



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 31 January 2022

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, 08 February 2022
Time: 10:00
Venue: By Microsoft Teams,

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

Yours sincerely

Cleland Sneddon
Chief Executive

Members

Katy Loudon (Chair), Peter Craig (Depute Chair), John Ross (ex officio), Alex Allison, John Anderson, Jackie Burns, Margaret Cooper, Margaret Cowie, Mary Donnelly, Isobel Dorman, Fiona Dryburgh, Joe Fagan, Lynsey Hamilton, Ian Harrow, Mark Horsham, Martin Grant Hose, Julia Marrs, Monique McAdams, Ian McAllan, Gladys Miller, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, David Watson

Substitutes

Stephanie Callaghan, Maureen Devlin, Eric Holford, Ann Le Blond, Martin Lennon, Richard Lockhart, Eileen Logan, Kenny McCreary, Mark McGeever, Jim McGuigan, David Shearer, Collette Stevenson, Bert Thomson, Jim Wardhaugh

External Members

Religious Representatives

Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives

Andy Harvey, Ann Marie Hobson

Parent Council Representatives

Christine Hall, Hilary Kirby

BUSINESS

- 1 **Declaration of Interests**
- 2 **Minutes of Previous Meeting** 5 - 16
Minutes of the meeting of the Education Resources Committee held on 9 November 2021 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- 3 **Revenue Budget Monitoring 2021/2022 - Education Resources** 17 - 22
Joint report dated 12 January 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Capital Budget Monitoring 2021/2022 - Education Resources** 23 - 26
Joint report dated 20 January 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring - September to November 2021** 27 - 34
Joint report dated 23 January 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 6 **Education Resource Plan: Quarter 2 Progress Report 2021/2022** 35 - 68
Report dated 18 January 2022 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Decision

- 7 **Devolved School Management Scheme (DSM)** 69 - 138
Report dated 13 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 8 **Continuation and Development of the Current MCR Pathways Programme** 139 - 150
Joint report dated 12 January 2022 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 9 **Proposal to Cease Charging for Privilege Transport Places on Mainstream School Transport** 151 - 154
Report dated 18 January 2022 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Noting

- 10 **Scottish Child Disability Payment (CDP) – Education Resources Information Requests and Associated Administrative Support** 155 - 158
Report dated 18 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 11 **Learning, Teaching and Assessment** 159 - 164
Report dated 20 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 12 **Numeracy and Mathematics Update** 165 - 168
Report dated 20 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 13 **Community Learning and Development Strategic 3 Year Plan 2021 to 2024** 169 - 186
Report dated 12 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 14 **Equity – School Update** 187 - 198
Report dated 13 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 15 **COVID-19 Guidance Update for Schools and Educational Settings** 199 - 206
Report dated 20 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 16 **Celebrating Success – COSLA Quality Awards** 207 - 214
Report dated 20 January 2022 by the Executive Director (Education Resources). (Copy attached)
- 17 **Notification of Contracts Awarded: 1 April to 30 September 2021** 215 - 218
Report dated 20 January 2022 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

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

For further information, please contact:-

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Clerk Telephone:	01698 454108 / 01698 454669
Clerk Email:	pauline.macrae@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held via Microsoft Teams on 9 November 2021

Chair:

Councillor Katy Loudon

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Mary Donnelly, Councillor Isobel Dorman, Councillor Joe Fagan, Councillor Lynsey Hamilton, Councillor Ian Harrow, Councillor Mark Horsham, Councillor Martin Grant Hose, Councillor Julia Marrs, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Margaret B Walker, Councillor David Watson

Councillors' Apologies:

Councillor Jackie Burns, Councillor Margaret Cooper, Councillor Fiona Dryburgh, Councillor John Ross (ex officio)

External Members Present:

Christine Hall, Andy Harvey, John Mulligan

External Members' Apologies:

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

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

N Docherty, Administration Assistant; L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; E McPake, Human Resources Business Partner; M M Wilson, Legal Services Manager; S Terry, Web Journalist

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 31 August 2021 were submitted for approval as a correct record.

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

3 Revenue Budget Monitoring 2021/2022 - Education Resources

A joint report dated 13 October 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 10 September 2021 against budgeted expenditure for 2021/2022 for Education Resources.

As at 10 September 2021, there was an overspend of £0.249 million, as detailed in Appendix A to the report. Costs incurred in relation to the Resource's Covid-19 response were outlined in Appendix B to the report.

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

The Committee decided:

- (1) that an overspend of £0.249 million, as at 10 September 2021, on Education Resources' revenue budget, as detailed in Appendix A to the report, be noted; and
- (2) that the proposed budget virements be approved.

[Reference: Minutes of 31 August 2021 (Paragraph 4)]

4 Capital Programme 2021/2022 Update and Monitoring for Period 1 April 2021 to 10 September 2021

A joint report dated 21 October 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2021/2022 and summarising the expenditure position at 10 September 2021.

At its meetings on 22 September and 3 November 2021, the Executive Committee agreed changes to the Education Resources' capital programme, as detailed in Appendix A to the report. The revised capital programme amounted to £17.986 million, a net decrease of £2.414 million from the position reported to this Committee on 31 August 2021. Expenditure as at 10 September 2021 was £5.269 million. This represented a position of £0.259 million ahead of profile which, in the main, reflected the timing of payments.

The Committee decided: that the Education Resources' capital programme for 2021/2022 of £17.986 million, and expenditure at 10 September 2021 of £5.269 million, be noted.

Reference: Minutes of 31 August 2021 (Paragraph 6)]

5 Education Resources – Workforce Monitoring – July and August 2021

A joint report dated 30 September 2021 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period July and August 2021:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 13 June 2021

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

The Committee decided: that the report be noted.

[Reference: Minutes of 31 August 2021 (Paragraph 7)]

6 School Holiday Dates for Session 2022/2023

A report dated 1 November 2021 by the Executive Director (Education Resources) was submitted on the proposed holiday arrangements for schools in South Lanarkshire for session 2022/2023. Neighbouring educational authorities, parent councils and employee trade unions had been consulted on the proposals.

The Committee decided: that the following school holidays for session 2022/2023 be approved:-

Session 2022/2023

First Term September Weekend	Teachers' In-service	Monday	15 August 2022
	In-service day	Tuesday	16 August 2022
	Pupils return	Wednesday	17 August 2022
	Close on	Thursday	22 September 2022
	Re-open	Tuesday	27 September 2022
October Break	Close on	Friday	14 October 2022
	Re-open	Monday	24 October 2022
Christmas	In-service day	Monday	14 November 2022
	Close on	Friday	23 December 2022 at 2.30pm
	Re-open	Monday	9 January 2023
Second Term February break	Close on	Friday	10 February 2023
	Closed	Monday and Tuesday	13 February 2023 14 February 2023
	In-service day	Wednesday	15 February 2023
	Close on	Friday	31 March 2023 at 2.30pm
	Re-open	Monday	17 April 2023
Third Term Local Holiday	Closed	Monday	1 May 2023
	In-service day	Tuesday	2 May 2023
	Re-open	Wednesday	3 May 2023
Local Holiday*	Close on	Thursday	25 May 2023
	Re-open	Tuesday	30 May 2023

*Lanark schools to observe 8 and 9 June 2023 (Lanimers)

Summer break	Close	Tuesday	27 June 2023 at 1.00pm
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Proposed in-service days	*2 dates for teachers' in-service training for 14 and 15 August 2023 still to be confirmed.		
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Working Days for Teachers

195

[Reference: Minutes of 27 October 2020 (Paragraph 9)]

7 Attachment Strategy for Education Resources – Update Report

A joint report dated 21 October 2021 by the Executive Director (Education Resources) and (Finance and Corporate Resources) was submitted on a proposal to appoint a Development Officer, on a secondment basis, for a period of 12 months.

On 31 August 2021, the Committee noted progress on the implementation of the Attachment Strategy for Education Resources. To further embed attachment informed practice across the Council, all education establishments and services had been asked to nominate attachment leads and ambassadors within their organisations, who would be invited to locality networking events. An Attachment Strategy Glow tile would be developed to provide a shared platform for learning materials and communication.

To support the sustained implementation of the Attachment Strategy and to improve outcomes for children and young people, it was proposed that a post of Development Officer be established, on a secondment basis, for a period of 12 months. Costs would be met from the Education recovery funding made available to support and strengthen nurture and attachment for young people during the recovery period.

Existing Depute Head Teachers, Educational Psychologists and Principal Teachers would be invited to apply for the Development Officer post on a fixed term basis for 12 months.

The Committee decided:

- (1) that a post of Development Officer, on a secondment basis for a period of 12 months, be added to the Education Resources' establishment; and
- (2) that it be noted that existing Depute Head Teachers, Educational Psychologists and Principal Teachers would be invited to apply for the Development Officer post.

[Reference: Minutes of 31 August 2021 (Paragraph 12)]

8 Education Recovery: Key Actions and Next Steps

A report dated 20 October 2021 by the Executive Director (Education Resources) was submitted on the Scottish Government's ongoing response to the impacts of the pandemic on education and its next steps to address them.

In October 2021, the Scottish Government published its report 'Education Recovery: Key Actions and Next Steps' which recognised the role played by local authorities and partners in adapting to the global pandemic.

The focus on education recovery was part of the Scottish Government's strategic approach to recovery from Covid and was closely aligned to the wider issues outlined in the report 'Covid Recovery Strategy for a Fairer Scotland' which set out the following 3 key outcomes linked to the agenda for education:-

- ◆ financial security for low income households
- ◆ wellbeing of children and young people
- ◆ green jobs and fair work

Details were provided on the actions and next steps which had been identified in the Education Recovery report which included a renewed focus on excellence and equity as set out in the National Improvement Framework. The report highlighted the plan to build on the innovation and strengths that had emerged during the pandemic and incorporated key principles, including diversity, equality and sustainability, designed to address the harms caused to children, young people and families. Many of those next steps focused on aspects and actions already undertaken by the Council.

Arrangements had been made to share the Education Recovery report's key actions and next steps with Heads of educational establishments, professional associations, trade unions and other stakeholders.

Information was given on the additional funding provided by the Scottish Government in 2020/2021 and 2021/2022 to support children and young people. An element of that funding had enabled the Council to recruit both temporary and permanent teaching staff and support assistants.

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

The Committee decided: that the report be noted.

9 Support for Equality and Diversity within Education Resources

A report dated 14 October 2021 by the Executive Director (Education Resources) was submitted providing an update on the range of activity being undertaken across Education Resources in relation to support for Equality and Diversity.

Education in South Lanarkshire was based on an inclusive ethos that ensured that all learners were treated fairly, had equality of opportunity and had a sense of belonging in their learning environment. A range of legislation and policy frameworks supported the equality and diversity agenda across education contexts.

Details were provided on the:-

- ◆ Equality Act 2010 which provided a framework of discrimination law which protected individuals from unfair treatment and promoted a fair and more equal society
- ◆ Children and Young People (Scotland) Act 2014 which established wellbeing as the key mode of assessment for practitioners in Scottish schools
- ◆ Education Scotland Act 2016 which supported a range of improvements to Scottish education
- ◆ Education (Additional Support for Learning) Scotland Act 2004 (as amended in 2009) which provided a framework for local authorities and other agencies to support all children with their learning and introduced the concept of 'additional support needs'
- ◆ Education (Disability Strategies and Pupils' Educational Records) Scotland Act 2002 which outlined duties on education authorities, schools and other responsible bodies to plan for the needs of disabled pupils, to ensure access to the curriculum, physical environment of schools and school information
- ◆ Standards in Scotland's Schools etc Act 2000 which set out the rights of children to school education (including children who were unable to attend school due to ill-health) and the related duties of education authorities. The Act introduced the policy of 'presumption of mainstreaming', in that all children would be expected to attend mainstream school unless certain circumstances applied

The national priorities and drivers that supported promotion of equality, diversity and an inclusive approach for all learners included:-

- ◆ the National Improvement Framework and Improvement Plan (NIF) established in 2015 which set out a clear vision for Scottish Education based on delivering Excellence and Equity
- ◆ Delivering Excellence and Equity in Scottish Education. A Delivery Plan for Scotland 2016 which outlined the steps to be taken to achieve key improvements in education, building on the work in the National Improvement Framework with a focus on raising attainment and making progress in closing the poverty related attainment gap

Detailed information was given on the following specific areas of practice in equality and diversity within Education Resources:-

- ◆ care experienced children and young people
- ◆ safeguarding
- ◆ tackling poverty
- ◆ mental health
- ◆ accessibility
- ◆ severe and profound additional support needs
- ◆ Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Equality
- ◆ English as an Additional Language (EAL)
- ◆ Autistic Spectrum Disorder (ASD)
- ◆ anti-bullying
- ◆ dyslexia
- ◆ gypsy/traveller education
- ◆ promoting race equality and anti-racist education

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

The Committee decided: that the range of activity undertaken across Education Resources in respect of Equality and Diversity be noted.

In terms of Standing Order No 13, the Chair adjourned the meeting at 11.37am for a 5 minute period. The meeting reconvened at 11.42am without the attendance of Councillors Donnelly and Watson

10 Professional Learning - School Leadership

A report dated 19 October 2021 by the Executive Director (Education Resources) was submitted providing an update on school leadership development during session 2020/2021 and advising on the next steps to meet the drivers in the National Improvement Framework.

A key priority for Education Resources was to support colleagues on their leadership journey and to work in partnership with Education Scotland and the West Partnership to develop a comprehensive range of professional learning programmes. Those programmes were currently delivered remotely and had proven to be successful and had allowed for better collaboration and the sharing of good practice.

Information was provided on the undernoted programmes:-

'Into Headship'

Run in conjunction with Education Scotland and designed for aspiring school leaders to enable them to attain the Standard for Headship. Since 2020, it was a legislative requirement for new Head Teachers to hold the Standard for Headship. Other programmes, which ran in conjunction with Education Scotland, included 'Towards Headship' and 'Excellence in Headship'.

Head Teacher Induction

Facilitated by Education Resources' officers, this provided professional learning for new and substantive Head Teachers, as detailed in Appendix 1 to the report.

Catholic Leadership

Working in partnership with the Diocese, there had been an opportunity to establish a Leadership programme to support Catholic Leadership.

West Partnership

The Leadership workstream, one of 8 workstreams, offered programmes on Thinking about Headship, Executive Coaching, Hexagon Coaching and Learning Sets.

General Teaching Council (GTC) Scotland

On 2 August 2021, the GTC had refreshed and restructured its Professional Standards for teachers. Professional Learning was delivered via online sessions in May 2021 which provided information and updates to Head Teachers and Continuing Professional Development (CPD) Coordinators for dissemination to all staff in preparation for August 2021.

Masters Level

23 teachers from primary and secondary sectors across the Authority were being funded to undertake Masters Level learning.

Newly Qualified Teacher

An extensive Career Long Professional Learning (CLPL) programme for newly qualified teachers, including teachers in Early Years who had been re-deployed to the primary sector as part of a targeted professional learning support package.

Education Resources would continue to support education professionals to make a difference in the classroom, school and wider community through access to a wide range of professional learning and leadership opportunities.

The Committee decided: that the training and development opportunities, undertaken in partnership with Education Scotland and through the West Partnership, be noted.

11 Enhanced Summer Programme 2021 - Sensational Summer Sessions - Evaluation

A report dated 21 October 2021 by the Executive Director (Education Resources) was submitted providing a detailed evaluation on the delivery of the Council's Sensational Summer Sessions provision and the Scottish Government funded Enhanced Summer Programme in South Lanarkshire.

On 31 August 2021, the Committee considered an interim update report on the delivery of the summer programme. As the evaluation process on the use of the additional funding of the enhanced summer programme was not due for completion until mid-September 2021, it had been agreed that a detailed evaluation of the impact of the overall provision on children, young people, families and communities would be submitted to this meeting.

The Council had allocated £380,000 for the Sensational Summer Sessions provision and the Scottish Government had provided additional funding of £882,000 for the Enhanced Summer Programme in South Lanarkshire.

The enhanced provision had allowed for:-

- ◆ the expansion of the "sensational summer sessions" to include young people aged 12 to 17 and their families, with the additional support of voluntary sector partners located in local communities, as well as the wider Youth, Family and Community Learning Service (Universal Connections), over 7 days per week, which included evenings and weekends
- ◆ an additional 83 bespoke programmes delivered by 76 partners (listed in Appendix 2 to the report), which provided a variety of opportunities and activities to over 2,500 children

The impact outcomes used to evaluate the programme were the agreed Community Learning and Development Partnership (CLD) outcomes that underpinned the CLD 3 Year Strategic Plan, as detailed in Appendix 1 to the report.

Details were given on:-

- ◆ the number of children and young people engaged from each target group as defined by the Scottish Government's funding criteria
- ◆ the range of activities successfully delivered throughout the summer holiday period

- ◆ resources and equipment available
- ◆ free personal support available, such as passes to leisure services

The additional funding for the enhanced summer programme had enabled 7,691 children and adults to benefit from the expanded programme of activities. In total, 11,040 people had participated in activities, of whom 8,703 were children and young people and 2,337 were adults. Views from young people, parents/carers and staff had been collated and outlined in Appendix 3 to the report.

There followed a discussion during which:-

- ◆ members congratulated those involved in delivering a successful programme
- ◆ officers undertook to provide members with information on how equipment used in the programme could be shared for the benefit of the wider community

The Committee decided:

- (1) that the breadth and scale of delivery through the 2021 enhanced summer programme be noted;
- (2) that the wider, additional impacts for those who attended and for communities, as a result of the Scottish Government funding, be noted; and
- (3) that the support of Third Sector Partners and organisations, in partnership with the Council, to deliver the programme in localities be noted.

[Reference: Minutes of 31 August 2021 (Paragraph 11)]

12 Youth Employability and Work Based Learning

A report dated 14 October 2021 by the Executive Director (Education Resources) was submitted:-

- ◆ providing an update on the progress of the Youth Employability Services' targeted employability and senior-phase work-based learning programmes
- ◆ advising of the way in which the Service had continued to respond to the challenges presented by the Covid-19 pandemic

The Youth Employability Service supported young people at school in the senior phase and post-school up to age 19 (26 if care experienced) to develop and achieve the skills, experience and qualifications to progress to positive and sustained post school destinations.

Details were provided on the Service's 5 key programmes:-

- ◆ Aspire
- ◆ AspireWorks
- ◆ GRADU8
- ◆ Gradu8 work Experience
- ◆ Foundation Apprenticeships

Those programmes had achieved positive outcomes for young people and had made a significant contribution to South Lanarkshire's consistently high positive school leaver destinations and post school participation measures over recent years.

The Covid-19 pandemic had been a significant challenge for the delivery of the youth employability programmes for 2020/2021. Revised planning, risk assessment and partnership working had been required and was made possible due to the positive partnership relations between the Service, schools and partners, including local colleges and Skills Development Scotland.

The Service had worked hard to ensure that vulnerable young people, who were likely to be significantly disadvantaged due to the economic challenges of the Covid-19 pandemic, were supported.

Case studies of young people involved in each of the programmes were attached as appendices 1 to 3 of the report.

The Committee decided: that the progress of the Youth Employability Services' targeted employability and senior-phase work-based learning programmes and the Services' efforts in meeting the challenges presented by the Covid-19 pandemic be noted.

[Reference: Minutes of 21 January 2021 (Paragraph 16)]

13 Update of the Education Resources' Risk Register and Risk Control Plan

A report dated 13 October 2021 by the Executive Director (Education Resources) was submitted providing an update on the Education Resources' Risk Register and Risk Control actions.

Education Resources had followed Council guidance in developing, monitoring and updating its Risk Control Register on an ongoing basis. The Register had been developed to ensure that the Resource:-

- ◆ was fully aware of the top risks
- ◆ was able to prioritise those risks
- ◆ had controls in place to eliminate or minimise the impact of the risk

The risks were scored in accordance with the Council's scoring mechanism based on likelihood and impact of risk. This resulted in risks being scored between 1 to 25 (low to very high). Risks were scored on their inherent risk (risk if nothing was done) and their residual risk (risk after applying controls). The Risk Register for the Resource had been developed and was monitored on an ongoing basis by the Resource Risk Management Group to add new risks and to review the score of existing risks. The main changes to the Risk Register were summarised in the report.

Information on the risk scoring matrix and definitions for likelihood and impact was attached as Appendix 1 to the report.

