Pathfinder programme to support young people and families on the edge of the Care System
- Development and expansion of summer lunch clubs to support children and families during summer periods
- Successful Year of Young People 2018
- Increased voting in national Scottish Youth Parliament elections
- Views of young people represented at national and local forums including:

  - West Partnership (Regional Improvement Collaborative) PSHE review
  - Scottish Youth Parliament working groups and Committees including race, equality and children and young people's rights
  - Curriculum for Excellence review Boards
  - Young People's Sports Panel
  - Housing tenants forums
  - Locality Health forums

- Nationally recognised and celebrated Youth Work approaches to support young people recover from the impact of COVID-19, delivering learning in the wider community and remotely, and providing sustained links with crucial services
- Development of co-located Youth Work and School staff across SEBN school provision to offer tailored access to youth work as an integrated part of the school timetable

Section 4. Good practice examples

GoTo project

The GoTo Mental Health Service for 14 – 18yr olds offers young people access to experienced CBT (Cognitive Behaviour Therapy) and Youth Workers, to offer 1 – 1 counselling support by telephone or face to face via online platforms, for young people experiencing difficulties with their mental health, and issues like isolation, anxiety, relationships, family tensions and confidence.

Regen:Fx and Liber8 Lanarkshire teamed up to develop the service which in addition to supporting young people explore their difficulties, offers youth activities to develop hobbies, interests and skills, and peer mentoring training to help young people encourage other young people to engage in the Service and activities.

During the COVID pandemic, the GoTo Service provided 400 Mental Health Toolkits to young people to ensure that they can access services where they are without the challenge of lockdown restrictions.

Youth Housing Forum

In 2019 the South Lanarkshire Tenants Development Support Project worked in partnership with the Council to develop and deliver a pilot Youth Housing Forum in Larkhall.

The pilot sessions were co-ordinated by Members of the Scottish Youth Parliament (MSYP), South Lanarkshire Council Housing and Technical Resources and Education Resources, local Elected Members, and the South Lanarkshire Tenants Development Support Project.

The aim of the pilot sessions was to identify aspects of housing and wider community issues that young people are passionate about. It highlighted the potential barriers and concerns about attending established forums however the pilot model itself resulted in very high levels of satisfaction in being involved.

It has received national and international recognition as piloting a new approach to engagement in housing issues and is set to be rolled out across South Lanarkshire moving forward, with other authorities planning to use the same model.

Right Here, Right Now South Lanarkshire Council endorsement

The Right Here, Right Now campaign saw young people across South Lanarkshire and Scotland lobby to increase understanding and exercising of young people's rights.

A motion that was brought forward to the full council by Spokesperson for Youth, Councillor Julia Marrs, following an approach by MSYP for Clydesdale Reece Harding, and received cross-party support.

Provost Ian McAllan signed a pledge to ratify the commitment after a full council meeting endorsed The Scottish Youth Parliament's campaign, and formally acknowledged the 'Right Here, Right Now' campaign.

The motion stated: "That South Lanarkshire Council recognises the importance of young people's rights, our role in defending those rights, and endorses The Scottish Youth Parliament's Right Here, Right Now campaign which seeks to influence law, policy, and practice to strengthen the protection of young people's rights, and to improve links between the Scottish Youth Parliament and public bodies, locally and nationally.

Young People's Sport Panel

To progress sports activities in South Lanarkshire and part of the national initiative, the Young Person's Sports Panel was launched in 2017 to grow the voice of young people in South Lanarkshire in decision-making roles in community sport hubs and clubs, establishing the following priorities:

- to give young people a voice and influence decisions around sport and physical activity

- to raise the profile of sport and physical activity

The first in any authority in Scotland, drawing from the experiences and impact of the national SportScotland Young People's Sport Panel and the impact that young people were having in decisions being made, the local model has been developed into a toolkit to support other authorities develop their own local panel.