Details of all risks which had scored very high and high were provided in Appendix 2 to the report. Risks evaluated as being medium or low risk would be monitored to ensure that they continued to be adequately managed.

The outstanding actions to mitigate risks within the Risk Control Plan would be progressed by the relevant officers.

The Committee decided:

- (1) that the contents of the Resource Risk Register be noted; and

- (2) that it be noted that risk control actions would continue to be progressed by relevant officers.

[Reference: Minutes of 21 January 2021 (Paragraph 9)]

14 West Partnership Regional Improvement Collaborative - Evaluation of Improvement Plan for 2020/2021

A report dated 18 October 2021 by the Executive Director (Education Resources) was submitted on the evaluation of work undertaken by the West Partnership (Glasgow Regional Education Improvement Collaborative) in 2020/2021.

On 27 October 2020, the Committee noted the progress of the West Partnership and the content of its Improvement Plan for 2020/2021. Progress over the academic year 2020/2021 towards achieving each of the associated target outcomes and expected impacts set out in the Improvement Plan was detailed in Appendix 1 to the report.

Overall, the West Partnership had made good progress implementing its Regional Improvement Plan and the evidence findings had informed and shaped the West Partnership's Improvement Plan for 2021 to 2022.

The evaluation report had been submitted to Education Scotland and the Scottish Government.

The Committee decided: that the West Partnership's evaluation of the Regional Improvement Plan 2020/2021 be noted.

[Reference: Minutes of 27 October 2020 (Paragraph 12)]

15 West Partnership Regional Improvement Collaborative - Improvement Plan 2021 to 2022

A report dated 18 October 2021 by the Executive Director (Education Resources) was submitted on the West Partnership's Improvement Plan 2021 to 2022.

On 16 March 2021, the Committee noted details of an Interim Action Plan, based on the existing plan for 2020 to 2023, which identified priority projects, each of which had a specific relevance during the period when Covid-19 restrictions were in place.

The West Partnership Improvement Plan 2021 to 2022, attached as Appendix 1 to the report, set out the key areas for collaborative action to enable improvement across the partnership region. The Improvement Plan captured those areas where collaboration between partners would be beneficial. Not all schools and local authorities would participate in all activities, however, the Plan set out the Partnership's offer to schools and educational settings, based on stakeholder views on what they would benefit from.

The Plan was organised under the following 3 key areas, each led by 2 Directors of Education/Chief Education Officers:-

- ◆ collaborative learning networks
- ◆ curriculum, learning and teaching
- ◆ leadership, empowerment and improvement

A fourth workstream, evaluation and reporting, was also led by 2 Directors of Education.

The Improvement Plan had been submitted to Education Scotland and the Scottish Government.

The Committee decided: that the West Partnership Improvement Collaborative Improvement Plan 2021 to 2022 be noted.

[Reference: Minutes of 16 March 2021 (Paragraph 12)]

16 Urgent Business

There were no items of urgent business.

Report

3

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Revenue Budget Monitoring 2021/2022 - Education Resources
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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 2021 to 31 December 2021 for Education Resources
- ◆ provide a forecast for the year to 31 March 2022

2. Recommendation(s)

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

- (1) that the forecast to 31 March 2022 of an overspend of £2.028m after proposed transfers to reserves, as detailed in Appendix A of the report, be noted;
- (2) that an overspend of £1.151m as at 31 December 2021, as detailed in Appendix A, after proposed transfers to reserves be noted; and
- (3) that the proposed budget virements be approved.

3. Background

3.1. This is the third revenue budget monitoring report presented to the Education Resources Committee for the financial year 2021/2022.

3.2. The Resources has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to the 31 March 2022. Details are included in section 6.

3.3. The report details the financial position for Education Resources in Appendix A, along with variance explanations and outlines the specific costs incurred in relation to the Resources' COVID response in Appendix B.

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £12.235m awarded for Pupil Equity Funding (PEF) and £1.952m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2021/2022 is £14.187m and this is contained within this reported position.

4.2. In relation to PEF funding, the £12.235m represents £2.326m 2020/21 carry forward and £8.617m for the 2021/22 allocation. In addition, a PEF premium of £1.292m (15% of 2021/22 allocation) has been awarded for this financial year. Spend and

commitment to date as at 31 December 2021 is £7.792m, with £4.443m still to spend. This includes known staff costs for the period 1 April 2021 to 31 March 2022.

- 4.3. 2021/2022 PEF funding is fully committed to spend by the end of the academic year June 2022 in line with the guidance. It is estimated that £3.500m will require to be carried forward at 31 March 2022 and used in April to June next year. This will be transferred to reserves at 31 March 2022 to meet spend and commitment in schools in line with 2021/22 School Improvement Plans. Schools continue to maximise spend, where possible, in line with these plans and, therefore, this will be monitored across the financial year.
- 4.4. In relation to SAC funding, spend and commitment to date is £1.709m with £0.243m still to spend. Staff costs to 31 March 2022 are reflected within this position, and as this is a specific grant allocation, funding is received based on actual spend.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. **Probable Outturn:** Following the Council's probable outturn exercise, the Resource is reporting an overspend of £2.028m after proposed transfers to reserves of £7.295m. Reserves are being considered for approval as part of the overall Council position at the Executive Committee on 2 February 2022. This includes projected net costs of COVID to 31 March 2022 of £2.028m. The Resource position is outlined in Appendix A.
- 6.2. The forecast cost of COVID is £2.028m. There is a projected overspend on the costs associated with COVID of £2.009m this financial year, as outlined in Appendix B. This is mainly as a result of increased utilities costs due to increased ventilation requirements within schools and establishments and the increased cost of placements for pupils with additional support needs in Independent Schools.
- 6.3. In addition, the Resource is projecting an impact as a result of loss of income of £0.079m, mainly for music tuition, and an underspend in budget of £0.060m due to expenditure not incurred on breakfast clubs due to the pandemic. Net cost £2.028m.
- 6.4. The Resource is showing a breakeven position after the cost of COVID is removed. This is the net effect of underspends in Early Years core budget, partially offset by overspends relating to transport costs, for both mainstream and ASN transport, and school placements which are demand led.
- 6.5. Learning recovery funding of £9.658m, including logistics and funding for CO2 monitors as well as the Council's investments for Education learning recovery of £2.245m – total £ 11.903m, has been included in Education's reported COVID position in Appendix B. This represents direct funding received for Recovery and to offset some of Education's costs of COVID. There is further specific grant of £3.292m available for this financial year (currently held centrally) that will be used to support staffing costs in April to June 2022 and the continuation of strategic programmes. This funding is all committed.

Council strategic investment is supporting study support and tutoring programmes, digital inclusion as well as learning recovery staffing.

- 6.6. **Position as at 31 December 2021:** The Resource position as at 31 December 2021 is an overspend of £1.151m after proposed 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 the 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. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.
- 9. Equality Impact Assessment and Consultation Arrangements**
- 9.1 This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

12 January 2022

Link(s) to Council Values/Objectives

- ◆ Accountable, Effective and Efficient

Previous References

- ◆ None

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 31 December 2021

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

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 December 2021 (No.10)

Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 31/12/21 £000	Actual BEFORE Transfers 31/12/21 £000	Variance 31/12/21 £000		% Variance 31/12/21	Note
Employee Costs	298,629	295,871	2,758	461	214,709	212,604	2,105	under	1.0%	1,a,b,e,g,h,i,j
Property Costs	27,406	28,165	(759)	(829)	22,360	22,704	(344)	over	(1.5%)	2,g,h,i,j
Supplies & Services	16,658	12,742	3,916	(72)	10,701	7,661	3,040	under	28.4%	3,a,d,f,g,h,i,j
Transport & Plant	12,670	13,257	(587)	(587)	8,935	9,386	(451)	over	(5.0%)	4,i,j
Administration Costs	1,616	1,548	68	68	1,337	1,287	50	under	3.7%	d,h,i,j
Payments to Other Bodies	28,118	28,805	(687)	(1,627)	18,424	18,866	(442)	over	(2.4%)	5,c,f,h,i,j
Payments to Contractors	35,830	35,830	0	0	23,472	23,472	0	-	0.0%	i,j
Transfer Payments	2,568	2,537	31	31	2,427	2,402	25	under	1.0%	b,i,j
Financing Charges	371	373	(2)	(2)	238	239	(1)	over	(0.4%)	j
Total Controllable Exp.	423,866	419,128	4,738	(2,557)	302,603	298,621	3,982	under	(1.3%)	
Total Controllable Inc.	(49,220)	(49,749)	529	529	(47,326)	(47,750)	424	over recovered	0.9%	6,b,f,h,i,j
Net Controllable Exp.	374,646	369,379	5,267	(2,028)	255,277	250,871	4,406	under	1.7%	
Transfer to Reserves (as at 31/12/21)					0	5,557	(5,557)	over		
Position After Transfers to Reserves (as at 31/12/21)					255,277	256,428	(1,151)	over		

Variance Explanations

- The position is mainly due to an underspend in Early Years staff costs due to the timing of the recruitment of Early Years posts. The 1,140 expansion element of Early Years staff costs underspend will be carried forward at year end for future commitments. In addition, there is an underspend on the current year grant allocation for additional teachers which will be carried forward to meet the costs up to the end of the school term.
- There has been increased utilities costs due to increased ventilation requirements within schools and establishments.
- The underspend is due to the Pupil Equity Fund and less than anticipated expenditure on the provision of lunches within Early Years establishments, both of which will be carried forward at the end of the financial year for future commitments. In addition, there is unspent budget in relation to Breakfast Club programmes this financial year.
- The overspend is mainly due to the cost of school transport for both ASN and mainstream schools.
- The overspend is mainly due to the increased cost of placements for pupils within Other Local Authorities and Independent Schools. This is partially offset by less than anticipated expenditure on Early Years 1,140 expansion and core budget to date. The 1,140 expansion element will be carried forward at year end for future commitments.
- The over recovery of income relates to increased income from received from Other Local Authorities for placements within South Lanarkshire Council establishments and Early Years Childcare fees.

Budget Virements

- Transfers from reserves in relation to ICT, Schools carry forward and Teachers. Net Effect £1.943m: Employee Costs £1.668m and Supplies and Services £0.275m.
- Establish budget to reflect the receipt of funding for Child Disability Payments, Teacher Induction, School Clothing Grant, Psychology Trainees and CO2 monitors. Net Effect £2.564m: Employee Costs £2.481m, Transfer Payments £0.040m, Income £0.043m.
- CFCR transfer for Early Years Expansion. Net Effect (£0.540m): Payments to Other Bodies (£0.540m).
- Transfer from Corporate Items in relation to MFD recharges refund. Net Effect £0.100m: Supplies and Services £0.063m and Administration Costs £0.037m.
- Transfer from Community & Enterprise in respect of Universal Free School Meals budget. Net Effect £0.156m: Employee Costs £0.156m.
- Transfer to / from Finance & Corporate in respect of Photography saving, Physiotherapy budget and NOLB Employability funding. Net Effect £0.186m: Supplies and Services (£0.001m) and Payments to Other Bodies (£0.094m), Income £0.281m.
- Transfers of budget for Education COVID Learning Recovery funding received. Net Effect £0.355m: Employee Costs (£0.336m), Property Costs £0.298m and Supplies and Services £0.393m.
- Realignment of Early Years budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.063m, Property Costs £0.220m, Supplies and Services £0.075m, Administration Costs £0.090m, Payments to Other Bodies (£0.278m) and Income (£0.170m).

- i. Realignment of budget to reflect service delivery changes: Net Effect £0.000m: Employee Costs (£0.918m), Property Costs (£0.431m), Supplies and Services £0.344m, Transport Costs £1.502m, Administration £0.034m, Payments to Other Bodies £0.291m, Payments to Contractors (£0.220m), Transfer Payments (£0.080m) and Income (£0.522m).
- j. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.901m, Property Costs (£0.007m), Supplies and Services (£0.651m), Transport and Plant £0.014m, Administration Costs £0.247m, Payments to Other Bodies (£0.012m), Payment to Contractors £0.002m, Transfer Payments £0.345m, Financing Charges £0.024m and Income (£0.863m).

Transfers to Reserves (£7.295m):

- i. Pupil Equity Fund (£3.500m) - The funding received from the Government can be used up to the end of the school term (June 2022). The underspend reflects the element of the funding that will be utilised in April to June 2022.
- ii. Early Years 1,140 Hours (£2.797m) - This transfer relates to the underspend on the current year specific grant allocation to be carried forward to meet the commitments in line with the spend profile of the project.
- iii. Additional Teachers (£0.845m) - This transfer relates to the underspend on the current year grant allocation to be carried forward to meet the cost of the additional teachers up to the end of the school term (i.e. April to June 2022).
- iv. Child Disability Payment Support (£0.083m) - The funding received covers the new burden associated with the introduction of Child Disability Payment with staffing not expected to be in post until 2022/23 following Committee approval in February 2022.
- v. CO2 Monitors (£0.070m) - This transfer relates to the underspend on the current year grant allocation to be carried forward to meet the commitments for further works, interventions and consultancy up to the end of the school term (June 2022).

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 December 2021 (No.10)

Education Resources COVID

Budget Category	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 31/12/21 £000	Actual BEFORE Transfers 31/12/21 £000	Variance 31/12/21 £000		% Variance 31/12/21	Note
Employee Costs	9,088	9,128	(40)	(40)	6,134	6,155	(21)	over	(0.3%)	a, b
Property Costs	2,023	2,853	(830)	(900)	1,664	2,070	(406)	over	(24.4%)	1, a
Supplies & Services	792	892	(100)	(100)	350	400	(50)	over	(14.3%)	a
Transport & Plant	0	0	0	0	0	0	0	-	n/a	
Administration Costs	0	0	0	0	0	0	0	-	n/a	
Payments to Other Bodies	0	969	(969)	(969)	0	655	(655)	over	n/a	2
Payments to Contractors	0	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	0	0	0	-	n/a	
Financing Charges	0	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	11,903	13,842	(1,939)	(2,009)	8,148	9,280	(1,132)	over	(13.9%)	
Total Controllable Inc.	0	0	0	0	0	0	0	-	n/a	
Net Controllable Exp.	11,903	13,842	(1,939)	(2,009)	8,148	9,280	(1,132)	over	(13.9%)	
Transfer to Reserves (as at 31/12/21)					0	0	0			
Position After Transfers to Reserves (as at 31/12/21)					8,148	9,280	(1,132)	over	(13.9%)	

Variance Explanations

- There has been increased utilities costs due to increased ventilation requirements within schools and establishments.
- This overspend reflects the increased cost of placements for pupils with additional support needs in Independent Schools due to COVID.

Budget Virements

- Transfers of budget for Education COVID Learning Recovery funding received. Net Effect £0.355m: Employee Costs (£0.336m), Property Costs £0.298m and Supplies and Services £0.393m.
- Establish budget to reflect the receipt of funding for CO2 monitors. Net Effect £0.187m: Employee Costs £0.187m.

Transfers to Reserves (£0.070m):

- CO2 Monitors (£0.070m) - This transfer relates to the underspend on the current year grant allocation to be carried forward to meet the commitments for further works, interventions and consultancy up to the end of the school term (June 2022).

Report

4

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Capital Budget Monitoring 2021/2022 - Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide information on the progress of the capital programme for Education Resources for the period 1 April 2021 to 31 December 2021.

2. Recommendation(s)

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

- (1) that the Education Resources capital programme of £15.199 million, and expenditure to date of £10.167 million, be noted.

3. Background

3.1. This is the third capital monitoring report presented to the Education Resources Committee for the financial year 2021/2022.

3.2. As noted in the last report to this Committee (9 November 2021), the budget for Education Resources for financial year 2021/2022, including carry forward, was £17.986 million.

3.3. Since that meeting, budget adjustments have been approved by the Executive Committee (1 December 2021) totalling a net decrease of £1.667 million and take the budget to £16.319 million.

3.4. Further adjustments will be presented to the Executive Committee on 2 February 2022 for approval. These proposed adjustments total a net decrease of £1.120 million. If approved, this takes the Education Resources programme for 2021/2022 to £15.199 million. The details of the adjustments are shown in Appendix A.

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

4. 2021/2022 Capital Programme Update

4.1. As detailed in Section 3.3, the revised capital programme for Education Resources for 2021/2022 is £15.199 million. Anticipated spend to date was £10.023 million and spend to 31 December 2021 amounts to £10.167 million. This represents a position of £0.144 million ahead of profile and this mainly reflects the timing of payments across a number of projects.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. The financial implications are detailed in section 4.

7. Climate Change, Sustainability and Environmental Implications

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

8. Other Implications

8.1. The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.

8.2. The Coronavirus (COVID-19) Pandemic has led to materials shortages, longer lead times and steep price increases and this will continue to impact the supply chain for the foreseeable future. The impact of this will 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.

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)

20 January 2022

Link(s) to Council Values/Ambitions/Objectives

◆ Accountable, Effective, Efficient and Transparent

Previous References

◆ Education Resources Committee, 9 November 2021

◆ Executive Committee, 1 December 2021

◆ Executive Committee, 2 February 2022

List of Background Papers

◆ Financial ledger to 31 December 2021

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 2021-22
Education Resources Programme
For Period 1 April 2021 – 31 December 2021**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Anticipated Spend £000	Actual Expenditure £000
ICT Developments	3,860	433	(660)	3,633	2,241	2,258
Community Growth Areas	3,771	-	(1,550)	2,221	967	1,062
Growth and Capacities	5,780	-	(550)	5,230	3,473	3,562
Early Years 1,140 Hours	6,535	876	(3,750)	3,661	2,938	2,788
Other	454	-	-	454	404	497
TOTAL	20,400	1,309	(6,510)	15,199	10,023	10,167

For Information Only

Budget Adjustments presented to Executive Committee 1 December 2021:

Budget Adjustments

Holy Cross High School	(£0.500m)
Uddingston Nursery Expansion	(£0.250m)
Skylark Nursery at Robert Smillie	(£0.650m)
St Mark's Primary School, Hamilton – Nursery/Classroom Extension	(£0.400m)
Newton Farm Primary School Extension	(£0.300m)
CO2 Monitoring in Schools and Early Learning Childcare Establishments	<u>£0.433m</u>

Total Budget Adjustments

(£1.667m)

Budget Adjustments presented to Executive Committee 2 February 2022:

Budget Adjustments

Early Years 1,140 Hours	(£0.460m)
Schools Information Computer Technology (ICT)	<u>(£0.660m)</u>
Total Budget Adjustments	(£1.120m)

Report

5

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Finance and Corporate Resources) and Executive Director (Education Resources)

Subject:	Education Resources – Workforce Monitoring – September to November 2021
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for September to November 2021 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 September to November 2021 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 at 11 September 2021

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 September to November 2021.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of November 2021 for Education Resources.

The Resource absence figure for November 2021 was 6.7%, which has increased by 1.5% when compared to last month and is 0.2% lower than the Council-wide figure. Compared to November 2020, the Resource absence figure has increased by 1.2%.

Based on the absence figures at November 2021 and annual trends, the projected annual average absence for the Resource for 2021/2022 is 4.2%, compared to a Council-wide average figure of 5.2%.

For the financial year 2021/2022, the projected average days lost per employee equates to 10.1 days, compared with the overall figure for the Council of 12.6 days per employee.

The attendance information contained in this report includes absences as a result of Covid-19, and employees are being supported through this difficult time to maintain attendance levels where they can. As this report was being prepared, at 22 December 2021, the Council overall absence level was 8.17% with 3.0% of this relating to Covid-19 for sickness and special leave.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 610 referrals were made this period, an increase of 161 when compared with the same period last year.

4.3. Accident/Incident Statistics (Appendix 2)

There were 346 accidents/incidents recorded within the Resource this period, an increase of 117 when compared to the same period last year. The new electronic reporting system is in place and enables a more timely process for reporting incidents. The improved reporting system, together with the ongoing work of Education Resources to promote and embed the PPRUDB framework across all establishments, provides a foundation for analysing data, building capacity and targeting interventions with a view to reducing incidents.

On further analysis of this data, 309 reports relate to physical incidents (89% of the total number reported).

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

Six disciplinary hearings were held within the Resource this period, which is an increase of 5 when compared with the same period last year. No grievance hearings were raised within the Resource this period, which is a decrease of 1 when compared with the same period last year. One Dignity at Work complaint was raised within the Resource this period, which is an increase of one when compared with the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were 57 leavers in the Resource this period who were eligible for an exit interview. This figure has increased by 20 when compared with the same period last year. Exit interviews were held with 53% of employees compared with 41% for the same period last year.

4.6. When processing an employee termination, managers are asked to identify whether they intend to replace the employee who had left the Council. If they indicate that they do not intend to replace the employee, they are asked to select from four options:

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

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period September to November 2021, 120 (94.52 FTE) employees in total left employment. Managers indicated that 117 (92.52

FTE) posts were being replaced. There were 3 posts (2.00 FTE) being held pending service review.

5. Staffing Watch (Appendix 3)

- 5.1. There has been an increase of 98 in the number of employees in post from 12 June 2021 to 11 September 2021

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 arising from the information presented in this report.

9. Other Implications

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

10. Equality Impact Assessment and Consultation Arrangements

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

- 10.2. There was no requirement to undertake any consultation in terms of the information contained in this report.

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

23 December 2021

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

- ◆ Education Resources – 9 November 2021

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 - 2019/2020, 2020/2021 & 2021/2022
Education Resources**

APT&C				Teachers				Resource Total				Council Wide							
	2019 / 2020	2020 / 2021	2021 / 2022		2019 / 2020	2020 / 2021	2021 / 2022		2019 / 2020	2020 / 2021	2021 / 2022		2019 / 2020	2020 / 2021	2021 / 2022				
April	3.5	3.9	4.8	April	2.9	2.9	2.5	April	3.2	3.3	3.5	April	4.0	4.4	4.3				
May	4.2	2.2	5.7	May	3.2	1.4	3.2	May	3.6	1.8	4.4	May	4.4	3.1	4.9				
June	3.8	1.8	4.7	June	2.7	0.9	2.6	June	3.2	1.3	3.5	June	4.4	2.7	4.7				
July	2.4	1.3	3.4	July	1.2	0.5	1.1	July	1.7	0.9	2.1	July	3.4	2.3	4.0				
August	2.8	2.7	3.8	August	1.3	1.2	2.0	August	2.0	1.8	2.8	August	3.7	3.1	4.7				
September	4.3	4.8	6.4	September	2.5	2.7	4.4	September	3.3	3.6	5.3	September	4.5	4.2	6.4				
October	4.5	5.4	6.6	October	2.6	3.2	4.1	October	3.5	4.1	5.2	October	4.6	4.8	6.3				
November	5.8	6.6	8.0	November	3.8	4.6	5.6	November	4.7	5.5	6.7	November	5.5	5.8	6.9				
December	5.5	6.5		December	3.8	4.7		December	4.6	5.5		December	5.7	5.6					
January	5.1	4.8		January	3.4	2.7		January	4.2	3.6		January	5.3	4.8					
February	5.7	4.7		February	3.8	2.5		February	4.6	3.5		February	5.6	4.8					
March	7.1	5.6		March	4.8	2.9		March	5.8	4.1		March	6.2	4.9					
Annual Average	4.6	4.2	5.4	Annual Average	3.0	2.5	3.2	Annual Average	3.7	3.3	4.2	Annual Average	4.8	4.2	5.2				
Average Apr-Nov	3.9	3.6	5.4	Average Apr-Nov	2.5	2.2	3.2	Average Apr-Nov	3.2	2.8	4.2	Average Apr-Nov	4.3	3.8	5.3				
No of Employees at 30 November 2021				3378	No of Employees at 30 November 2021				4045	No of Employees at 30 November 2021				7423	No of Employees at 30 November 2021				16192

For the financial year 2021/22, the projected average days lost per employee equates to 10.1 days.

EDUCATION RESOURCES

	Sep - Nov 2020	Sep - Nov 2021
MEDICAL EXAMINATIONS		
Number of Employees Attending	62	68
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	20	65
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	150	214
REFERRALS TO EMPLOYEE SUPPORT OFFICER	212	258
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	5	5
TOTAL	449	610

CAUSE OF ACCIDENTS/INCIDENTS	Sep - Nov 2020	Sep - Nov 2021
Specified Injuries*	0	0
Over 7 day absences	0	1
Over 3 day absences**	1	1
Minor	6	13
Near Miss	0	2
Violent Incident: Physical****	214	309
Violent Incident: Verbal*****	8	20
Total Accidents/Incidents	229	346

*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	Sep - Nov 2020	Sep - Nov 2021
Total Number of Hearings	1	6
Total Number of Appeals	1	0
Appeals Pending	1	0

Time Taken to Convene Hearing Sep - Nov 2021

0-3 Weeks	4-6 Weeks	Over 6 Weeks
3	1	2

RECORD OF GRIEVANCE HEARINGS	Sep - Nov 2020	Sep - Nov 2021
Number of Grievances	1	0
Number Resolved at Stage 1	0	0
Number Resolved at Stage 2	0	0
Number Resolved at Stage 3	0	0
Still in Progress	0	0

RECORD OF DIGNITY AT WORK	Sep - Nov 2020	Sep - Nov 2021
Number of Incidents	0	1
Number Resolved at Informal Stage	0	0
Number Resolved at Formal Stage	0	0
Number of Appeals	0	0
Appeals in Process	0	0
Still in Process	0	1

ANALYSIS OF REASONS FOR LEAVING	Sep - Nov 2020	Sep - Nov 2021
Career Advancement	2	10
Child Caring / Caring Responsibilities	2	1
Disatisfaction with terms and conditions	1	1
Further Education	0	1
Moving outwith area	2	0
Personal Reasons	0	2
Poor relationship with managers / colleagues	1	1
Travelling difficulties	0	1
Other	7	13
Number of Exit Interviews conducted	15	30

Total Number of Leavers Eligible for Exit Interview	37	57
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Percentage of interviews conducted	41%	53%
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Reason	Oct-Nov 2021		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	94.52	120	328.16	425
Being replaced	92.52	117	319.90	414
Filling on a temporary basis	0.00	0	1.00	1
Plan to transfer this budget to another post	0.00	0	0.74	1
End of fixed term contract	0.00	0	3.00	3
Held pending service Review	2.00	3	2.84	5
Plan to remove for savings	0.00	0	0.68	1

JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES

As at 11 September 2021

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	700	69	2347	794	3910					
Other	144	89	617	2255	3105					
Total Employees	844	158	2964	3049	7015					
*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	5.60	3568.00	3574.6
Other	1.00	1135.14	867.25	135.36	51.64	12.60	4.00	61.53	2.80	2271.32

As at 12 June 2021

	MALE		FEMALE		TOTAL					
	F/T	P/T	F/T	P/T						
Teachers	681	70	2308	776	3835					
Other	146	86	614	2236	3082					
Total Employees	827	156	2922	3012	6917					
*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	4.60	2500.40	2506
Other	1.00	1123.95	850.01	138.81	51.64	12.60	4.00	58.63	3.80	2244.443

Report

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Education Resource Plan: Quarter 2 Progress Report 2021/2022
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide the Education Resource Plan Quarter 2 Progress Report 2021-22, for the period 1 April 2020 to 30 September 2021

2. Recommendations

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

- (1) that the Education Resource Plan Quarter 2 Progress Report 2021-22 as summarised in paragraph 5.2. and attached as Appendix 2 of this report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3. of this report, be noted;
- (3) that there are no areas for improvement and associated management actions in Quarter 2 as detailed in paragraph 5.4. of this report, and this be noted; and
- (4) that the additional scrutiny of reporting the updated status of those measures identified as 'report later' at Quarter 4 2020-21, as summarised in paragraph 5.5. and detailed at Appendix 3 of this report, be noted.

3. Background

- 3.1. The Education Resource Plan 2021-22 was approved by this Committee on 1 June 2021 and sets out the objectives and actions to be managed and delivered by the Resource for the financial year 2021-22.
- 3.2. The Resource Plan follows the agreed corporate structure and style. The Plan is a key element of the Council's performance management arrangements and provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the Priorities set out in the Council Plan Connect 2017 to 2022.
- 3.3. Elected Members will be aware that, due to the pandemic, the Council was forced to suspend or reduce a number of services that could not be continued in full due to government advice, and specific guidance was provided for schools and educational settings. The Council was also obliged to redirect resources so that it could deliver vital essential services and support for individuals, communities and businesses. Council wide, and there has been an inevitable impact on performance in some areas.

4. Resource Objectives 2021/2022

- 4.1. The Resource has established a number of objectives to support the delivery of the Connect Priorities in 2021/2022. These are detailed at Appendix 1.

5. Quarter 2 Progress Report 2021/2022

- 5.1. Progress against all Resource Plan measures is contained in the Quarter 2 Progress Report 2021/2022, attached as Appendix 2. This report has been produced from the Council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

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

- 5.2. Measures which are classified as 'red' are considered in detail at section 5.4. of this report. To ensure adequate scrutiny of performance across all Resources, the Council's Performance and Review Scrutiny Forum may consider 'red' and/or 'amber' measures at a future meeting.

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

Status	Measures			
	Statistical	Project	Total	%
Blue	0	2	2	3.6%
Green	10	30	40	71.4%
Amber	0	2	2	3.5%
Red	0	0	0	0.0%
Report later/Contextual	12	0	12	21.4%
Totals	22	34	56	100%

(Data correct as at 10 November 2021)

- 5.3. Key achievements in the period from April to September (Qrt 2) 2021/2022, are noted below: -

5.3.1.

Connect Priority	Ensure communities are safe, strong and sustainable
Resource Objective	Achievement
Ensure inclusion and equality are at the heart of what we do	The number of learners engaged in English as a Second or Other Language classes (Beginners, Intermediate, and Elementary) is 95. Classes are still currently being delivered online due to restrictions. 616 learners achieved Duke of Edinburgh Awards, John Muir Awards and SQA Awards.

Connect Priority	Promote sustainable and inclusive economic growth and tackle disadvantage
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment	156 adult literacy and numeracy learners have accessed online classes, such as creative writing, ICT, employability support, and SQA awards in communication.
Support children and young people to develop their skills for learning, life and work Support children and young people to develop their skills for learning, life and work	Positive destination rate of 88% for young people participating on Aspire From September 2021 a full programme of Foundation Apprenticeship (FA) delivery commenced. This included delivery through the South Lanarkshire consortium between the council and South Lanarkshire College, the Glasgow FA consortium and additional places funded by Scottish Funding council and delivered by SL College and New College Lanarkshire.
Ensure inclusion and equality are at the heart of what we do	The summer hub provision led by Youth Family and Community Learning across 15 schools and 9 Universal Connections facilities led to 375 Hi-5 awards.

Connect Priority	Get it right for children and young people
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	A Framework for Numeracy and Mathematics has been distributed to schools across the authority. This framework includes information to support schools. A Learning, Teaching and Assessment manual has been produced by CQIS to provide to schools. The implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments was delivered for all eligible children August 2021. Digital inclusion continues to be supported in schools and educational settings and the appointment of a Development Officer is helping to provide practical advice, guidance and best practice.
Improve health and wellbeing to enable children and families to flourish	The Curriculum and Quality Improvement Service has created a Health and Wellbeing and Personal and Social Education Career Long Professional Learning Programme for schools which includes partnership working and delivery
Ensure inclusion and equality are at the heart of what we do	The Young People's Sustainability Forum has been established to empower the children and young people following COP26 to provide a forum for their voice to be heard.

Connect Priority:	Improve health, care and wellbeing
Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	7,135 is the weekly average for pupils attending a breakfast club. The Pathfinder programme in Cambuslang and Rutherglen secondary schools is supporting 267 learners.

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

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

5.5. Report later
Measures in the quarterly progress report which are not red, amber or green can be assigned a status of 'report later' or 'contextual'. The updated status and explanatory narrative relating to the one 'contextual' measure is detailed at Appendix 3.

6. Employee Implications

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

7 Financial Implications

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

8. Climate Change, Sustainability and Environmental Implications

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

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

9. Other Implications

9.1. The Community Plan 2017 to 2027 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the actions contained within Connect.

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

10. Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid
Executive Director (Education Resources)

18 January 2022

Link(s) to Council Values/Ambitions/Objectives

- ◆ The Resource Plan has been structured upon the Vision, Values and Priorities in the Council Plan Connect 2017-22

Previous References

- ◆ Education Resources Quarter 4 Progress Report 2020-21: 1 June 2021

List of Background Papers

- ◆ Council Plan Connect 2017-22 –Executive Committee on 8 November 2017 and approved by the full Council on 6 December 2017; mid-term review of Connect endorsed by the Executive Committee 24 June 2020
- ◆ Education Resource Plan 2021-22 –Education Resources Committee 01 June 2021

Contact for Further Information

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

Des Dickson (Education Operations Manager)

Ext: 4495 (Tel: 01698 454495)

E-mail: des.dickson@southlanarkshire.gov.uk

Council Priority	Resource Objective
<p>Ensure communities are safe, strong and sustainable</p>	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish • Support children and young people to develop their skills for learning, life and work • Ensure inclusion and equality are at the heart of what we do
<p>Promote sustainable and inclusive economic growth and tackle disadvantage</p>	<ul style="list-style-type: none"> • Raise standards in literacy, numeracy and close the poverty-related attainment gap • Support children and young people to develop their skills for learning, life and work
<p>Get it right for children and young people</p>	<ul style="list-style-type: none"> • Raise standards in literacy, numeracy and close the poverty-related attainment gap • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do
<p>Improve health, care and wellbeing</p>	<ul style="list-style-type: none"> • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do



Education Resources

improve

Resource Plan

Performance Report 2021-22

Quarter 2 : April 2021 - September 2021

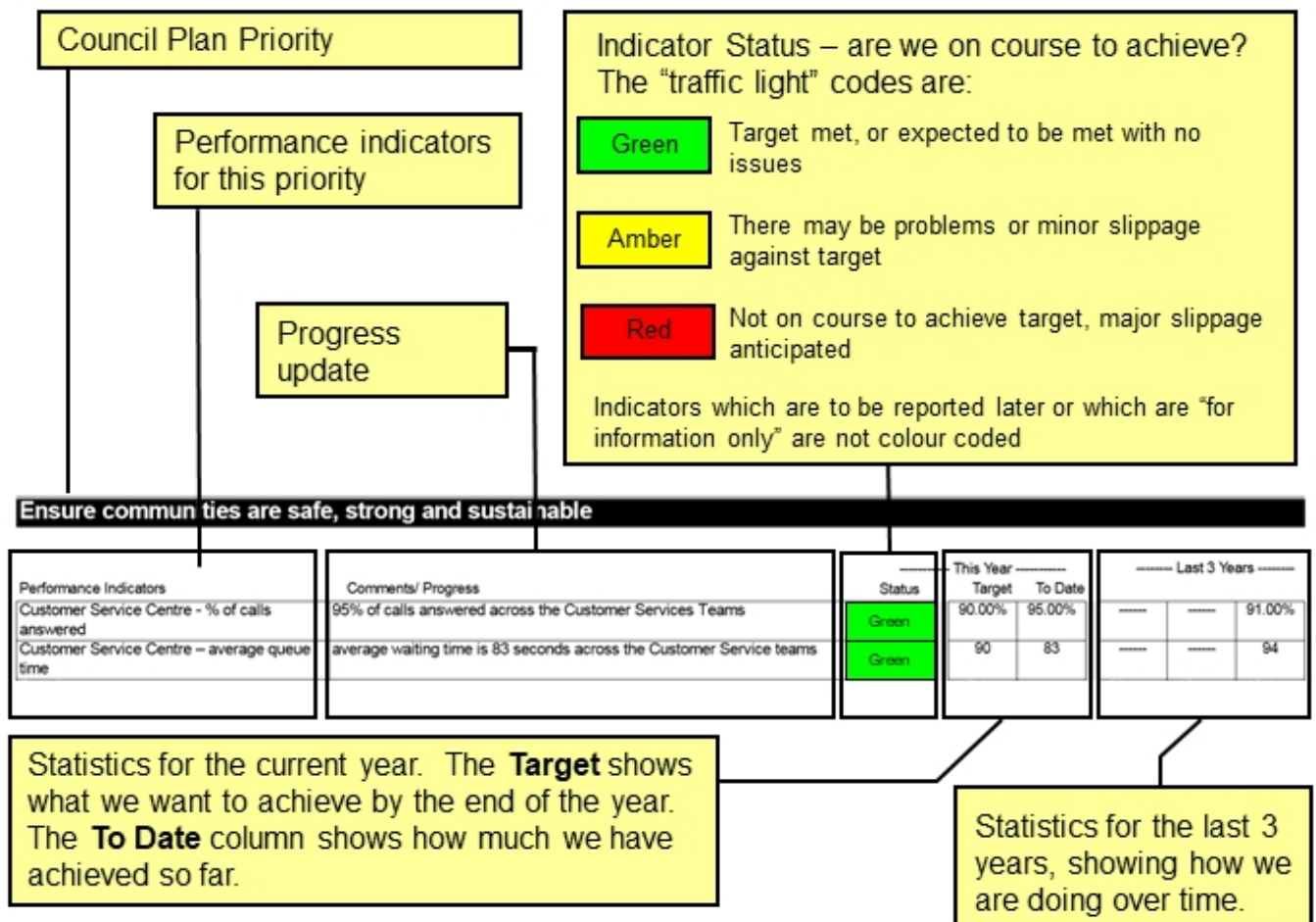
(This represents the cumulative position to September 2021)

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

Council Priority/ Theme	Green	Amber	Red	Report later / Contextual	Total
Promote sustainable and inclusive economic growth and tackle disadvantage	4			6	10
Get it right for children and young people	1			4	5
Improve health, care and wellbeing	4			1	5
Ensure communities are safe, strong and sustainable	1			1	2
<i>Delivering the plan and achieving best value</i>					
Total	10	0	0	12	22

Guide to the Performance Indicators report

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



Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	65.8%	-----	63.8%	64.9%	68.8%
Percentage of pupils gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	38.2%	-----	36.7%	37.2%	40.6%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	Report to be provided at Quarter 4.	Report Later	72.0%	-----	0.0%	0.0%	0.0%
Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	Report to be provided at Quarter 4.	Report Later	79.0%	-----	0.0%	0.0%	0.0%
Improve the attendance of children and young people at school	The overall attendance rate for Primary, Secondary and ASN schools in session 2020/21 as at 30 September 2021 was 92.0%. This must be considered in the context of the ongoing impact on attendance of Covid-19 .	Green	92.8%	-----	92.8%	92.9%	92.8%

Improve health, care and wellbeing**Improve health and wellbeing to enable children and families to flourish**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Number of staff who have completed level 1 and level 2 awareness training to support the implementation of the Attachment strategy	As at Quarter 2, 6,636 employees have logged on to Teams to undertake Level 1 and 2 Awareness Training. This figure includes 228 Newly Qualified Teachers (NQT's). The training has also been made available on the Learn On Line platform and an additional 271 employees have completed the modules.	Green	-----	6,907	0	0	0
Number of schools involved in 'Counselling through Schools' programme for children aged 10 and over in line with the Scottish Government Framework	All schools in South Lanarkshire have support and guidance to access the Counselling through Schools service, if required.	Green	-----	43	0	0	0

Improve health, care and wellbeing

Improve health and wellbeing to enable children and families to flourish

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Achieve a positive destination rate for care experienced young people completing youth employability service programmes	At Quarter 2, the positive destination rate for care experienced young people completing youth employability service programmes is 77%.	Green	65.0%	77.0%	0.0%	0.0%	0.0%
Reduce the gap for positive destination outcomes for care experienced young people	Report to be provided at Quarter 4.	Report Later	6.5%	-----	6.4%	4.1%	9.1%
Average number of young people attending Breakfast Clubs on a weekly basis	At Quarter 2, the average weekly figure for pupils attending a breakfast club is 7,135.	Green	3,000	7,135	0	0	0

Promote sustainable and inclusive economic growth and tackle disadvantage

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	Report to be provided at Quarter 4.	Report Later	45.3%	-----	41.8%	0.0%	48.8%
Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	Report to be provided at Quarter 4.	Report Later	19.8%	-----	18.1%	19.3%	22.0%
Number of learners engaging in Adult Literacy and Numeracy classes through Youth Family and Community Learning	In Quarter 2 there continues to be 156 literacy and numeracy learners that have accessed a wide range of classes and provision currently delivered online, including creative writing, ICT classes, employability support, and SQA in Communication. This is an increase from 117 in the whole of last year. During Quarter 2 101 learners have improved their literacy skills and an additional 20 English for Speakers of Other Languages (ESOL) learners have improved their literacy skills. 47 Have improved their numeracy skills, and 75 have improved IT skills.	Green	-----	156	0	0	0