Passionate about promoting Active Girls Day and Scottish Women and Girls in Sport Week, the panel decided to profile local female role models on social media every day during the week. Because the young people on the panel picked role models, they felt their peers could relate to, the initiative was a great success with some members volunteering their time to help at events throughout the week.

Pack It Up, Pack It In (Scottish Youth Parliament environment campaign)

Engaging young people across South Lanarkshire and Scotland, the national campaign explored the thoughts and concerns of young people and drew up 3 key areas to lobby for change on. These were:

- Reducing litter
- Reducing single-use packaging
- Improving recycling

The campaign sought to reduce pollution levels and empower young people to speak out and act. Local Members of the Scottish Youth Parliament's activity included exploring people's approach to recycling, identifying, and promoting the views of young people both locally and nationally, speaking with professionals on how to actively improve the environment, and challenging attitudes.

Taking this forward beyond the campaign, South Lanarkshire Youth Council have created a role specific to the Environment and are actively engaged with South Lanarkshire Council's Sustainable Development Team in developing a new Strategy for South Lanarkshire during 2021.

The environment is now a Key Priority of the Youth Strategy.

KEAR Campus

KEAR Campus is an SEBN school provision, educating young people from Primary 1 – S6 across 7 sites in South Lanarkshire. Young people who attend KEAR Campus can have experienced previous barriers to accessing learning and achievement within other educational settings.

Teachers, youth workers and other agencies connected to KEAR work together to build bespoke learning packages for young people when required to meet their individual needs.

The Youth, Family and Community Learning (YFCL) service works across all the KEAR sites to offer tailored access to youth work for young people as an integrated part of the school timetable– ranging from one-to-one weekly – or sometimes daily – nurture sessions to group work focused on raising confidence, developing skills, and raising aspirations. YFCL also provides support throughout school holiday times to young people and their families.

Programmes and groups are designed in partnership with young people & families where possible. A CLD approach is maintained throughout engagement with young people and their families. YFCL staff access funds for programmes through the school's main budget in addition to sourcing external funding for groups and specialised pieces of work. KEAR YFCL have recently established their own base which provides fully bespoke programmes for secondary aged young people to access to enhance their educational offer.

Pathfinders
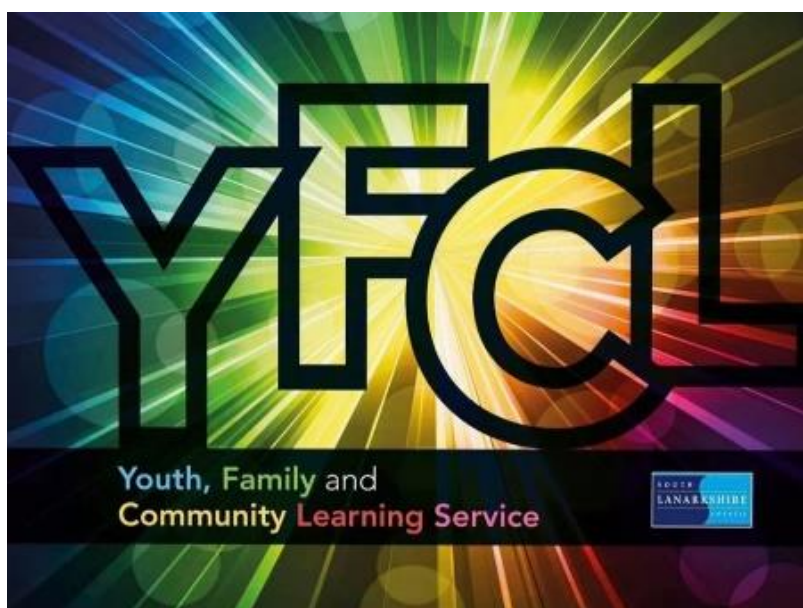
The Pathfinders pilot was established in the Cambuslang and Rutherglen locality in April 2019. The initiative was established following a series of meetings with representatives from Education (including Youth, Family and Community Learning Service and senior school staff), Social Work, and Finance and Corporate Resources, who agreed that a distinct piece of work was required to achieve better outcomes for children and their families living in this locality.

To date the Pathfinder Initiative has engaged with 238 young people and their families. Of these engagements, 99 are long term commitments. The referrals that are made through Joint Assessment Team (JAT) meetings (known as House meetings in Cathkin High School) are made for a variety of reasons that include: attendance; peer influence; poverty/financial concerns; offending in the community; anger management; use/impact of drugs and alcohol; and general health and wellbeing concerns.

Successful outcomes are strongly influenced by the positive engagement with parents/carers. By building these strong relationships Pathfinders personnel can identify the hidden issues that have negative impact on young people and stagnate progression. Pathfinders Officers often offer a support/ advocacy role in engagement with housing, social work, benefits agencies etc.

Section 5. Priorities 2022 – 2025

What young people said

Young people were engaged in several ways to gain views and ideas. This included

- Review of Youth Partnership surveys
- Review of national youth work research
- National youth engagement
- Community based focus groups
- Desktop research and policy searches
- Consultation through opinion meters and face-to-face questionnaires
- Local and Council wide consultation events
- Social media

The priorities agreed for the Youth Strategy 2022 – 2025 are:

- Health and Wellbeing
- Youth Friendly Services
- Learning and Working
- Rights
- Environment

Previously, Included in Decision Making was seen as a separate priority but is now seen to be part of all priorities but central to the fourth Priority, 'Rights'

Priority 1 - Health and wellbeing

Through a partnership approach, we will further support and develop the health and wellbeing of young people, addressing inequalities and improving their confidence and wellbeing, and engage them directly in taking forward the issues.

Key issues:

Good Mental Health

Through a partnership approach, we will strengthen the role of young people in all aspects of health and wellbeing services to ensure that they are central to the development and delivery of support that meets the identified needs of young people, making the changes they see as necessary.

We seek to identify what promotes good mental health and provide a guide to support services in South Lanarkshire embed practice.

Feeling safe/living safely

Through a partnership approach, we will work to address young people's concerns and help identify solutions that support young people to feel safe and live safely. We will support young people to voice their concerns and to help develop actions to address this issue.

Positive Relationships

Through a partnership approach, we will review information and services available to young people to ensure that they get the right support about developing and maintaining positive relationships, at the right time, as and when they need it.

LGBTIQ+

Through a partnership approach, we will work with young people to ensure their needs are met, and to develop existing services accessed and available to young people, whilst promoting access to wider services.

Anti-social behaviour

Through a partnership approach, we will work with young people to review existing activities and provision to address anti-social behaviour and explore new ways to provide new activities and provision. We will strengthen the role of young people in this process.

Sport and Leisure

Through a partnership approach, recognising the importance of sport and leisure in maintaining good health and wellbeing, we will work with young people to support their access to sport and leisure opportunities, exploring the development of new opportunities.

Positive images

Through a partnership approach, we will positively promote young people across social media, in their communities, and in the press to celebrate their successes and their key role in the life of our communities.

Bullying/Cyber bullying

Through a partnership approach, we will work with young people to review and address this negative issue, seeking to improve positive mental health, wellbeing, and resilience.

We will actively identify and signpost young people to organisations, opportunities and training that addresses this issue and supports development of their resilience.

Territorialism – breaking down barriers

Through a partnership approach, we will work with young people in, and out with their communities to seek positive solutions to safety concerns where they live, work, are educated or spend their spare time.

Priority 2 - Youth friendly services

Providing services for young people is not enough; environments need to be attractive and welcoming to young people. However, some young people are excluded, isolated or unable to participate in services as they would wish to due to circumstance and situation.

Through a partnership approach, we will act to ensure that services reach the young people that need them and at times that they need them.