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Percentage of pupils entering positive destinations	Report to be provided at Quarter 4.	Report Later	95.6%	-----	96.4%	95.7%	94.8%

Promote sustainable and inclusive economic growth and tackle disadvantage**Support children and young people to develop their skills for learning, life and work**

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Reduce the gap for positive destination outcomes for those pupils in the most deprived 20% data zones	Report to be provided at Quarter 4.	Report Later	3.4%	-----	3.2%	2.7%	4.3%
Provide up to 400 Foundation Apprenticeship opportunities at Level 6 and 150 at Level 4/5 to young people in the senior phase	348 young people were registered at level 6 in September 2021 and 238 at level 5.	Green	400	586	0	0	0
Achieve a positive destination rate of 70% for young people participating on Aspire	Positive destination rate of 88% for young people participating on Aspire.	Green	70.0%	88.0%	0.0%	0.0%	0.0%
Achieve a positive destination rate of 85% for young people participating on GradU8	Update will be provided at quarter 4 based on school leaver destinations for 2021/22	Report Later	85.0%	-----	0.0%	0.0%	0.0%
Achieve a positive destination rate of 90% for young people participating a Foundation Apprenticeship	Update will be provided at quarter 4 based on school leaver destinations for 2021/22	Report Later	90.0%	-----	0.0%	0.0%	0.0%

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

Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Increase the number of learners participating in nationally recognised awards through participation in Youth Family and Community Learning programmes by 1%	A further 531 learners achieved a range of awards during Quarter 2 including Duke of Edinburgh awards, John Muir awards, and SQA awards such as SQA in Communication and ICT. The summer hub provision led by Youth Family and Community Learning across 15 schools and 9 Universal Connections facilities led to 375 Hi-5 awards.	Green	800	616	0	0	0

Ensure communities are safe, strong and sustainable

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

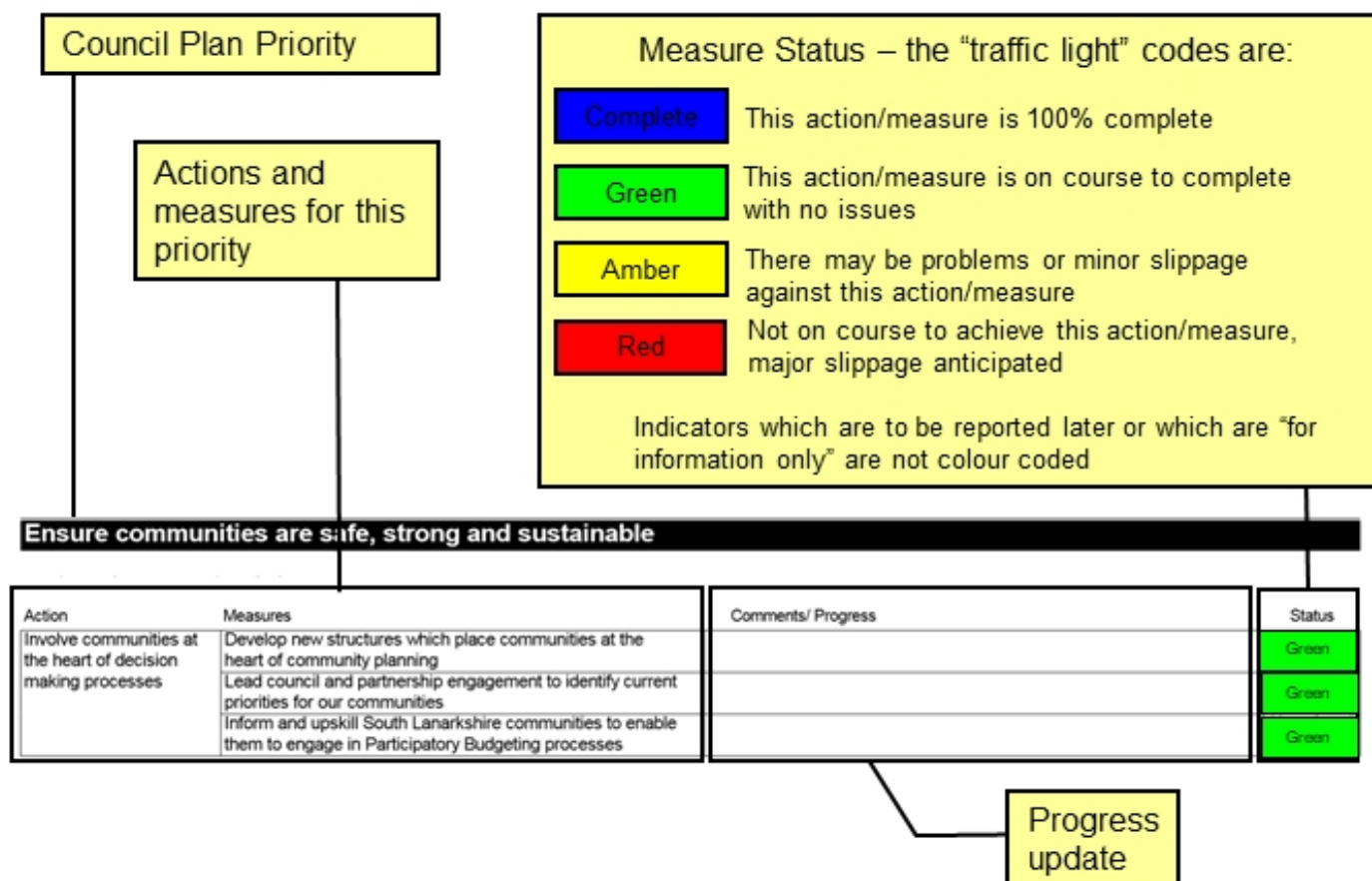
Performance Indicators	Comments/ Progress	----- This Year -----			----- Last 3 Years -----		
		Status	Target	To Date	2018/19	2019/20	2020/21
Maintain number of learners engaging in English as a Second or Other Language classes	The number of learners engaged in English as a Second or Other Language classes (Beginners, Intermediate, and Elementary) has risen to 95 at Quarter 2. These classes are still currently being delivered online due to restrictions, but the learners continue to have a positive experience and all 95 have improved their English language skills as well as reporting improved health and well-being outcomes.	Green	85	95	0	0	0
Expand young people's involvement in the Scottish Youth Parliament Elections by 5% by December 2021	Report to be provided at Quarter 4.	Report Later	5.0%	-----	0.0%	0.0%	0.0%

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

Council Priority/ Theme	Complete	Green	Amber	Red	Report later	Total
Promote sustainable and inclusive economic growth and tackle disadvantage		6				6
Get it right for children and young people	2	18	2			22
Improve health, care and wellbeing		6				6
<i>Ensure communities are safe, strong and sustainable</i>						
<i>Delivering the plan and achieving best value</i>						
Total	2	30	2	0	0	34

Guide to the Performance Measures report

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



Get it right for children and young people

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

Action	Measures	Comments/ Progress	Status
Implement National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Develop a Literacy Strategy to support schools to understand how to develop their literacy curriculum to recover from impact of Covid-19 lockdown	<p>From an analysis of a range of data, both national and local, the following areas have been identified as priorities for Literacy 2021-2022.</p> <p>Writing: Over 200 primary teachers have attended introductory Talk for Writing training for fiction writing. Evaluations are positive with an average of 3.9/4.</p> <p>Reading: Over 75 SLC schools have registered for Reading Schools accreditation with Scottish Book Trust. This includes 14/17 secondary schools. Primary 2 and 3 Read Write Count Family Bags (Scottish Book Trust) have been delivered to all SLC primary schools. Primary 1 Book Bug Family Bags will be delivered to all SLC primary schools before November 15th. SLC Secondary Teachers Reading Group in conjunction with OU/UKLA is underway and oversubscribed with 33 participants. SLC Primary Teachers Reading Groups in conjunction with OU/UKLA have been advertised and will begin in October.</p> <p>Supporting Literacy Difficulties: Working towards a consistent approach - SLC Literacy Pathway and supporting materials have been designed to support implementation of a the ASN Literacy Framework. Over 100 Primary Literacy and ASN Cp-ordinators recently attended an introduction to the Literacy pathway training session (online live and recorded). Evaluations highlighted a consensus around the need for a consistent SLC approach. Further responsive training and support materials will be planned in the course of 2021-2022.</p> <p>Refresh of SLC Literacy Strategy: Primary and Secondary audits are currently in draft format with a view to sharing with staff in both sectors, before December 2021.</p> <p>Literacy Hub (Google Site): Preparation for the set up of a Literacy-specific repository for SLC staff to access, is underway.</p>	Green

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Develop a Numeracy Strategy to support schools to understand how to develop their numeracy curriculum to recover from the impact of Covid-19 lockdown	<p>A strategy to support schools has been identified and conveyed to Head Teachers.</p> <p>A Framework for Numeracy and Mathematics has been distributed to schools across the authority. This framework includes information to support schools as they devise their Numeracy Curriculum to recover from the impact of Covid-19 lockdown. This has been supplemented by a Learning, Teaching and Assessment manual that gives schools practical support and guidance to achieve this.</p> <p>Training is planned throughout the session to support this strategy.</p>	Green
	Develop and deliver a tracking, monitoring and reporting system to improve the learning outcomes for children with additional support needs by June 2022	Every ASN Primary Base and Standalone ASN Primary and Secondary has been trained in and installed with B Squared Connecting Steps and Evisense which allows setting, tracking and monitoring as well as reporting of smaller milestones and Es and Os from Early to Third and SQA. This supports the pace of learning in ASN and shows accurate progress in the sector.	Green
	Complete the implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments	The implementation of Phase 5 of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments was delivered for all eligible children August 2021.	Complete

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Implement the action plan for full delivery of 1140 hours and beyond in line with Scottish Government funding allocation	The action plan for full delivery of 1140 hours and beyond, in line with Scottish Government funding allocation, was fully implemented August 2021.	Complete
Close the equity gap and improve learner outcomes	Develop an Equity Strategy to support schools to understand how to develop their equity plans to recover from impact of Covid-19 lockdown	Equity Team have devised a clear equity strategy for 21-22, which has 4 overarching priorities/themes: data analysis strategy; PEF and SAC accountability; Raising attainment and engagement; and Tackling Poverty. Significant progress has been made with this already including: data analysis; PEF and SAC reporting analysis; PEF Participatory Budgeting; Winter Clothing Campaign; Core Curriculum Charges; Community Wellbeing Pilot; and update on FSM payments and other financial supports for families. The Equity Team have developed a clear communication strategy via online channels such as Teams and Google Classroom, as well as through the @SLCEquity Twitter feed, which is currently being implemented. Schools are responding well to this revised approach, with schools retweeting and sharing information given with their school communities. The Equity Team have begun to undertake equity school visits to identified schools to provide support and challenge, and help schools maximise impact. Progress on PEF Participatory Budgeting has been reported at Area Committee meetings.	Green

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Use information and intelligence gleaned through centrally developed comprehensive auditing processes to develop plans to support schools with Equity Recovery Strategy	Analysis of PEF Profile of Spends and Equity part of School Improvement Plans is underway, and near completion. Plans to support identified schools refine their equity outcomes and measures has been agreed and will be communicated with schools post September weekend. Timeline on PEF reporting requirements for 21-22 will be shared with HTs at next HT business meeting. Analysis of schools' ACEL data is underway to look at SLC and individual school progress with closing the poverty-related attainment gap for reading, writing, listening and talking and numeracy. Gap graphs are being produced to support self-evaluation with attainment data using both national measure (Q1 vs Q5) and SLC measure (SIMD 1+2+FSM vs SIMD 3-10 no FSM). Attendance data will be addressed thereafter. HT and staff CQIS questionnaire results is informing the Equity CLPL programme for 21-22, which is currently in development.	Green

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need	Participatory Budgeting information has been collated for each area and is being shared with area committees on an ongoing basis. Newly developed PB Lead and Equity Lead Teams pages are providing the equity team with direct feedback from colleagues in schools on successes/challenges. This ongoing feedback will continue to shape the equity programme within SLC. The Equity Team are supporting enquiries and actively sharing good practice. Intelligence from CQIS survey is informing the Equity CLPL programme for 21-22 which is currently being developed. Further information on core curriculum costs is being sought for secondary schools to help inform the SLC approach to mitigating core curriculum charges. Programme of Equity visits is being planned to offer support to schools who have requested this or who have been identified through our ongoing analysis as needing support with this agenda.	Green
Develop digital recovery strategy to support ongoing response to Covid-19 and the possibility of need to revert to remote learning	Audit, assess and map learner access to digital devices, respond to need where possible	Following on from the successful distribution of devices and connectivity last year during the period of home learning, consultation has taken place with schools regarding the renewal of contracts for Mifi devices to extend these for priority families for a further year. Ongoing work with RM enables us to identify devices that are currently not being used. We have recruited a part time Digital Inclusion Development Officer who will link directly with families to ensure that barriers to using the devices are overcome and who will support schools with further training and resources.	Green

Get it right for children and young people**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

Action	Measures	Comments/ Progress	Status
Use digital technology to engage with learners and families engaging with Youth Family and Community Learning	Maintain numbers of learners engaging with online learning programmes and social media through Youth Family and Community Learning	<p>Most Youth Family and Community Learning programmes and activities are now face to face again, with the exception of Adult Literacy and Numeracy (ALAN) and English for Speakers of Other Languages (ESOL) classes that continue to be delivered online engaging with approximately 200 learners.</p> <p>Innovative practice that was developed during the pandemic period has continued, particularly in relation to STEM and plans to utilise Virtual Reality learning programmes are being developed.</p>	Green
Develop professional networks as a vehicle to extend leadership learning opportunities for employees	Evaluate existing professional networks using the outcomes to support and expand leadership learning opportunities	<p>Planning is underway to provide a programme of sessions for Aspiring Primary Principal Teachers and Depute Head Teachers (DHTs), which will be delivered by Secondary DHTs.</p> <p>Discussions to provide a programme to develop Scottish Catholic Leadership in underway with Diocese.</p>	Amber
	Build capacity within learning networks to develop functionality and support the move towards a self-sustaining model	<p>Planning is underway to provide a programme of sessions for Aspiring Primary Principal Teachers and Depute Head Teachers (DHTs), which will be delivered by Secondary DHTs.</p> <p>Discussions to provide a programme to develop Scottish Catholic Leadership in underway with Diocese.</p>	Amber
	Develop opportunities for certification/qualification for existing networks	Masters funding has been agreed for a number of teachers across sectors to undertake University course programmes, resulting in Post Graduate or Masters level certificates.	Green

Get it right for children and young people**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Develop a Health and Wellbeing Curriculum Strategy to support schools to understand how to develop their HWB curriculum to recover from impact of Covid-19 lockdown	Use information and intelligence gleaned through centrally developed comprehensive auditing processes and West Partnership activity to develop plans to support schools with Health and Wellbeing Curriculum Strategy	Curriculum and Quality Improvement Service continue to provide curricular support for the delivery of HWB & PSE across learning in the Broad General Education and Senior Phase. An increased number of schools are working with our partner agencies and utilizing the recommended resources to support curriculum delivery. Examples of effective tracking around holistic Health & Wellbeing outcomes has been highlighted and shared with schools and network co-ordinators.	Green
	Self-Evaluation of programme and Strategy to ensure it is dynamic and responsive to evolving need	To allow for time to deliver and measure impact, a comprehensive review will be created later in the session and used to evaluate progress of the Health and Wellbeing strategy.	Green
	Build Career Long Professional Learning programme to support Health and Wellbeing strategy to support schools	Curriculum & Quality Improvement Service have created a HWB & PSE Career Long Professional Learning Programme for schools which includes partnership working and delivery. In collaboration with the West Partnership, plans are being made to help create further opportunities for a series of remote professional learning activities for HWB/PSE coordinators which will help support the delivery of high-quality learning experiences in schools.	Green

Get it right for children and young people**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Ensure effective delivery of tackling poverty policy and raise awareness of the priorities contained in the Local Child Poverty Action Report (LCPAR) across all partner organisations	Produce and publish a refreshed Local Child Poverty Action Report and summary (LCPAR) by August 2021	<p>The Local Child Poverty Action Report and Summary have been produced within the timescale, however they have and only recently signed off by NHS Lanarkshire Board at the end of September (due to the NHS Board wishing to consider South Lanarkshire's and North Lanarkshire's plans together).</p> <p>This has delayed the publication of our plan, which will now be published and submitted to the Scottish Government and the Improvement Service for their feedback. We have been working closely with the Improvement Services to ensure that the key messages and content of the actions are complementary to the national Child Poverty Strategy (Every Child Every Chance).</p>	Green
Implement the roll-out of the Attachment strategy to staff in schools and services	Assess and report on the impact of the Attachment Strategy in terms of the change to practice and the benefits for learners and families	<p>There are currently 236 staff from 83 establishments signed up to be Attachment Leads and Ambassadors.</p> <p>A networking event is taking place on 21st October to share current good practice in establishments following the training and consider ways to embed new practice and measure change at the establishment level. The outcome of this meeting will be reported on next quarter.</p>	Green

Get it right for children and young people

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

Action	Measures	Comments/ Progress	Status
Develop a post Covid-19 Sustainability Plan to support educational settings	Provide guidance and support to empower schools and settings to develop their own Sustainability Plan taking account of Covid-19 recovery activities	Schools are currently being empowered to lead their sustainability plan in a range of ways, one of which is via the Young Person's Sustainability Forum and the Climate Emergency Newsroom. Both mechanisms are lead by young people who are then provided with opportunities to take their learning and leadership skills back to their learning communities and lead initiatives in the context of their local area.	Green
	Empower the involvement of children and young people in COP26 activities including a forum for young people's voices to be heard	The Young People's Sustainability Forum has been established and office bearers appointed. The Forum meets on a monthly basis to discuss how they can lead on aspects of climate change and sustainability within the school curriculum but also how they can influence decision making across the authority. The Climate Emergency Newsroom (an offshoot of the Forum) has also been a big success throughout COP26, reporting on events and decision making to their primary school audience. The blog has now been accesses across the world.	Green

Get it right for children and young people**Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Raise awareness of the implications of the Children's Rights Bill across the children's services workforce	Produce a Children's Rights Handbook by June 2021 to support staff develop children's rights activity and increase understanding of children's rights	Children's Rights guidance materials have been produced by a national working group led by the Scottish Government. These materials have been circulated for consultation and comment and feedback from South Lanarkshire partners indicate that the materials are helpful and useful to staff and would provide the support and information that the intended handbook would do. With this in mind we will consider endorsing the nationally produced materials instead of producing a bespoke South Lanarkshire version. This proposal will be considered by the Children's Services Strategy Group in the first instance.	Green
	Incorporate a children's rights section into the annual report of the Children's Services by June 2021	The Children's Services Annual Report has been published and submitted to the Scottish Government. It contains a bespoke Children's Rights section which builds on similar models of presentation as in previous annual reports. Our reporting of Children's Rights activity is now an annual task and prepares us well for the incorporation of the UNCRC into domestic law and the new duties that will come with it. We have also incorporated a Children's Rights and Participation section into our refreshed Children's Services Plan 2021-23, which highlights recent rights based activity and sets of actions and commitments for children's rights over the next two years.	Green

Improve health, care and wellbeing**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Continue to support the safe reopening of all educational establishments in line with Scottish Government and Public Health advice	Support schools, settings and services in providing a safe environment for all learners, employees and visitors via effective risk assessment and safe systems of work	Risk assessments, SSOW and other guidance relating to Covid19 have been regularly updated in line with Scottish Government guidance. A full review of all other operational RAs and SSOWs is nearing completion. RAs / SSOW for new areas of risk continue to be developed in partnership with corporate colleagues and trade union partners.	Green
Develop guidance for schools to support implementation of a whole school approach to mental health and wellbeing	Launch and support implementation of guidance through awareness raising activities and delivery of professional learning activities	Continuing to liaise with Inclusion colleagues on a range of awareness raising and professional learning activities for teaching staff and SSAs.	Green
	Roll-out the counselling programme for children 10 and over in line with the Scottish Government Framework	<p>Collated data from counselling providers, school staff and young people. Report available.</p> <p>Used data to make changes/amend guidance for schools to maximise further implementation.</p> <p>Secondary Counselling Through Schools quality assurance visits planned for all mainstream secondary schools.</p> <p>Whole school approach framework for schools to support children and young people's mental health and wellbeing - presented at Education Resources Inclusion Conference.</p>	Green

Improve health, care and wellbeing**Improve health and wellbeing to enable children and families to flourish**

Action	Measures	Comments/ Progress	Status
Extend the development and delivery of outdoor learning in Early Years	Children and young people have daily access to outdoor play and they regularly experience outdoor play in a natural environment	All settings are aware of the requirement to ensure that all children have the opportunity for daily outdoor learning experiences. Settings have been given additional monies to support them to develop outdoor learning as well as the clothing previously provided. Outdoor learning guidance is currently with graphics in final draft and further outdoor learning training is currently being developed.	Green
Provide a caring and secure base and safe haven for young people through the Pathfinder Programme	Provide places and support for pupils through the Pathfinder programme in Cambuslang and Rutherglen secondary schools	<p>The Pathfinder initiative continues to be delivered in the Camglen area across all high schools, and Junior Pathfinders is now being delivered in 2 primary schools. This will be extended in Quarter 3 to a further 2 High Schools in East Kilbride and Clydesdale.</p> <p>There are currently 267 engaged in learning programmes. The referrals for young people, that are made through Joint Assessment Team (JAT) meetings (House meetings in Cathkin HS) are for a variety of reasons that include: attendance; peer influence; poverty/financial; ASD; offending in the community; anger management; drugs and alcohol; and general health and well being. Support is bespoke and provided through individual and group support. Home visits and parental engagement is a key part of the role. Pathfinder staff are well connected to key partners in the wider community to ensure appropriate referrals into and out of the provision. Community Learning and Development approaches are utilised to ensure a non judgemental and non- statutory engagement with service users. Independent research has also been conducted that has evidenced the impacts and benefits that the Pathfinders Project has had on learners and families.</p>	Green

Improve health, care and wellbeing**Ensure inclusion and equality are at the heart of what we do**

Action	Measures	Comments/ Progress	Status
Provide opportunities for learners to be actively engaged in activities that empower them to influence and shape policy	Develop 'Youth Strategy' in consultation with young people and published by National Youth Work Week (November 2021)	<p>Work continued on the 'Youth Strategy' during Quarter 2 with young people and other stakeholders with publication now expected to be in January 2022. The finished draft youth strategy priorities will be circulated to the Youth Partnership Board/ Corporate Connections Board members for comment in December, including a new key priority on the Environment.</p> <p>3 South Lanarkshire Youth Council members are now ambassadors for the West Partnership.</p> <p>Members are continuing to attend partner meetings and consultations to represent the views of South Lanarkshire's young people. These include – Tenants Information service on housing, South Lanarkshire Sustainability and carbon emissions strategy, school's young person's sustainability forum. Community links smoke free role models program and Scottish Youth Parliament national campaigns.</p>	Green

Promote sustainable and inclusive economic growth and tackle disadvantage**Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Support care experienced young people aged 16-24 to develop their skills and experiences to achieve sustained positive destinations	Implement a further roll out of the 'care experienced employability pilot' to increase employment opportunities across the council and with Community Planning Partnership partners by June 2022	As part of the transformational review of employability a CMT paper will be presented in October 2021 which sets out the next stage of the pilot with a focus on increasing care experienced young people into SLC apprenticeships through pre-apprenticeship funded placements and flexible recruitment practices.	Green

Promote sustainable and inclusive economic growth and tackle disadvantage

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

Action	Measures	Comments/ Progress	Status
Provide opportunities for young people to participate in vocational and employability learning opportunities in the senior phase	Deliver Foundation Apprenticeship and Gradu8 programmes in partnership with South Lanarkshire College, New College Lanarkshire and Glasgow City College by June 2022	From September 2021 a full programme of Foundation Apprenticeship (FA) delivery commenced. This included delivery through the SL consortium between the council and SL College, the Glasgow FA consortium and additional places funded by Scottish Funding council and delivered by SL College and New College Lanarkshire. Hubs have been established in SLC secondary schools and physical work placements have been re-established.	Green

Promote sustainable and inclusive economic growth and tackle disadvantage**Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
Support young people to develop their skills to achieve positive outcomes	Continue to use and share up to date local data to ensure learners are being supported to make informed decisions regarding future careers and course choices	<p>Schools continue to be supported in use of Developing the Young Workforce (DYW) additional funding and reporting of KPIs. KPI reporting period 2 reports submitted by all South Lanarkshire secondary schools and will be collated and sent to DYW Regional Group.</p> <p>'Career Ready' pilot with the 3 East Kilbride secondary schools will run during session 2021-22. School coordinators have met with South Lanarkshire Council (SLC) central team and a new cohort of S5 learners to be identified by end of September. Mentor recruitment campaign has run on SLC intranet - 10 mentors required ideally internally within SLC.</p> <p>'MCR Pathways' – continue to support the 6 schools currently in the programme; communication of expansion plans sent to Service manager for approval. Job validation exercise being carried out by project Co-ordinator and 6 school co-ordinators; extension to or new contracts to be completed by 31 December 2021.</p> <p>Ongoing support continues to be provided for Gradu8 Work Experience which will commence October 2021 with Youth Employability Team.</p> <p>Access to Engineering - increase in number of young people engaging with the programme this year.</p>	Green

Promote sustainable and inclusive economic growth and tackle disadvantage**Support children and young people to develop their skills for learning, life and work**

Action	Measures	Comments/ Progress	Status
	The Aspire service to provide one to one support for young people in the last 6 months of school and up to 19 years old (24 if care experienced) with individual action plans	During Quarter 1 and 2, physical delivery of Aspire programmes has recommenced including groupwork and work placements. The AspireWorks service has been established and provides young people at stage 3 of the employability pipeline with funded work placements and employability skills training to progress to employment.	Green
Empower young people to gain nationally recognised awards through Youth Family and Community Learning programmes	Extend the range and pathways for young people to receive accreditation through national awards	There are a range of accredited awards delivered through Youth Family and Community Learning, with a number of progression routes to support learners whether they are involved in youth work, family learning, adult learning, or capacity building activity. These include Duke of Edinburgh (DOE) awards (across all levels), Award Scheme Development and Accreditation (ASDAN) Awards, SQA Awards, and Youth Achievement Awards.	Green

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

Action	Measures	Comments/ Progress	Status
Implement agreed climate change actions across Education Resources	Engage with schools, services, children and young people to build a portfolio of good practice on climate change actions which are making a difference	A sustainability survey has been recently returned from our high schools illustrating the projects / initiatives being taken forward locally. The results are being shared across schools through the new Youth Forum meetings, allowing our young people to discuss and take back ideas to their own establishments. This survey will be evaluated and it is anticipated that this will then be circulated for primary schools to participate at a future date.	Green

'Report later' measures

Measure	Comments at Quarter 4 2020-21	Updated status at Q2 2021-22	Updated comments
Numbers of learners who achieve the Curriculum for Excellence levels	The Scottish Government cancelled the collection of Curriculum for Excellence levels in session 2019/20 due to the Coronavirus pandemic.	To be reported later	The collection of Curriculum for Excellence levels for P1, P4 and P7 pupils resumed in June 2021. The outcome of this exercise will be reported at Quarter 4 in 2021/22.

Report

7

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Devolved School Management Scheme (DSM)
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Committee on the new Devolved School Management Scheme 2022 due to be implemented in schools from 1 April 2022

2. Recommendation(s)

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

- (1) to approve the Devolved School Management Scheme for schools as set out in Appendix 1 for implementation from 1 April 2022 in line with the national framework and guidance.

3. Background

- 3.1. Devolved School Management (DSM) was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both local authorities and the Scottish Government. In June 2017, the Scottish Government consulted on changes to the DSM as part of the wider "*Fair Funding to Achieve Excellence and Equity in Education*" consultation.
- 3.2. The updated DSM guidelines, published in summer 2019, seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018.
- 3.3. The Framework and Guidelines have been devised to help local authorities develop their own Devolved School Management (DSM) schemes. The new Guidelines aim to encourage participation from local authority wider teams, schools and parents on budgets, spending plans and governance arrangements.
- 3.4. They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme, and this is captured within the Joint Agreement and Headteachers' Charter to which these guidelines align and support.
- 3.5. The expected and recommended outcomes of the new guidelines that local authorities are expected to follow and implement, across nine broad areas have been followed and form the basis of the new scheme.

4. Principles of Devolved School Management

4.1. The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- ◆ Subsidiarity and Empowerment
- ◆ Collaboration
- ◆ Accountability and Responsibility
- ◆ Clarity and Equity

4.2. These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- ◆ **support excellence and equity** - ensuring every child and young person has the same opportunity to succeed
- ◆ **be fair** - placing the needs of all children and young people at the centre
- ◆ **be simple**, transparent and predictable – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- ◆ **deliver value for money** – ensuring that every penny spent is used effectively

5. DSM 2022 Process of Review

5.1. Following the release of the *Devolved School Management Framework Document – for Local Authorities* and the *Devolved School Management Guidelines* in June 2019; a review of the current scheme was undertaken to consider the delivery of a new DSM scheme for schools for implementation commencing August 2021. This work was started in October 2019 with an original implementation date nationally of April 2021.

5.2. The review comprised a secondary and primary group, focusing on each of the individual sectors. Each group was led by the Head of Education (Senior Phase) and included Head Teachers; Finance Manager; HR Adviser and Trade Union representatives.

5.3. Each group had specific Terms of Reference for review and the key aims and objectives of the groups were:-

- ◆ To deliver a new, flexible and transparent DSM scheme for schools by August 2021 that empowers schools and Head Teachers to make decisions that most affect their children and young people's outcomes while being part of a collaborative learning community and is fully inclusive of stakeholders
- ◆ To advise of the necessary budgetary changes required to the pupil roll allocation (PRA) and staffing methodologies and budgets subject to the outcomes of the review
- ◆ To deliver relevant training to all relevant stakeholders ensuring engagement on the new DSM scheme
- ◆ To provide support to schools to manage change as a result of project outcomes

5.4. Work of the groups was suspended in March 2020, following school closures due to the pandemic and was re-established in April 2021. The implementation of the revised DSM for schools was rescheduled nationally to April 2022 given the pandemic as the staff resources and focus in schools were being directed primarily at online learning and learning recovery.

5.5. The outcomes and findings from the groups have informed this new DSM scheme.

6. Review Outcomes

6.1. The outcomes of the review for the new DSM in schools have resulted in a more update to date and current model of how schools operate and reflect actual activities and processes undertaken. It seeks to enhance the process of transparency and engagement with stakeholders including young people, parents and carers, staff and the wider learning community as well as local communities within the context of the Community Planning Partnership, Council Plan and Education Resources' Resource Plan.

6.2. The scheme specifies the specific arrangements for the allocation of school budgets, by sector, via the pupil roll allocation (PRA) and identifies the controllable and non-controllable elements of school budgets that Head Teachers are responsible for.

6.3. It outlines the methodology for the allocation of staffing in schools, by sector, and this includes both teaching staff, management support, learning community staffing as well as school support staffing for both mainstream and ASN sectors.

6.4. The scheme outlines the arrangement for cover in schools, including all locally approved agreements, and outlines the process for staffing resource and Head Teacher involvement and engagement in these processes.

6.5. All of these processes were reviewed as part of the groupwork and, where possible, efficiencies were made to processes to streamline budget allocations, without any financial impact to schools and to provide more concise, meaningful and consolidated allocations, removing historic adjustments through a more rationalised model and approach.

6.6. The scheme is flexible and reflects the current arrangements around learning recovery and additionality in schools to support young people and outlines the link to participatory budgeting for schools via the DSM.

6.7. The scheme sets out roles and responsibilities for the relevant groups in relation to resource management and outlines key dates for relevant financial activities in schools. School fund processes are signposted within the scheme, whilst not directly part of the DSM governance arrangements.

6.8. It is transparent in the allocation of resources and outlines processes to follow in relation to consultation on decision making for budgets as well as the scheme administration for publication and review. It sets out how Head Teachers will consult with these stakeholder groups and links to established arrangements for engagement described in the Parental Involvement Strategy.

6.9. The scheme sets out professional support available to schools and processes for identification of training needs. The updated scheme sets out the governance arrangements within which schools operate including financial regulations, standing orders and all national regulatory and statutory obligations and links local priorities to be supported and addressed through their application of the DSM.

6.10. The new DSM scheme is a much more organic and fluid document and will be updated as appropriate reflecting changes to process and funding impacting on the allocation of resources in schools. The scheme will be subject to a 3-yearly review and this

process will involve peer local authorities or via the Regional Improvement Collaborative and ADES.

- 6.11. The scheme also sets out publication requirements, enhancing transparency, and following approval, will be made available on the Council's website and a link will be provided on all school websites.

7. Employee Implications

- 7.1. There are no employee implications associated with this report.

8. Financial Implications

- 8.1. The financial implications of the DSM scheme and the updates to the scheme are all contained within existing budgets and there are no additional financial implications of the new scheme.

9. Climate Change, Sustainability and Environmental Implications

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

10. Other Implications

- 10.1. The revised DSM scheme introduces improved and enhanced governance arrangements for the management of resources in schools; empowering stakeholders through transparent process and enhanced engagement, whilst minimising and controlling financial risk.

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 has been undertaken with the relevant stakeholders as part of the review process as outlined in section 5 above, and further parental engagement will be undertaken over the coming months via parental groups and Parent Councils.

Tony McDaid
Executive Director (Education Resources)

13 January 2022

Link(s) to Council Values/Objectives/Ambitions

- ◆ Accountable, Effective and Efficient

Previous References

- ◆ None

List of Background Papers

- ◆ Devolved School Management Framework Document – for Local Authorities - Published Scottish Government June 2019
- ◆ Devolved School Management Guidelines – Published Scottish Government June 2019
- ◆ Devolved School Management Scheme 2015 – Approved Education Committee 2 June 2015 and Executive Committee 24 June 2015
- ◆ Devolved Management Scheme Terms of Reference August 2019 – Primary and Secondary groups
- ◆ DSM Implementation Workplan 2019

Contact for Further Information

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

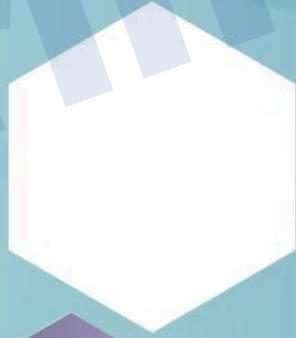
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South Lanarkshire Council
**Devolved School
Management Scheme 2022**

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Contents

Section	Description	Page
1.	Introduction <ul style="list-style-type: none">1.1. Introduction to South Lanarkshire1.2. Education Resources1.3. Objectives of the Devolved Management Scheme1.4. Devolved School Management overview1.5. Principles of Devolved School Management1.6. DSM 2022 Process of review	5
2.	Budget overview	11
3.	Areas of expenditure to be devolved	12
4.	General information on Devolved School Management <ul style="list-style-type: none">4.1. Financial regulations4.2. Best value principles4.3. Local Authority commitment to Devolved School Management4.4. School expenditure within wider strategy planning (Resource Plan)4.5. Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements	13
5.	Staffing structures <ul style="list-style-type: none">5.1. Primary sector5.2. Secondary sector5.3. ASN sector5.4. School support allocation5.5. Learning community staffing5.6. Legislative and contractual requirement5.7. Staff resource5.8. Learning recovery	16
6.	Accounting <ul style="list-style-type: none">6.1. Financial year and issue of budget statements6.2. Budget underspend/overspend and carry forwards6.3. Virement6.4. Replacement equipment fund6.5. Pupil Roll Allocation (PRA)6.6. School funds6.7. Key dates6.8. Roles and responsibilities	28



	6.9. Participatory Budgeting (PB)	
	6.10. Online payments	
	6.11. Purchase cards	
	6.12. Text Alert System	
7.	Professional support	35
	7.1. Professional support teams, functions and transparency	
8.	Consultation, engagement and transparency	37
	8.1. Consultation and engagement	
	8.2. Transparency	
9.	Collaboration	38
	9.1. Local priorities	
10.	Training	38
	10.1. Training support	
11.	Scheme administration	39
	11.1. Publication availability	
	11.2. Scheme review and stakeholders	
Appendix A:	Expected and recommended summary	40
Appendix B:	The permanent cover pool teaching resource	45
Appendix C:	Teacher cover reason codes and funding rates	50
Appendix D:	Pupil roll allocation methodology	51–53
	● Primary	
	● Secondary	
	● ASN	
Appendix E:	Other school budgets within entitlement	54
Appendix F:	Professional support and contacts	55–60
	● Schools' Finance CTO contact list	
	● Facilities management structure	

1. Introduction

1.1. Introduction to South Lanarkshire Council

South Lanarkshire Council is the fifth largest local authority in Scotland, with a population of over 316,000 people. It has an annual revenue budget of £795.527m in 2021/22. It is allocated across Education, Social Work, Housing and Technical Services, Community and Enterprise, and Finance and Corporate Resources; the council's five Resource areas.

The council provides services for everyone in the South Lanarkshire area. The council plan **Connect 2017–2022** considers the key issues affecting the council, its communities, partners and individuals as well as other external influences.

Link to Connect 2017–2022

www.southlanarkshire.gov.uk/info/200172/plans_and_policies/1484/council_plans_and_progress/2

Education Resources is one of five Resources delivering services and supporting communities in South Lanarkshire.

1.2. Education Resources

Education Resources is responsible for 124 primary schools, 17 secondary schools and 7 additional support needs schools. These are grouped into 17 learning communities across the four main areas of South Lanarkshire:

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

Over 45,000 young people attend primary, secondary and additional support needs schools in South Lanarkshire with our school population increasing. We have invested in our schools to meet our future needs and our school estate is now fully modernised and varied, encompassing both rural and urban schools of varying size and deprivation indices. We have denominational and non-denominational schools and a Gaelic unit in primary and secondary sectors.

Our Resource is also responsible for learning communities, early years and youth family and community learning services, inclusion and psychological services as well as centrally based teams that provide support to schools (see section 7 Professional Support).

The funding we receive from the Scottish Government closely links to pupil numbers, teacher numbers and deprivation indices, and in turn the funding devolved to individual schools for staffing and supplies also takes account of these factors.

Secondary	20,075	1,634
Primary	24,852	1,696
Special	467	150
Centrally Employed	–	–
	45,394	3,480

Source: September 2021 Annual School Census
FTE = Full Time Equivalent

Education Resources Resource Plan

Education Resources publishes an annual Resource Plan setting out its objectives and priorities for the year ahead. The Resource is focussed on supporting learning, recovery and renewal and to ensure that our children and young people continue to be provided with learning pathways which will enable them to progress, develop their skills and enhance their wellbeing through interaction with their peers.

The 2021/22 Resource Plan this year will focus on the steps for recovery and is designed around the following: –

- Continuing to deliver education in a safe environment;
- Supporting wellbeing;
- Focussing on the curriculum, learning and assessment to meet the needs of all learners, with a particular focus on closing the poverty related attainment gap; and
- Maximising digital inclusion.

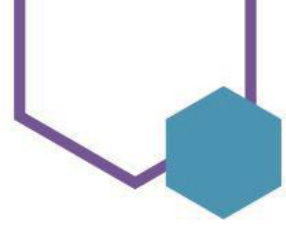
The Resource will also take account of the recommendations and outcomes arising from a number of national reviews, for example, on the impact of poverty on attainment; empowerment; and the highly influential reports on Scottish education from the International Council of Education Advisers (ICEA) on equity and excellence, and the findings from the Organisation for Economic Co-operation and Development (OECD) on their review of Curriculum for Excellence.

www.oecd.org/education/scotland-s-curriculum-for-excellence-bf624417-en.htm

The link to the current plan is below

intranet.southlanarkshire.gov.uk/download/downloads/id/7724/education_resources_plan_202122.pdf

A high level the Education Resources 'Strategy on a Page' sets out the priorities for all schools, educational settings and services. The aim is to inspire all learners, transform their learning experiences and strengthen the partnerships with parents/carers and families and agencies and services who support the learning and wellbeing of children and young people.



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The strategy on a page outlines these priority areas in an easy to follow and visual way.

Our Vision
Improve the quality of life of everyone in South Lanarkshire

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

inspire transform strengthen



Our Purpose: To raise achievement and attainment, inspire learners, transform learning, and work in partnership to strengthen our communities.