Key issues:

Cost and accessibility

We will work with service providers and young people to minimise cost of access and address accessibility issues.

Transport

We will continue to support young people to raise concerns about transport issues with partners and explore ways in which services can be delivered to address transport issues.

Opening times

We will work with service providers to review service times to better reflect the needs of service users.

Location of facilities and services

We will continue to engage with young people and partners to ensure that young people have a say in the development of new facilities and services, and that partners take account of location when delivering services.

Getting a good service

With young people, we will identify new ways to monitor customer satisfaction and experiences to ensure quality of service delivery.

Information on services and activities

We will improve and extend current ways of informing young people of activities and services to take better account of young peoples' engagement routes (social media etc.), needs, barriers and participation concerns.

Housing and Homelessness

We will support young people and services to explore new ways to provide options and assistance that address young people's needs.

Priority 3 - Learning and working

Taking account of the growing challenges locally, nationally, and globally, young people are concerned about their future, job security or the ability to access learning beyond school.

Through a partnership approach, we will pro-actively explore, develop new, and improve existing training, learning and qualification opportunities.

We will work with young people to assist developing aspirations and gaining vital experience to help them into work, to ensure fair treatment, and to achieve their destinations.

Key issues:

Training opportunities

We will work with partners and young people to review existing, and develop new and engaging training opportunities, which reflect the needs and aspirations of young people, and understand those that have not been taken up, to secure the skills and confidence they need for learning, life, and work.

Employment and Apprenticeship opportunities

We will work with partners to enable young people access employment and apprenticeships opportunities open to them, addressing issues such as work experience and ensuring their rights are respected.

Volunteering opportunities

We will review volunteer policies to ensure that experiences are high quality and volunteers valued. We will identify and promote new volunteering opportunities that support young people's personal and social wellbeing development.

Community based learning

We will work with young people to provide and develop community-based learning opportunities that support young people to achieve and grow their skills, confidence aspirations and reach their potential.

Further education

We will work with providers and young people to support entry into further education and tackle equality and access issues for young people, raises aspirations, eases transition from secondary to further education.

Priority 4 - Rights

Young people are a valued and a central strength in the life of our communities. They are respected and valued contributors in decision-making, speaking up to make changes and improvements.

Through a partnership approach, we will progress understanding of the rights of young people amongst communities, partners, and services to ensure good practice and better participation in planning and delivery of change.

Key issues:

Understanding Rights

We will progress understanding young people's rights and ensure that partners, services, and communities are aware of their duties and responsibilities to engage young people in planning, agreement, and delivery of change at all stages of decision-making.

We will develop the skills of young people, their resilience and confidence to be capable, responsible members, and their ability to exercise their rights.

Having your say and being listened to

We will review and expand the processes of participation for young people to increase opportunities for young people to raise their issues, supporting a more engaged, and equal society.

Equity and Human Rights

We will continue to support young people to challenge equity and human rights issues, to live life without judgement, as responsible and equal members of their community.

Priority 5 - Environment

Young people care about the future of the world that they take forward for future generations. They share the same concerns regarding the environment and actively engage in identifying and progressing solutions.

Through a partnership approach, we will support young people to explore, research and make recommendations to protect and improve the environment in South Lanarkshire.

Key issues:

Single-Use Plastics

We will work with partners and young people to review and identify areas in which single-use items which contribute to pollution can be replaced with sustainable alternatives.

Cleaner Communities

We will work with partners and young people to review existing, and develop new, initiatives to promote cleanliness in and around the communities in South Lanarkshire.

Recycling

We will work with partners and young people to review existing, and develop new, initiatives to promote recycling in South Lanarkshire.

Eco-Friendly Communities

Working in association with other organisations to improve the environments in communities by promoting an eco-approach that involves all members of our communities, especially young people.

Carbon Emissions

Engage with young people to support partners continue to research, promote, and invest in clean air initiatives.

Section 6. Measuring progress

How will you know we have delivered?

The South Lanarkshire Youth Strategy is successful because robust measures for monitoring and evaluating progress are used and new measures developed as required. We will continue to use this approach as well as introduce new approaches, linking directly to the South Lanarkshire Council's Plan and the Community Learning and Development Plan.

You will know how well we are doing because in future:

- More young people will be accessing health and wellbeing support
- More young people will be able to access services
- More young people will be better informed about services available to them
- More young people will be accessing training/learning opportunities, apprenticeships, and qualifications to support their journey into the world of work
- More young people will be involved in the life of their community
- More young people will be contributing to planning locally and nationally
- More young people will be engaged in environment issues locally and nationally

We will report progress through the following processes:

- Regular meetings involving service providers and the Council Spokesperson for Youth regarding targets.
- Two meetings per year involving young people and service providers to discuss priorities and progress.
- Regular update reports to the Youth Partnership.
- Publication of annual reports based on annual action plans
- The use of South Lanarkshire Community Learning and Development Partnership Outcome Measures and nationally recognised quality indicators.
- The monitoring of uptake in priority development areas.
- Regular e-updates through digital media

Section 7. Local and national planning and decision making bodies

Local and national planning and decision-making bodies

South Lanarkshire Youth Council

Consisting of volunteers aged between 12 and 25, the Youth Council seeks to influence decision makers such as South Lanarkshire Council, Strathclyde Police and Lanarkshire Health Board.

There are 4 geographical areas:
- Hamilton
- East Kilbride
- Clydesdale
- Cambuslang, Rutherglen, Uddingston and Bothwell.

If you wish to join your local area Youth Council or raise concerns, please contact the Chairperson through chair@slycmail.org.uk or phone 01698 552111.

Spokesperson for Youth

Councillor Gavin Wylie-Keatt is the Spokesperson for Youth for South Lanarkshire. Meeting and talking with young people, Councillor Keatt raises youth issues with services within South Lanarkshire Council and supports young people locally to take forward their concerns.

Councillor Keatt can be contacted by phone on 07872619539 or via email, gavin.wyliekeatt@southlanarkshire.gov.uk

Community Learning and Development Partnership

South Lanarkshire Community Learning and Development (CLD) Partnership is made up of a range of local public and voluntary sector organisations. The CLD oversees the planning, development, and evaluation of activities across South Lanarkshire such as youth work, community based adult learning, English for speakers of other languages and, adult literacy and numeracy.

For more information, please contact 01698 552111 or email slcyfclsummerlee@glow.sch.uk

Youth Partnership

This forum brings service providers and young people together to discuss young people's concerns and thoughts about service improvement or developments in the community. It reports to the Community Learning and Development Partnership.

For more information, please contact 01698 552111 or email slcyfclsummerlee@glow.sch.uk.

South Lanarkshire Council Executive Committee

This forum is made up of 24 elected members within South Lanarkshire. Meeting monthly, the agenda and minutes of each meeting can be viewed through the South Lanarkshire Council website, www.southlanarkshire.gov.uk

Community Planning Partnership

Community Planning involves the Council working with its main public sector partners to better plan and deliver services that meet the needs and aspirations of communities. This is delivered through the Community Plan

For more information, please contact the community engagement team on 0303 123 1017 or email communities@southlanarkshire.gov.uk.

Scottish Youth Parliament

The Scottish Youth Parliament exists to allow young people the opportunity to discuss and debate issues before taking the outcomes to decision-makers. There are 10 areas covered by subject committees. In South Lanarkshire there are 8 Members, 2 covering each geographical area highlighted with the Youth Council information above.

To find out more about what is happening nationally please visit www.scottishyouthparliament.org.uk

To get more information locally please contact 01698 552111 or email slcyfclsummerlee@glow.sch.uk.

Scottish Government

The devolved **Government for Scotland** is responsible for most of the issues of day-to-day concern to the people of Scotland, including health, education, justice, rural affairs, and transport.