Our priorities are to:

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

To take forward our priorities we will:

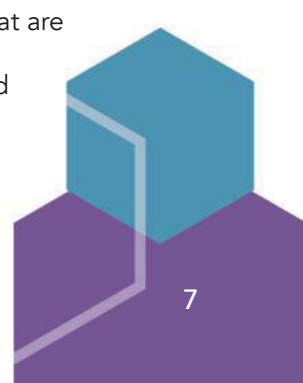
- Provide high-quality learning experiences for all
- Deliver a meaningful curriculum to support the learner journey
- Use evidence to effect improvement
- Build leadership capacity within a strong framework of governance
- Encourage innovation and creativity
- Strengthen our partnership working

The Resource has further identified the main challenges, risks and new developments which will have significant impact on the delivery of services in the coming year and beyond. These are outlined below:

- Covid-19 response and recovery
- Delivery of safe environments
- Health and wellbeing
- Curriculum, learning and assessment
- Digital inclusion and remote learning
- Early learning and childcare
- Communication and engagement

Education Resources Corporate Governance Statement 2020–21

Each year the Executive Director of Education Resources and Education Management Team agree and sign off the corporate Governance Statement, setting out the governance arrangements that are in place for the Resource. It confirms that the Governance Self-Assessment Checklist has been reviewed by the Heads of Service and approved by the Resource Senior Management Team and that controls are in place and working well.



This statement consists of five sections which provide a summary of current governance arrangements. The sections are as follows:-

- Section 1 – General Governance Arrangements;
- Section 2 – Internal Controls;
- Section 3 – Information Governance;
- Section 4 – Systems of Governance and Control; and
- Section 5 – Assurance.

To ensure that our regulatory and statutory obligations are being met, the following controls are in place and are operating effectively in practice:-

- Chief Officer in post (Chief Executive);
- Chief Financial Officer in post (Section 95 Officer – Executive Director of Finance);
- Executive Director in post (Education);
- Monitoring Officer in post (Head of Legal Services);
- Senior Information Risk Officer (SIRO) (Director of Finance and Corporate Resources);
- Data Protection Officer in post (Legal Services Manager);
- Standards Officer and Depute in post (Integrated Joint Board);
- Business Continuity Plans;
- Resource Business Plans – Housing, Homelessness, Estates and Office Accommodation;
- Information Governance Board, Good Governance and Risk Management Groups;
- Internal Audit function including Fraud Management;
- I.T. Security, Policies and Standards;
- Financial Management Framework;
- Political Management documents including standard orders;
- Annual Resource Planning process;
- Performance Management Framework with reporting through IMPROVe;
- Risk Management function including Housing and Technical Resources Risk Register;
- Community Planning structures and processes;
- Partnership Working arrangements;
- Community Planning structures and processes;
- Corporate Workforce Planning;
- Resource/Service Workforce Planning;
- Staff and Elected Members Codes of Conduct;
- Health and Safety;
- COVID-19 Resource Wide Recovery Plans and Restart Framework;
- External regulation and inspection – Scottish Housing Regulator and Care Inspectorate.

Controls and monitoring structures are in place to comply with all employee related policies. Furthermore, robust management information is prepared and reported to enable our elected members to make well informed transparent decisions about our services.

To further enhance the above controls, we are committed to continuous controls and service improvement and are delivering well against the recommendations of internal, external auditors and other external review agencies.

The Devolved Management Scheme in schools is a key document to ensure internal controls and governance of education resources are in place and being followed and sets out the arrangement for doing so.



1.3. Objectives of the Devolved Management Scheme

The underlying objective of Devolved School Management is to enable decisions, relevant to the day-to-day management and provision of school education, to be made at local level. The Scheme of Devolved School Management provides the method of calculating how resources are allocated to schools on the basis of clearly defined allocation criteria.

Responsibility for determining how this budget will be allocated within the school however, rests with each Head Teacher, and the DSM does not provide a prescriptive guide to how resources will be used within each school. This approach will ensure that schools are resourced in a fair and consistent manner, whilst ensuring that Head Teachers are empowered to deploy resources in the manner best suited to meet the needs of the learners in their school.

The DSM will continue to evolve in light of national developments regarding the governance of Education.

1.4. Devolved School Management overview

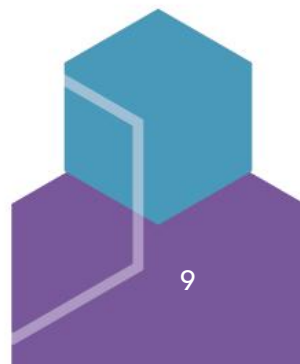
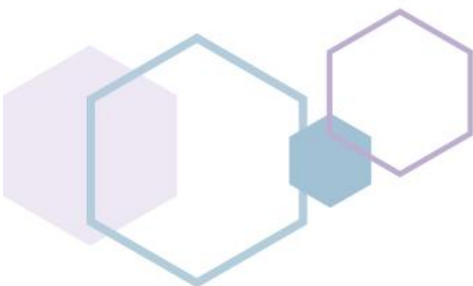
Devolved School Management was introduced in 1993 to enhance and improve the management of resources at school level. The DSM guidance was reviewed in 2006, and again in 2012, taking account of the changing economic and financial climate for both Local Authorities and the Scottish Government. In June 2017 the Scottish Government consulted on changes to DSM as part of the wider “Fair Funding to Achieve Excellence and Equity in Education” consultation.

The updated DSM guidelines, published in summer 2019, seek to build and improve on the DSM Guidelines of 2012 and, critically, reflect and integrate with the Education Reform Programme and priorities emerging from the Scottish Government and COSLA Education Reform Joint Agreement of June 2018. These Guidelines can be found here www.gov.scot/policies/schools/devolved-school-management/

The Guidelines have been devised to help Local Authorities develop their own Devolved School Management (DSM) schemes. The new Guidelines aim to encourage participation from Local Authority wider teams, schools and parents.

They have been prepared through collaboration and consultation with a wide range of stakeholders. Collaboration is key to a successful local DSM scheme and this is captured within the Joint Agreement and Headteachers’ Charter to which these guidelines align and support.

The expected and recommended outcomes of the new Guidelines that local authorities are expected to follow and implement, across nine broad areas, are outlined in Appendix A.



1.5. Principles of Devolved School Management

The updated DSM principles, agreed by the Fair Funding Reference Group and building on and enhancing the foundations and principles of the 2012 guidance, are:

- Subsidiarity and Empowerment
- Collaboration
- Accountability and Responsibility
- Clarity and Equity

These principles reflect the National Improvement Framework aims of excellence through raising attainment and achieving equity. The principles also fully endorse those proposed in the Fair Funding consultation:

- **support excellence and equity** – ensuring every child and young person has the same opportunity to succeed
- **be fair** – placing the needs of all children and young people at the centre
- **be simple, transparent and predictable** – ensuring the costs of delivering education can be easily understood and explained and that schools are able to manage and plan ahead with certainty
- **deliver value for money** – ensuring that every penny spent is used effectively

1.6. DSM 2022 Process of review

Following the release of the Devolved School Management Framework Document – for Local Authorities and the Devolved School Management Guidelines in June 2019; a review of the current scheme was undertaken to consider the delivery of a new Devolved School Management (DSM) scheme for Schools for implementation for school session commencing August 2021. This work was started in October 2019 with an original implementation date nationally of April 2021.

- The review comprised a secondary and primary group focusing on each of the individual sectors. Each group was led by the Head of Education (Senior Phase) and included Head Teachers; Finance Manager; HR Adviser and Trade Union representatives.
- Each group has specific Terms of Reference for review and the key aims and objectives of the groups were:
- To deliver a new, flexible and transparent DSM scheme for schools by August 2021 that empowers schools and Head Teachers to make decision that most affect their children and young peoples' outcomes while being part of a collaborative learning community and is fully inclusive of stakeholders.
- To advise of the necessary budgetary changes required to the pupil roll allocation (PRA) and staffing methodologies and budgets subject to the outcomes of the review.
- To deliver relevant training to all relevant stakeholders ensuring engagement on the new DSM scheme.
- To provide support to schools to manage change as a result of project outcomes.

Work of the groups was suspended in March 2020, following school closures and was re-established in April 2021. The implementation of the revised DSM for schools was rescheduled nationally to April 2022 given the pandemic as the staff resources and focus in schools was being directed primarily at online learning and learning recovery

The outcomes and findings from the group have informed this new DSM scheme.

2. Budget overview

The council's revenue budget for 2021/22 is £795.527m of which Education Resources net budget is £353.606m. In addition Education has specific grant funding for Early Learning and Childcare expansion of £32.227m and PEF and SAC funding of £12.235m including PEF premium.

For financial years 2021/22 the Education Resources budget is allocated as follows across schools and other service areas to deliver the Resource plan commitments:

Net Budget by Service	2021-22	
Detail	£m	%
Central admin	1.845	0.52%
CQIS	1.761	0.50%
Directorate	0.700	0.20%
Early Years	30.282	8.56%
Inclusion	1.008	0.29%
Learning Community	3.441	0.97%
Operations	0.165	0.05%
Primary Schools	124.670	35.26%
Psychological Services	2.254	0.64%
School Modernisation	36.518	10.33%
Secondary Schools	121.338	34.31%
Special Schools	18.213	5.15%
Support Services	4.04	1.14%
YFCL	6.089	1.72%
Youth Employability	1.282	0.36%
Total	353.606	100%

Additional funding has been allocated to Education this year and in future years for learning recovery and renewal. This is not included in the above budget however permanent funding will be allocated from April 2022 and will be allocated within the DSM scheme.

Budgets allocated under the DSM scheme to schools is £264.221m and this covers elements of both controllable and non-controllable budgets.

The DSM scheme will adapt to the inclusion of future funding streams that may be allocated to Education i.e. core curriculum charges funding, by including within the budget calculator for Pupil Roll Allocation (PRA) and likewise will incorporate any future budget adjustments as part of the council's efficiency exercise. The PRA is outlined in more detail in **Section 6.5**.

3. Areas of expenditure to be devolved

Whilst headteachers are given maximum flexibility over their budgets, there are areas of expenditure that are generally not considered suitable for devolution. The reasons for this may include but are not limited to areas outside the influence of a headteacher; areas that are too bureaucratic; have unacceptable levels of risk; benefit from economies of scale; require professional expertise; and complex by their nature.

These budgets are managed at a central Resource level and are **not** included in schools' carry forward figures and virements are not permitted.

Areas identified as not suitable for devolving and are deemed non-controllable by schools:

- Capital expenditure, including PPP/PFI costs
- Property Insurance
- Non-Domestic Rates
- Water Metered Charges
- Energy costs
- Waste collection
- Rent in relation to school premises
- School clothing grants
- Education Maintenance Allowances
- Home to school pupil transport
- Premature retirement costs
- Local Authority Information Management Systems (SEEMIS)
- Scottish Qualifications Authority
- Support Services cost, based within Schools.
- Other services supporting schools and young people, for example Psychological Services, Curriculum Quality Improvement Service (CQIS), Additional Support for Learning team, Learning Community teams and other centrally based support teams.
- Corporate support function costs for example Finance, HR, Procurement and Legal functions
- Carbon charges
- Long terms sickness absence
- Family leave costs
- Music Instructors
- Parent Council Expenditure

Budgets supporting facilities management costs including catering, cleaning and janitorial as well as ground maintenance of schools are managed and budgeted within Community and Enterprise Resources.

Statutory Local Authority contracted work on managing the school estate including costs of planned maintenance and repairs of the Education estate are also managed and budgeted with Housing and Technical Resources on behalf of Education Resources.

Income from the use of school premises is non devolved and managed by South Lanarkshire Leisure.



4. General information on Devolved School Management

4.1. Financial regulations

In order to conduct its business efficiently, the council must have sound financial management policies that are strictly adhered to. The requirement for sound financial management is further reinforced by the Local Government (Scotland) Act 1973 that stipulates that every local authority must make arrangements for the proper administration of its financial affairs.

The council's financial regulations provide the framework for managing the council's financial affairs. They apply to every member and officer of the council and everyone acting on its behalf. Additionally, all members and officers have a general responsibility for ensuring that the use of the council's resources is legal, properly authorised and provides value for money.

For these reasons the council has established financial regulations and supporting procedures such as this DSM Scheme of Delegation. The DSM Scheme of Delegation provides a transparent, fair and equitable distribution of resources to schools.

Further information can be found here:

[CMIS > Procedural Documents > Public documents](#)

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4.2. Best value principles

The statutory duty of Best Value was introduced in the Local Government in Scotland Act 2003: www.legislation.gov.uk/asp/2003/1/contents

Headteachers should be aware of the council's Best Value principles. These principles apply to all council services and impose corporate responsibilities.

4.3. Local Authority commitment to Devolved School Management

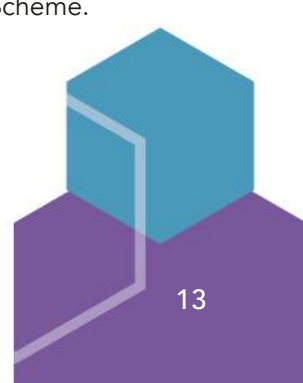
South Lanarkshire Council is committed to the principles of Devolved School Management, the Headteachers' Charter, and the aims of empowerment of funding.

In an empowered system, headteachers, schools and the Local Authority are partners, each contributing and supporting each other and respecting the different role each plays. The council recognises that value is added by enabling key decisions to be made by those who are closest to the educational experience of children and young people. Decision making about funding that affects the school should sit, therefore, at school level unless there is a compelling reason for this not to be the case (see section 3) **Areas Of Expenditure To Be Devolved**. The headteacher is accountable and responsible for decisions that should be made in consultation with pupils, parents, staff and the wider community.

The Headteachers' Charter advises that in an empowered system, headteachers should lead learning communities to determine the most appropriate approach in the areas of leading learning and teaching, empowering the learning community and making best use of the school's resources.

In relation to making best use of the school's resources, headteachers are required to:

- Manage a delegated budget in a fair, equitable and transparent way, supported by the Local Authority and a fair, transparent and equitable local Devolved School Management Scheme.
- Deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.



- Play an active role in designing and reviewing recruitment and staffing approaches, both for their own school(s) and for the wider Authority.
- Be empowered to design a staffing structure which best supports the school's curriculum and leadership requirements, working within their delegated staffing budget and supported by their Local Authority and Scottish Negotiating Committee for Teachers (SNCT)/Local Negotiating Committee for Teachers (LNCT) agreements and guidance.
- Be integral to the appointment of staff in accordance with the best interests of children and young people, and work in partnership with the Local Authority to ensure good practice in recruitment and appointments, in line with SNCT/LNCT agreements and guidance.
- Work in partnership with the Local Authority, and within clearly defined roles, responsibilities and accountabilities, to ensure a highly professional school team is built and sustained to meet the needs of the learning community.

The council recognises that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. An empowered school system means that all teachers are empowered and have meaningful input to decisions about school funding. This manual supports distributed leadership, collaboration and consultation whilst recognising that ultimately the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

4.4. School expenditure within wider strategy planning (Resource Plan)

Decisions are made closest to the learner wherever possible and are delegated to Headteachers and schools. Headteachers are accountable and responsible for the use of financial resources within their school following consultation with pupils, parents, staff and the wider community, and in line with their School Improvement Plan.

School Expenditure is considered as part of the council's wider Financial Strategy. The council takes a strategic approach to financial and corporate planning which is consistent with the recommendations of the Accounts Commission, Audit Scotland and CIPFA who all emphasise the need for public bodies to focus on their medium to long term financial sustainability.

A 'golden thread' links school planning to the wider strategic planning of the council. School priorities are linked to the Education Resource Plan and the National Improvement Framework Plan, which, in turn, reflect the priorities of the council's Connect Plan and the Community Planning Partnership's Local Outcome Improvement Plan 2017 –2027.

Strong and distributive leadership is necessary to establish effective systems to support partnership working with pupils, parents, staff and the wider community to determine how best to utilise resource to deliver on local and school level plans.

Schools are empowered to make decisions that affect outcomes, while being part of a collaborative learning community and the Local Authority. Decisions about education spend are made in a collegiate and transparent way, paying due regard to wider responsibilities.

Headteachers are accountable to both the local authority and Education Resources for the leadership and management of resources within their settings and must comply with the financial and procurement regulations to ensure that the Local Authority is not compromised and that all legislation is adhered to.

Any issues regarding adherence to council Contract Standing Orders which reflect the financial and procurement regulations will be identified by Finance Service Unit or appropriate person and escalated to the Head of Education (Senior Phase).

4.5. Scottish Negotiating Committee for Teachers and Local Negotiating Committees for Teachers Agreements

Head Teachers are required to operate within the agreed SNCT terms and conditions for all staff who come under this scheme. The SNCT handbook is available: www.snct.org.uk

In addition, some terms and conditions are governed by LNCT (local) agreements and there is also a requirement to adhere to these. Details of local agreements can be found: www.snct.org.uk/lnctAgreements.php

South Lanarkshire Council local agreements can be found on the intranet

Teaching – Local Agreements | myWorks (southlanarkshire.gov.uk) **← Need proper link for this**

These will be updated and reviewed in 2022. Local agreements are tabled at the JNCC and are then published on the intranet for reference.



5. Staffing structures

5.1. Primary sector

5.1.1 Primary staffing teaching staff entitlement

Primary school staffing entitlement is based on the number of class groups which need to be formed, while still observing the statutory maximum limits of pupils in each class.

The legislative class sizes and SLC policy on application are detailed below:

Stage / Composition	Maximum class size
P1	25
P2 – P3	30
P4 – P7	33
Composite	25
Whole School Composite	19
Minimum in Stage Group	4

Timing

Head Teachers submit proposed class configurations following the P1 registration exercise in the January preceding the new school session in August.

Decisions on staffing are made during March to ensure compliance with the regulations in respect of placing requests. Head Teachers are notified of these decisions on completion of the exercise. Agreed staffing levels may be adjusted as a result of an increase or decrease in the pupil roll up until the start of the school session in August.

Separate communication will be issued of Head Teachers annually.

(Please refer to section 6.7, page 34 for key dates)

5.1.2. Primary schools – promoted teaching staff structure

In addition to the number of classroom teachers, the table below identifies the number of promoted posts that will be allocated to a primary school.

Number of pupils	Head Teacher	Depute Head Teacher	Other Teaching staff	Principal Teacher
0–100	1	–	–	–
101–250	1	–	0.4	1
251–350	1	1	–	1
351–429	1	2	–	1
Over 429	1	2	–	2

NB – Number of pupils is the sum of primary school pupils including ASN and Gaelic (as recorded in the September Census) and Early Years pupils (as recorded in the January Census).

5.1.3. Budget allocation

Staffing budgets are allocated based on the approved salary as per average salary calculations for unpromoted posts and for management structure posts; the approved salaries and scale point are as the SNCT Handbook of Conditions of Service.

Additional class teacher staffing budget is provided to schools to allow for Class Contact Cover. This is currently based on the current levels of class contact time of 22.5 hours per teacher.

Allocation is 2.5hours non-contact per class teacher for the total number of class teachers in the school, 0.1FTE per teacher, and this is reduced where a school has a Depute Head Teacher(s) at -0.2FTE per DHT or a Principal Teacher -0.1FTE.

e.g. 12 class teachers.
CCC allocation $12 \times 0.1\text{FTE} = 1.2\text{FTE}$ with 2 DHT $2 \times 0.2 = -0.4\text{FTE}$
Total allocation 0.8FTE class contact cover

This is applied for both mainstream and ASN teachers and management.

This allocation will be subject to any forthcoming national changes that will result in a reduction in class contact time. Any reallocation of staffing that is necessary to accommodate national policy changes on staffing will be updated and accommodated with the DSM staffing allocation and communicated to schools at the start of the new session in which it takes place.

Probationer teachers may also form part of school staffing and budgets are adjusted accordingly.

Maximum class contact time for Probationers is 18.5hrs – 0.82FTE. A full vacancy budget of 0.7FTE relates to a probationer being allocated to a vacant post. Such posts attract a ‘funding level’ of 0.30 which comprises 0.18 cover costs (reflecting probationer class contact time of 0.82FTE) plus 0.1 for mentoring and top up support of 0.02. Probationers may be appointed to lesser pointages as part of the overall probationer placement strategy and this is via discussion with CQIS and Finance Services Unit.

A separate provision will be made for the Gaelic Unit by the appropriate Head of Area in consultation with the Head Teacher.

5.1.4. Absence cover primary

The absence cover in primary schools comes from various support mechanisms available to schools. Initially schools will cover in the first instance on a short-term basis from within the school. This may take the form of any of the following targeted areas, including additionality that may exist within the school:

- Management time via promoted structures for short term and emergency situations
- Surplus staff in post
- Additionality in the school from NQT staffing
- Other funding sources and posts
- Learning Recovery
- Option of additional hours for part time staff

Also available to schools is the permanent area cover pool for primary and this can be accessed after 3 days. The permanent area cover pool scheme, covering primary and secondary, is outlined in Appendix B.

Also accessible to schools is the Daily Paid Supply List. This can be access centrally on behalf of schools or directly by schools themselves. Funding for cover will be provided based on the nature of the absence. The reason codes to be used to ensure funding is allocated to school and funded rates is outlined in Appendix C.

Schools can also access these cover options for Cover School funded requirements.

5.2. Secondary sector

5.2.1. Secondary staffing teaching staff entitlement

As part of the work of the review group, the model for secondary school staffing entitlement has been reviewed. The existing model was out of date due to a sequence of historic savings dating back to 2008/09 and the opportunity to revise in line with the DSM review was taken.

The revised model continues with a fixed and variable element bringing equity and a proportionate impact on all schools. The new allocations allow for adjustments to consider and remove historic decision from schools and reflects the most current data for all schools.

There has been minimum impact to schools as a result of the changes to the secondary staffing formula, with a minor change in two schools through the revision to the scheme, reflecting most up to date pupil numbers and this will be supported over 3 years for those schools with changing rolls.

Whole school roll	Staffing Allowance (FTE)
Agreed roll (including pupils enrolled in ASN bases)	Fixed element of 9.12 posts + (0.0576 x pupil roll)

All other processes for calculating staffing entitlement will remain the same and the changes reported via learning recovery later at **section 5.8 Learning Recovery Permanent funding** will be updated via the staffing formula in due course for additional permanent resources.

Timing

Provisional staffing entitlement will be identified in the January preceding the new school session in August with the agreed funding position established in March. This is necessary to allow option choice and curriculum planning in secondary schools to take place in advance of the new timetables starting in June.

Agreed rolls

In calculating the entitlement in March, an agreed estimate of future roll is used (“agreed roll”). This allows Head Teachers to plan for curriculum development and timetabling in advance of the new school session. This is based on the following methodology for each year group.

Year group	Methodology
S1	Current P7 rolls of catchment primary schools adjusted for the trend in previous year movements in ASN and placing requests
S2 – S4	Current S1–S3 roll as at September Census carried forward to the new session
S5 – S6	Applying the three-year average staying on rate to the current S4 and S5 roll

5.2.2. Secondary schools – promoted teaching staff structure

The table below identifies the various secondary school roll bandings where promoted teaching staff structures vary and shows the entitlement of promoted staff based on roll at Census.

Number of pupils	Head Teacher	Depute Head Teacher
501–850	1	3
851–1,200	1	4
1,201–1,500	1	5
+1,501	1	6

5.2.3 Promoted structure – learning and teaching

A promoted faculty structure exists in different formats across all schools to respond to local needs, demand for subjects within different schools, size of school and choice of Head Teachers.

The staffing of a faculty structure comprises Faculty Head at relevant scale point, equivalent post where faculty has not been agreed, or where the faculty does not exist appropriate Principal Teacher posts.

Through the outcomes of the DSM review, it was agreed that the inconsistencies in the current arrangements be addressed through a revised structure broadly based on the Curriculum for Excellence curriculum areas, known as the '7+1' model.

Any posts that have been reconfigured will be subject to job-sizing and the proposals would be reviewed with the Head of Area and discussed for approval.

It was agreed that the allocation of management time would be aligned across all schools however the current arrangements will be maintained until the final methodology is agreed.

5.2.4. Promoted structure – pupil support

The allocation of staffing in relation to pupil support to secondary schools is as follows.

Number of pupils	Principal Teacher Pupil Support
421–630	3
631–840	4
841–1,050	5
1,051–1,260	6
1,261–1,470	7
1,471–1,680	8

NB – (This is based on a 210 pupil roll multiplier)

5.2.5. Budget allocation

Staffing budgets are allocated based on the approved salary as per average salary calculations for unpromoted posts and for management structure posts; the approved salaries and scale point are as the SNCT Handbook of Conditions of Service.

Probationers may also form part of staffing and budgets are adjusted accordingly.

Rolls will continue to be monitored up until Census in relation to the impact on staffing and management structures.

5.2.6. Absence cover secondary

The Absence cover in secondary schools comes from:

- Provision within the normal staffing complement of the school. This includes the core staffing allocation and might include additionality agreed through individual arrangements or through maintaining surplus staff in the school;
- Additionality provided through the **Secondary School Absence Cover Scheme**; and
- Central cover for absences extending beyond 15 days.

Cover from the staffing complement

The extent of cover available in a secondary school is dependent on the allocation of staff to the timetable. The amount of cover available in each school is the residual balance of staff availability vs class commitment. (Staff availability is defined as maximum class contact time less agreed management time calculated in periods for all staff in the school on an individual-by-individual basis).

Cover from the staffing complement, excluding additionality, should normally be sufficient to cover all absences of 3 days or fewer.

School arrangements for the provision of cover should be determined by the head teacher following consultation with all staff, including trade union representatives.

Internal cover duties should be distributed on an equitable basis, having regard to the respective workloads of all staff.

It is recommended that schools retain at least 5% of the total staff availability to provide short term cover. Schools should not timetable any less than 4.5% of the staff availability for cover.

Staff who are funded centrally, including surplus staff retained in the school, should be included as additionality and their time be available as additional cover.

Secondary school absence cover scheme

An additional allocation to the normal staffing complement will be provided in order to support cover required for absences of 15 days or fewer, as outlined below.

The Secondary School Absence Cover Scheme will be delivered by the provision of a further staffing allocation based on the following roll bands:

Roll	FTE (periods for cover)
501–850	2.5 (67 periods)
851–1200	3.0 (81 periods)
1201–1500	3.5 (94 periods)
1500+	4.0 (108 periods)



Deployment of the additional allocation is at the head teacher's discretion and should be considered within the normal timetabling exercise undertaken each session and, where required, throughout the year.

No other cover will normally be made available to the school for the first 15 days of absence.

A situation will be deemed abnormal when the sickness rate in the school is in excess of 10% of the teaching complement or where the level of absence cover required would result in a breach of the agreement for school cover up to 15 days.

This new cover scheme has been operational since August 2020. Schools are required to record absence to ensure the appropriate application of the agreed rules. The existing form will allow this.

The agreement will last until further notice but will be subject to continuous review.

Centrally provided cover

Provision is retained centrally for cover for absences extending beyond 15 days, including maternity cover, through the permanent cover pool. The permanent area cover pool scheme, covering primary and secondary, is outlined in Appendix B.

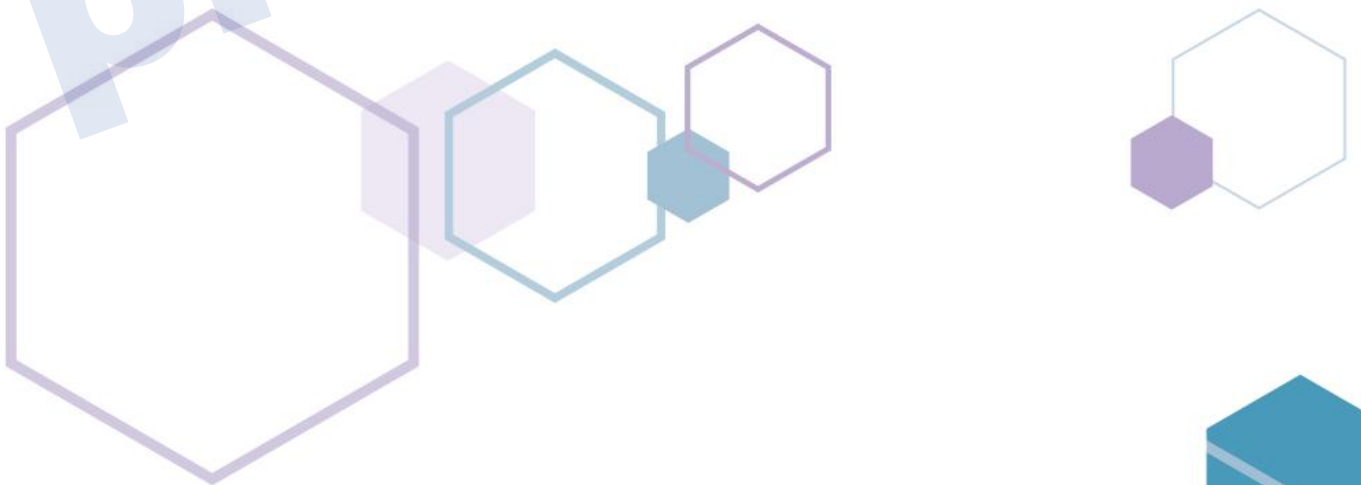
5.3. ASN sector

5.3.1. ASN staffing teaching staff entitlement allocation

Primary ASN teacher allocation is predicated on 1 teacher per class within the base or school. This is the core staffing and that is then augmented by agreed additionality depending on the needs arising within a base or school. An example of this is the additionality of 1 teacher per primary base to assist with inclusion activities. This was allocated a number of years ago as approved within the council's financial strategy.

Secondary ASN staffing is more complicated because of the need to provide a spread of subject specialism within the bases and schools. When the bases were developed initially the level of staffing was agreed and since that time this has been the baseline for ASN staffing in each school. As pupil rolls across schools have either diminished or grown, there has been some additionality provided for specific schools, depending on the circumstances, and some schools have had staffing budget removed to be placed elsewhere.

When staffing levels have been compared to pupil roll for bases and schools, it is clear that the average staff to pupil ratio is 1 to 6, with variations in each school.



5.3.2. Pupil numbers and classes for pupils

As outlined in the previous section the average staff to pupil ratio in our schools and bases is 1 : 6. The table below sets out the national agreement contained within SNCT terms and conditions for staff to pupil ratios for additional support needs.

Class sizes for Special School and Units	Maximum class size
Additional Support Needs arising from:	Number of pupils
Moderate learning difficulties	10
Profound learning difficulties	10
Severe physical impairment	8
Severe learning difficulties	8
Significant hearing impairment	6
Significant visual impairment	6
Language and communication difficulties	6
Social, emotional and behavioural difficulties	6

5.4. School support allocation

5.4.1. ASN

The ASNRT process is conducted annually in May each year with the objective to set the allocation of School Support Assistant (SSA) in ASN provisions for the following school year.

A forum is established, led by a Quality Improvement Officer – Inclusion, supported by two Support Services Coordinators and with representation from a senior officer (usually DHT) from an ASN provision.


Establishments submit returns each year as part of this process normally at the end of April/beginning of May to the education.inclusion@southlanarkshire.gov.uk mailbox; indicating the level of support required (usually the additionality each year) they are seeking and the rationale for their request. This is normally based on either an increased roll, level of need or a combination of both.

Decisions are based on these returns provided by schools and this is considered by the forum and allocations are made based on prioritisation of need within available resources. If required, the forum will contact an establishment directly if they require a further point of clarification to support the decision making.

Establishments are notified of decisions and allocation normally by the end of May at the latest. Decisions are communicated by email from the Inclusion admin team on behalf of the Quality Improvement Officer – Inclusion. There is no formal right of appeal, however, establishments are able to further discuss their allocation with their respective Inclusion Officer or raise with the Inclusive Education Manager.

Allocations may (on occasion) vary throughout the course of the year. Most notably this would occur if an emergency placement or new to authority pupil has been offered a place and it is deemed, after discussion, that the current allocation requires a variance to support the increased level of need.

There is no indicative allocation on a formula basis to schools; however over time the approach will be to have SSA allocations that are consistent across ASN provisions with similar rolls and similar level of need. This will be incorporated into future DSM updates at the appropriate time.



A review of the allocation is scheduled to take place in October of each year once the new P1 and S1 intake have settled into schools and the receiving school has concluded their own assessment of need.

Specific support on this process is via the Inclusion Education team.

5.4.2. SSA mainstream

The LCRT process is conducted annually in May each year with the objective to set the allocation of School Support Assistant (SSA) in mainstream establishments for the following school year.

A forum is established, led by the Senior Manager Pupil Support along with the local Support Services Coordinators and with representation from all establishments in the learning community.

Establishments submit returns each year as part of this process normally at the end of April/beginning of May to the Support Services Coordinator; indicating the level of support required (usually the additionality each year) they are seeking and the rationale for their request. This is normally based on either an increased roll, level of need or a combination of both.

Decisions are based on these returns provided by schools and this is considered by the forum and allocations are made based on prioritisation of need within available resources. If required, the forum will contact an establishment directly if they require a further point of clarification to support the decision making.

Establishments are notified of decisions and allocation normally by the end of May at the latest. Decisions are communicated by the Support Services Coordinator.

Allocations may (on occasion) vary throughout the course of the year. Most notably this would occur if an emergency placement or new to authority pupil has been offered a place and it is deemed, after discussion, that the current allocation requires a variance to support the increased level of need.

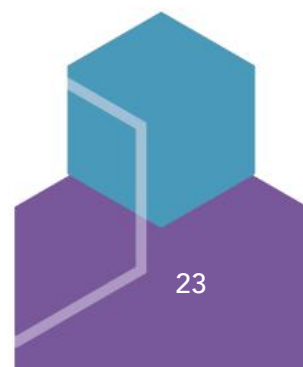
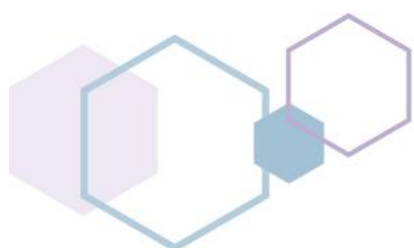
5.4.3. SSA office support

The allocation of office staff differs across all schools depending on the needs of the school. There is no fixed allocation or formula applied as resources are allocated based on young people's needs.

Some schools timetable staff in, some have full time staff and some have a mixture of both. The allocation of hours is agreed with the Head of Establishment and the Support Services Coordinator each year however these hours can be utilised in the class when priorities change.

The allocation can vary from large primaries having up to 3 and secondaries generally between 4 and 6. Allocation in this case are not necessarily school roll based.

The LCRT and the ASNRT processes are both under review and any changes following the review to the allocation models will be updated within the DSM in due course.



5.5. Learning community staffing

Schools can access wider supports offered by the Extended Community Team. This team, based in each area, has Early Years Specialist Support Teachers, Primary and Secondary Specialist Support Teachers, EAL teachers and a Care Experienced Teacher. Within Early Years, Nurseries submit a Request for Assistance, (RFA) alongside staged intervention paperwork to access this support.

Primary schools have an allocation of a minimum of 1 day every two weeks where Specialist Support Teachers focus on literacy and numeracy. There are area variances with this. Support is allocated to pupils following discussions with the ASN coordinator in each school. Data is used to ensure support is directed where it is required most. Input can include direct support to pupils, staff training, resource identification, literacy pathway consultation, attendance at review meeting. In addition to this Primary schools can submit a RFA to their link Senior Manager Pupil Support (SMPS) for targeted interventions linked to pupil Health and Wellbeing. This can include Emotion Works, Nurturing Talk, Talking Partners, Give us a Break.

As a minimum, Secondary schools can submit RFA's for health and wellbeing support. In some localities, a link SST has been allocated to each Secondary for advice and consultation. In line with Staged Intervention, this may still include some short term, direct working where appropriate. In addition, they can access the support of the Care Experienced teacher for those pupils in S1–S3 who are or have been Care Experienced. This support is designed to enhance and support engagement in education and to improve attainment. This is allocated following discussion with the Designated Senior Manager to ensure support is targeted at those who need it most.

5.6. Legislative and contractual requirement

SNCT code of Practice on Headteacher outlines the responsibility in Recruitment and Selection of staff.


The Joint Empowering Schools Agreement published in June 2018, outlines the shared commitment to a number of principles including:

- headteachers are involved in the design of recruitment and appointment processes.
- headteachers design the staffing structure that best supports learning and teaching in the school, within the staffing budget delegated to the school by the Local Authority.
- headteachers choose the staff who work in their school, with due regard to employment law and the contractual obligations of their Local Authority, and.
- the Local Authority must be able to intervene should any statutory duty, or contractual obligation be in breach.

Good practice

The overarching principles of Good Practice in the procedures for recruitment and selection of staff are to:

- ensure that a collegiate and inclusive approach is applied to recruitment and deployment of staff;
- ensure fair, consistent, transparent and robust procedures are in place to support the recruitment and appointment of staff;
- ensure that the procedures have due regards to applicable LNCT agreements and;
- recognise that LNCT recruitment and selection procedures may need to be reviewed to ensure the role of headteacher is reflected in locally agreed recruitment and selection procedures.

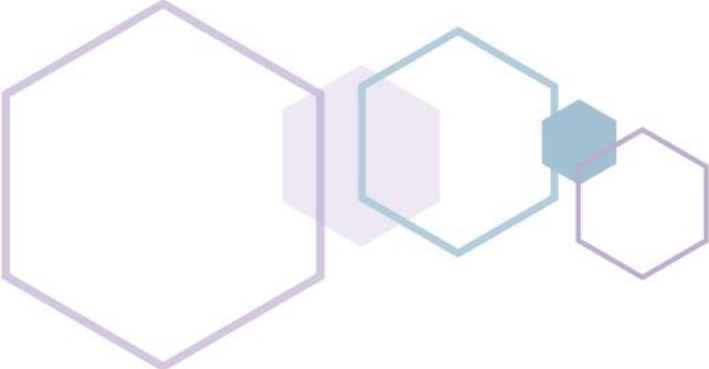



Headteachers are involved in the design of recruitment and appointment processes – the Headteacher, working in conjunction with their Local Authority will:

- a) receive appropriate training on recruitment procedures and comply with policies on all employment legislative requirements;
- b) use myjobscotland for all internal and external recruitment;
- c) ensure that they are familiar with the SNCT Handbook, especially Part 2, The National Scheme of Salaries and Conditions of Service for Teachers and Associated Professionals and Part 2: Appendix 2.8 A of the Handbook, the Code of Practice on the Engagement of Short-Term Supply Teachers;
- d) ensure that they follow Local Authority guidance, SNCT agreements and applicable LNCT agreements, policies and guidelines;
- e) recognise the Local Authority Devolved School Management (DSM) guidance in relation to employees' salaries, including that of Chartered Teachers and Assimilated Teachers
- f) ensure they are familiar with Appendix 2.19 of the SNCT Handbook, National Pay and Leave Specification and be aware of the impact of the timing of appointments on pay;
- g) in the exercise of their function, and as required by the Public Sector Equality Duty, have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act; advance equality of opportunity between people who share a protected characteristic and those who do not and; foster good relations between people who share a protected characteristic and those who do not.

Headteachers design the staffing structure that best supports learning and teaching in the school, within the budget available to the school.

The Headteacher shall:

- a) follow Scottish Government DSM Guidance in conjunction with Local Authority DSM guidance;
 - b) ensure that they are familiar the SNCT Handbook Part 2: **Appendix 2.8**, Code of Practice on the use of fixed term temporary contracts and any LNCT agreements on the transfer to a permanent post.
 - c) recognise that costs of salary conservation agreements may need to be borne from devolved school management budgets. Recognition of the change in school rolls should be taken into account in this regard
 - d) ensure that they are familiar with LNCT agreements, particularly in relation to staffing models and structures
 - e) ensure they are aware of Job Sizing implications and take account of any potential salary changes
 - f) take account of costs relating to redeploying staff in accordance with Local Authority agreements.
- 



Headteachers choose the staff who work in their school (except student and probationer placements), with due regard to employment law and the contractual obligations of their Local Authority. The Local Authority may:

- a) as the employer, require to transfer staff into establishments out with an agreed recruitment process, following consultation and discussion with Headteachers. Such transfers may be required due to a variety of reasons, including but not limited to: health issues, staff identified as surplus, conduct, competence or the Local Authority seeking to deliver its statutory duty in accordance with the Education (Scotland) Act 1980,
- b) Local Authorities will allocate students and probationer teachers in line with current arrangements.