To find out what is happening nationally please visit www.scotland.gov.uk

United Kingdom Parliament

Parliament examines and challenges the work of the government through debates in both the House of Commons and the House of Lords. For more information about Parliament and how it works please visit www.parliament.uk

United Kingdom Youth Parliament

The Youth Parliament aims to give the young people of the UK, between the age of 11 and 18 a voice, which will be heard and listened to by local and national government, providers of services for young people and other agencies who have an interest in the views and needs of young people. Agreements with Scotland have been made to ensure that the young people in Scotland are represented by the organisation.

For more information, please visit www.ukyouthparliament.org.uk

British Youth Council

As the National Youth Council for the UK, the British Youth Council aims to support all young people in the UK to exercise your right to participate in decisions which affect you and to have a voice on issues about which you have a strong opinion.

For more information, please visit www.byc.org.uk

YouthLink Scotland

As the National Youth Work Body in Scotland, YouthLink acts as the collective voice of youth work and to represent the needs and interests of the youth work sector regarding policy and practice, to government and other stakeholders.

For more information on training, events, and youth work practice, please visit www.youthlinkscotland.org

Agenda Item

12

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**2 May 2023**
Report by:	**Executive Director (Education Resources)**

Subject:	**School Leaver Destinations 2021/2022**

1. Purpose of Report

1.1. The purpose of the report is to: -

♦ provide an update on the 2021/22 School Leaver Initial Destination survey results produced by Skills Development Scotland (SDS)

2. Recommendation(s)

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

(1) that the outcome from the follow-up survey on school leaver initial destination results (SLDR) for last year's school leavers in South Lanarkshire, which is 96.2% is noted.

(2) that the total number of school leavers in South Lanarkshire during 2021/22 of 3443, be noted.

3. School Leaver Initial Destination Results (SLDR)

3.1. Each year Education Resources report on the key outcomes for young people who left school from the analysis of the School Leaver Initial Destination Results (SLDR) for South Lanarkshire.

3.2. Following the introduction of the Participation Measure in 2017, it was agreed that Skills Development Scotland would continue to supply school leaver destination data to the Scottish Government's Education Analysis Unit (SGEAS) for their annual national statistics publication and to update Insight, the online benchmarking tool for Scottish local authorities and secondary schools.

3.3. The 2021/22 cohort includes leavers from publicly funded secondary schools who left school between September 2021 and September 2022. The national report is based on information held on the shared dataset which is updated on an ongoing basis. The figures were taken as a snapshot in early October 2022.

3.4. The Council has invested significant resources from a variety of sources including Scottish Government No-one Left Behind, European Structural Funds and South Lanarkshire Education funds to provide a range of learning opportunities and support for those young people in the senior phase for them to progress in their learning journey and to achieve a positive leaver destination. This includes targeted one-to-one employability support for school leavers through the Aspire and AspireWorks programmes and work-based learning opportunities through the GradU8 and Foundation Apprenticeship programmes.

4.   South Lanarkshire School Leaver Destinations 2021/22

4.1.   South Lanarkshire's positive destination rate for 2020/21 is **96.2%.** This is the same rate as the previous year and the target to achieve a rate of equal to or above the national rate (95.7%) has been achieved.

4.2.   **Summary**
   ♦ 3443 young people left school in 2021/22, a rise from 3312 the previous year
   ♦ The positive destination rate is 96.2%, there is no change from 2020/21
   ♦ South Lanarkshire sits above the national rate of 95.7% by 0.5 percentage points
   ♦ South Lanarkshire has the 11th highest rate of the 32 Local Authorities
   ♦ The unemployed (seeking) rate is 2.3%, in line with the national rate
   ♦ The unemployed (not seeking) rate is 1%, this sits below the national rate of 1.5%
   ♦ The unknown rate is 0.5%, this sits slightly above national rate of 0.4%

4.3. Table 1: Leaver Destinations 2021/22

Leaver destination	South Lanarkshire (%)	Scotland (%)
Employment	23.1	25.1
Higher Education	46.5	41.2
Further Education	22	25.5
Training	4	2.9
Personal Skills Development	0.3	0.5
Voluntary Work	0.3	0.5
Unemployed seeking	2.3	2.3
Unemployed not seeking	1	1.5
Unknown	0.5	0.4

4.4. Table 2: Positive destinations by school

School	Total leavers	Positive destinations (%)
Biggar High School	108	98.1
Calderglen High School	254	98.8
Calderside Academy	250	87.6
Carluke High School	182	94.5
Cathkin High School	198	98.0
Duncanrig Secondary School	284	96.5
Hamilton Grammar	207	96.1
Holy Cross High School	229	97.4
Lanark Grammar	194	97.4
Larkhall Academy	228	93.9
Lesmahagow High School	103	94.2
St Andrew's and St Bride's	241	97.9
St John Ogilvie High School	176	94.9
Stonelaw High School	215	99.5
Strathaven Academy	175	97.7
Trinity High School	216	97.2
Uddingston Grammar	183	96.7
South Lanarkshire	3443	96.2

5.   Positive Destinations – Closing the Gap

5.1.   The table below compares the positive leaver destinations for young people residing in the most and least deprived data zones. In 2021/22 98.6% of young people in the least deprived datazones achieved positive destinations compared to 92.5% of young people in the most deprived, a gap of 6.1 percentage points. The gap has narrowed marginally from 6.4% in 2020/21 and compares to 4.4% across Scotland. During academic year 22/23, all young people residing in the most deprived datazones are discussed individually through 16+ meetings in all schools and it is anticipated that this will contribute to a narrowing of the gap for the 2022/23 positive destination rate.

5.2.   Table 3: Positive Destinations – Gap between most and least deprived datazones

	South Lanarkshire 20% most deprived datazones	South Lanarkshire 20% least deprived	Gap
2021/22	92.5	98.6	**6.1**
2020/21	92	98.4	6.4

	National 20% most deprived datazones	National 20% least deprived datazones	Gap
2021/22	93.4	97.8	**4.4**
2020/21	92.8	97.6	4.8

6.   Positive Destinations for Care Experienced Young People
6.1.   The South Lanarkshire multi-agency care experienced tracking and monitoring group works to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required. The work of this group has a positive impact on the destinations of care experienced young people in recent years with the rate consistently above that for Scotland.

6.2.   In 2021/22, 80 young people within the leavers' cohort were recorded as care experienced. The positive destination rate is 92.5% for this group of leavers. This is an increase from 90% in 2020/21 and sits above the National rate of 86%.

6.3.   Table 4: Positive destinations rate for care experienced young people

	2021/22	2020/21
South Lanarkshire - care experienced young people	92.5	90
South Lanarkshire (all young people)	96.2	96.2
National - Care Experienced young people	86	87.9
National (all young people)	95.7	95.5

7.   Employee Implications
7.1.   There are no employee implications associated with this report.

8.   Financial Implications
8.1.   There are no financial implications associated with this report.

9.   Climate Change, Sustainability and Environmental Implications
9.1.   There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

10.   Other Implications
10.1.   There are no implications for risk in terms of the information contained within this report.

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

11.2.   As the purpose of the report is to provide an update on school leaver destinations, there is no requirement to consult directly with stakeholders, but it should be noted that engagement takes place with individual schools.

Tony McDaid
Executive Director (Education Resources)

5 April 2023

Link(s) to Council Values/Priorities/Outcomes
♦   Education and learning: Inspiring learners, transforming learners and strengthening partnerships.

Previous References
♦   None

List of Background Papers
♦   Scottish Government's Education Analysis Unit (SGEAS) - annual national statistics publication Insight

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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E-mail: stewart.nicolson@southlanarkshire.gov.uk