The Local Authority will ensure that headteachers are provided with advice on:

- a) employment law, contractual obligations, equalities legislation and any other relevant legislation, statutory guidance, Local Authority guidance and SNCT National Scheme of Salaries and Conditions of Service for Teachers and Associated Professionals and applicable LNCT agreements.
- b) the specific requirements relating to denominational appointments and parental involvement.
- c) the need to recruit and support a diverse workforce and to embed this responsibility firmly into recruitment processes

5.7. Staff resource

It is expected that Head Teachers should play an active role in designing and reviewing recruitment and staffing approaches, both in their own school/s and for the local authority.

In this authority, each year a teacher recruitment campaign begins in February and Head Teachers are involved throughout the process in terms of identification of recruitment needs, planning for recruitment and actively taking part in the process. This includes involvement in short listing, interviews and the selection process.

Recruitment across the Resource is monitored by the Education Staffing group, chaired by the Head of Service, Personnel and Finance representatives are involved in these meetings where the strategic overview of the council's staffing needs is identified and managed for all staffing groups.

Head Teachers are also consulted on the allocation of support staff to schools as outlined in section 5.4 above.

5.8. Learning recovery

Additional funding has been allocated through 2020/21 and 2021/22 to support schools in learning recovery following the pandemic. This has been provided given additional funding received to support our schools and young people with additional support for learning through additional teaching staff, school support assistants and dedicated study support and tutoring programme. Funding has been allocated on a temporary basis to schools and permanent funding has now been allocated.

Funding has been provided to schools in various ways and permanent funding will continue to be allocated via the DSM model.



Area cover

As a result of the recruitment campaign in 2021/22; a number of candidates were offered a 1-year fixed term contract and these were allocated to base schools across schools.

Primary schools

Funding allocated to Primary schools in 2021/22 is allocated on a pointage basis based on school roll.

This can be utilised by booking a teacher from the area cover pool using an app1 and using the Code 92 (COVID Additionality), in the Clydesdale area, if no one is available this can be utilised on school's own teaching staff doing extra days or through supply teachers

Secondary schools

During 2020/21 Secondary schools received 1FTE funding to be utilised on securing own staff for additionality. This was in the form of own staff doing extra days or via supply. This was extended to 2021/22 for the school session to June 22.

In addition schools are allocated a further up to 2FTE from the area cover pool for additionality. Selection process is via the app1 process and booked via the reason code 92 (COVID additionality).

ASN schools

Funding allocated to ASN in 2021/22 is allocated on a pointage basis based on school roll.

This can be spent by booking a teacher from the area cover pool using an app1 and using the Code 92 (COVID Additionality) or if no one suitable is available it can then be spent on school's own teaching staff doing extra days or through supply teachers.

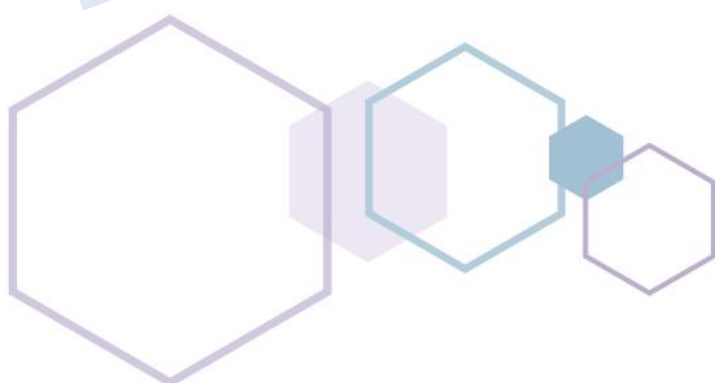
Permanent funding

Permanent funding has been allocated in 2021/22 for learning recovery to schools. This is part of a £65.5m national funding packaged announced for 2021/22 school session. This has been allocated to schools in the form of a permanent pointage based on school roll.

The total allocation is 64FTE teacher staffing and 34FTE SSA. In terms of the teaching resource, this has been allocated 30FTE primary, 32FTE secondary and 2FTE ASN.

This is a permanent allocation so will be added to and included in staffing figures for 2022/23 session. Further funding allocation have been announced for 2022/23, £80m nationally, and allocation and distribution of this funding will be confirmed in due course to schools.

This permanent funding will continue to be allocated to schools via the Devolved Management Scheme in support of learning recovery and policy changes.



6. Accounting

6.1. Financial year and issue of budget statements

The financial year runs from 1 April to 31 March and spans two academic years. Budget statements are issued to schools at the commencement of the financial year, Entitlement Budget, and updated during the year to take account of changes within the academic year.

Monthly budget statements are issued each period by the CTO as part of revenue monitoring processes as well as information in relation to additional funding or budget movements within the period.

Staffing entitlement reports are issued each year and staff reconciliations are conducted three times per year to consider in post staffing to entitlement. This also links to work involved in the Scottish Government Pupil and Teachers annual census.

Head Teachers are expected to work with the FSU and CTOs to consider financial forecasts in relation to the council's probable outturn exercise each year including projected carry forward balances and REF contributions; giving due consideration to external funding including Scottish Attainment Challenge funding; PEF and SAC.

Funding allocated for Scottish Attainment Challenge supporting activities and staffing related to closing the poverty related attainment gap, will be allocated to schools as part of the budget setting exercise for the 1 April each year. This may be updated during the year for any changes to the allocations.

A further forecast is required early March from schools in relation to projected carry forward balances. Following completion of the council's final accounts, carry forward figures are confirmed with schools prior to the start of the new session.

6.2. Budget underspend/overspend and carry forwards

Carry forwards

Under the DSM scheme, schools may carry forward a proportion of unspent budget at the end of the financial year. The carry forward is calculated by determining the net expenditure position on all fully devolved budget headings as at 31 March.

The specific rules for controllable and non-controllable budgets are detailed in section 3 of the policy and detailed in **Appendix D and E**.

The maximum underspend balance that can be carried forward on controllable budget lines is set at 30% of the base budget. Plans should be prepared for determining how any underspend is to be utilised.

Year-end carry forwards will be subject to scrutiny from Finance Service Unit (FSU) to ensure that appropriate financial management arrangements are in place.

All overspends/deficits will be carried forward to the next financial year in full and Head Teachers will be expected to report on the reasons to their Head of Area and will also be required to provide a detailed plan to address any overspend. Head Teachers are advised to avoid material overspends and to ensure that resources are managed effectively. Any budget overspend will incurred by the Head Teacher will be carried forward in full to the next financial year and will have the effect of reducing total funds available for expenditure that year. It is expected that any overspend will be repaid in full the following financial year; however, in some exceptional circumstances a three-year repayment may be agreed.



In addition, where schools incur an overspend at the end of the financial year it is the responsibility of the Head Teacher to ensure that an action plan is developed to redress the position. This action plan should be shared with Education Finance Services Unit and their Head of Area who will take an active part in monitoring progress in delivery.

If a school's year-end position is, despite support and without prior negotiation with the Education Finance Services Unit or Education Management Team, persistently or unreasonably in excess of the devolved budget, then such action may be considered by the service as grounds for disciplinary action.

FSU, as part of year end processes, will provided for the school carry forward balance within accounting as a contribution to reserves and this balance will be made available to schools in the new financial year.

6.3. Virement

Head Teachers are permitted to transfer budget between one spend area and another. Such budget transfers are known as virements.

It is recommended no budget should be transferred out to an area where there is an ongoing commitment into future years, e.g. diverted funds cannot be used to permanently increase staffing levels as the source of funding cannot be guaranteed in future years. This principle also applies to temporary grant funding. If schools do this, they accept the full financial risk.

The new scheme allows for unlimited virement across controllable budget lines to i.e. budget that is the responsibility of Head Teachers. However this does not apply to Teacher Salaries and Cover School Funded. Virement is not allowed from areas where the budget is managed centrally or not devolved to school level i.e. is not controlled by the Head Teacher.

The specific rules for controllable and non-controllable budgets are detailed in section 3 of the scheme and in Appendix D and E.

6.4. Replacement equipment fund

The replacement equipment fund is a tool available to schools that provides Head Teachers with the opportunity to place annual revenue funding into council reserves in order to allow planning for larger areas of investment in the future to meet the needs of the school.

Previously this has been restricted to large capital items and Head Teachers are required to hold relevant spending plans to enable the contribution to reserves to be made.

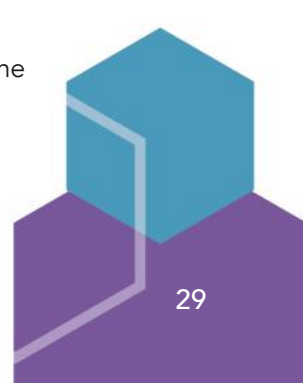
Under the new scheme the REF is extended to allow Head Teachers to improve the financial management arrangements of the school in line with the school three-year improvement plan and allow for proactive allocation of investment to the appropriate financial year in line with the school plan. There is a continued requirement for Head Teachers to hold investment plans to support and justify the contributions made.

The REF enables Head Teachers to 'save up' for larger areas of spend, including but not exclusively capital items i.e. reading schemes etc to allow resources to be more efficiently managed and offer greater flexibility and control of their budget at a local level within the principles of the scheme. The changes to the scheme offer wider level of investment for non-capital related purchases.

- The minimum contribution level has been set at £250 with no upper limit to annual contributions.
- The minimum withdrawal from the fund is £150.

Through consultation it has been determined that these limits offer flexibility to Head Teachers whilst continuing to ensure efficiency within administration arrangements at the same time.

The accounting arrangements for REF continue in the same way via Cluster Team Officers and the Education Finance Services Unit.



6.5. Pupil Roll Allocation (PRA)

A significant number of budgets are allocated based on agreed and prescribed budget rules. For all budgets allocated under the PRA the rules and allocation methodology are outlined in **Appendix D** for primary, secondary and ASN.

PRA is allocated for 'Entitlement' budgets at the 1 April each year and any additional allocations to budget or savings impacting of these budgets are managed on a transitional basis and incorporate into the next financial year budget.

Budgets not allocated via the PRA for which schools are responsible; tend to be from fixed allocations as a result of historic budget realignments, new funding streams or approved management savings. These form part of schools' total budgets and are within the controllable elements of the DSM. **Appendix E** provides details of the budgets allocated to schools that are set or fixed allocations.

As part of the work of the DSM review group, various budgets allocated to schools were rationalised and consolidated to make allocations easier to understand and more relevant for schools. This included the removal of historic management savings as part of the per capita allocation and reflecting the actual per capita rate for each pupil in the budget allocation for the year.

The information contained with **Appendix D** reflects the realignment and streamlining work of the group and the new rationalised budget allocations. These are now more accessible and presented in a useful and easy to follow format.

Moving forward, any changes to the per capita rate in schools, either through future savings or funding for growth, will be reflected within the PRA rates. This exercise had no financial implications and schools were not disadvantaged in anyway as a result of the process change.

Similarly, changes impacting on other budgets as outlined in **Appendix D** will be managed in the same way.

6.6. School funds

The new Devolved Management Scheme does not cover the management of school funds in schools. Arrangements surrounding the management and use of the school fund is contained within the operating procedure and guidance note on school funds – SSUPN 2020–01.

The procedure notes and guidance are maintained by Support Services and the link to the procedure note, guidance, proforma and spreadsheet can be found on the intranet via the following link:

Procedure notes | myWorks (southlanarkshire.gov.uk)

Procedure notes | myWorks (southlanarkshire.gov.uk)

Procedure notes | myWorks (southlanarkshire.gov.uk)

Procedure notes | myWorks (southlanarkshire.gov.uk)

← **Need proper links for these**

6.7. Key dates

The following table illustrates key dates and relevant personnel for annual activities that affect the monitoring and allocation of devolved budgets.

Date	Action	Responsibility
April	Financial management system updated for new year budgets Budget statement issued to schools	FSU
April	Yearend activities and processes	CTOs/FSU
June	Budget sheets issued to confirm primary teaching entitlement for next session	FSU
August	Yearend outturn statement issued to schools	FSU
August	Budgets updated for Carry Forward adjustments Carry Forward statement issued to schools	FSU
August	Budgets updated for new session teaching entitlement including CCC allocations	FSU
August	Budgets updated for probationers	FSU
September	Census date	HTs
January	Provisional calculation of secondary staffing entitlement for new session	FSU
January – March	Calculation of budgets for new financial year	FSU
January – June	Primary class configurations for new session	HTs/FSU
February/March	Identification of surplus teachers	FSU/PSU
March	Confirmation of secondary staffing entitlement for new session	FSU
March	Financial year end	

6.8. Roles and responsibilities

In order for Devolved Management to operate effectively it is necessary to ensure that there is appropriate support and challenge mechanisms in place. The following table illustrates some of the key areas and principles required to effectively deliver DSM.

Key area	Education Management Team	Head Teachers	School Administration and Cluster Team Officers	Education Finance Services Unit
Operate within the council's Financial Regulations	✓	✓	✓	✓
Provide clear leadership and strategic management	✓	✓		✓
Monitor budget performance at regular intervals	✓	✓	✓	✓
Set the levels and approaches to resource allocation	✓	✓		✓
Ensure the quality of service and seek improvement where necessary against school, local authority and national targets and outcomes	✓	✓		✓
Develop strategic partnerships with community planning partners and other agencies	✓	✓		
Ensure the provision of a range of high-quality Central Support Services	✓			✓
Set policy framework in which schools and other educational establishments operate	✓			
Where required provide action plans detailing corrective action on areas of overspend		✓	✓	✓
Formally record budget discussions		✓	✓	✓
Manage establishment in line with DSM guidelines		✓	✓	
Use devolved resources to effectively deliver the curriculum		✓		
Consult with staff, pupils and parent council on the spending profile for the school		✓		
Provide relevant financial statements by agreed timescales		✓	✓	✓

6.9. Participatory Budgeting (PB)

Participatory budgeting is a way for people to have a direct say in how local money is spent and it gives a voice to all stakeholders. It helps more people to get involved and have a say.

Participatory budgeting is more than just getting pupils and parents to vote on options, they need to explore the issue and be involved in recommendation for the priorities of the school and young people.

Participatory budgeting complements aspirations in the Community Empowerment (Scotland) Act 2015 to give communities more powers to achieve their own ambitions.

Since then, the Scottish Government and COSLA made a commitment that at least 1% of local government budgets in Scotland will be subject to participatory budgeting by the end of 2021.

As outlined in an SLC Executive Committee Paper in March 2020, each Resource must participate to fulfil SLC's part in the 1% agreement.

For SLC Education Resources it was agreed that 5% of PEF funding would be subject to participatory budgeting.

1. Through this process schools should:
2. Identify a minimum of 5% of 21–22 PEF Allocation for PB
3. Identify PB Lead and Lead to familiarise themselves with PB process
4. Establish PB Stakeholder Group
5. PB group to meet and be shown introductory PP
6. Generate Ideas
7. Communicate PB suggestions
8. Count the votes and communicate options
9. Spend the money within the constraints of the Pupil Equity Funding National Operational Guidance

Outcomes of PB decisions must satisfy Pupil Equity Funding key principles and must enable schools to deliver activities, interventions or resources which are clearly additional to those which were already planned. The funding must provide targeted support for children and young people (and their families if appropriate) affected by poverty to achieve their full potential.

PB resources can be fund via the useful links below:

pbscotland.scot/pb-in-schools

www.education.gov.scot/improvement/learning-resources/participatory-budgeting-in-educational-establishments/

www.cpag.org.uk/scotland

[www.eis.org.uk/Content/images/Equality/PACT Report Phase 1 – final.pdf](https://www.eis.org.uk/Content/images/Equality/PACT%20Report%20Phase%201%20-%20final.pdf)

Future areas of PB will continue to be explored and great elements of school budgets possibly including core budgets may be subject to PB in the future. Communication and updates will be provided to schools as council policy is agreed.

6.10. Online payments

Parents/carers are now able to pay for school meals, trip and other school activities through the ParentPay system and they should be encouraged to do so by schools in order to reduce the risks for pupils and staff in relation to cash handling.

6.11. Purchase cards

Purchase cards are available to secondary schools for Home Economics food purchases.

Purchase cards are also being rolled out to schools, on a learning community basis, to support spend on low value items including, online training course and non-contractual school specific items e.g. Winter clothing allocation.

Separate procedures for the use and control of purchase cards are provided when cards are set up including the cardholder agreements and audit controls.

6.12. Text Alert System

The annual cost of text alerts is financed by schools from their devolved budget based on usage. Schools will be recharged separately for the charges quarterly.



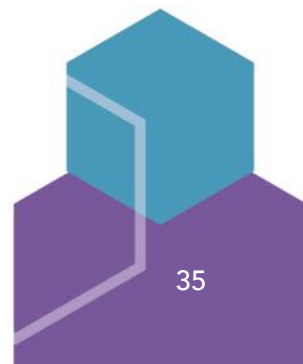


7. Professional support

7.1. Professional Support teams, functions and transparency

Support is provided to schools and establishment from a range of support services functions from both within and outwith Education Resources. The following table outlines the key areas of support and contacts across all council services to support Head Teachers in the management of their school resources.

Activity	Education Resources	Function
Management Support	Education Management Team	Support to schools and establishment via the Heads of Area/Service re strategic direction and guidance
Admin and Operational Support	Support Services	School capacities, catchment review, home to school transport, EMA, placing requests, school admission and enrolments, SEEMIS, census, Supply teacher payments, communications, pupil and parent support, parental engagement.
Estates	School Modernisation	Support with school buildings, school capacities and links to catchment review and property related matters. Link to Housing and Technical Resources re repairs and planned maintenance and PPP for secondary schools.
Inclusion	Inclusion Services	Support with special schools and ASN, LCRT, LAACC, counselling in schools, ASN transport, special support teaching, occupational therapy, YFCL services. Psychological Services.
Equality and Equity	Curriculum and Quality Improvement Service	Scottish Attainment Challenge – PEF and SAC, cost of a school day, closing the poverty related attainment gap.
Employability	Youth Employability	ASPIRE, Gradu8, Foundation Apprenticeships, senior phase.
Curriculum Support	Curriculum and Quality Improvement Service	Quality improvement and curriculum, attainment, advice and complaints, home schooling, student teacher placements, teacher induction scheme, CPD and training



Activity	Other Resources	Function
Finance and Corporate Resources		
Financial Services	Finance Service Unit Cluster Team Officer (CTO)	Budget management, budget statements, monitoring and carry forwards, buyer role, class configuration and staffing allocation, census
Human Resources	Personnel Services	Dedicated support aligned to Education supporting all aspects of HR including recruitment, cover and supply staff, employee relations, contracts, job sizing, health and safety
Legal and Risk	Legal Services and Risk Management	Support for legal issues and risk management.
Procurement and AP services	Finance Services Transactions	Support with all aspects of procurement including contracts, iProcurement and invoice payment.
Community and Enterprise Resources		
Facilities Management	Facilities CER Facilities Officer	Support with catering, cleaning and janitorial

Detailed contact information for specific teams is outlined in **Appendix F**.



8. Consultation, engagement and transparency

8.1. Consultation and engagement

South Lanarkshire Council adopts a collegiate approach to setting policy and procedures, including the Devolved School Management Scheme. The Devolved School Management Scheme, and the principles which underpin it, have been informed by discussion with Headteachers and the Local Negotiating Committee for Teachers.

Headteachers will consult with staff, parent councils, pupils and the wider community, including the application of the Devolved School Management Scheme where appropriate, through the established mechanisms for consultation and engagement.

Any support for learners should be well-considered and involve meaningful discussion and engagement with our schools and establishments, children and young people as well as the wider community. However, it is important to move promptly to address areas of obvious need.

South Lanarkshire Council has an established Parental Involvement Strategy which will be used in the consultation and engagement process for the Devolved Scheme of Management by schools.

[Link to Parental Involvement Strategy](#)

www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019



8.2. Transparency

Local Authority budgets and Education budgets are reported and approved annually at the Executive Committee and are available on the council's website.

Delegated school budgets are provided to Head Teachers, by the Finance Service Unit, annually who in turn will discuss with their Parent council and provide copies. These budgets support the School Improvement Plan and Head Teachers will outline local priorities through their application of the Devolved School Management Scheme.

The Devolved School Management Scheme, and the principles which underpin it, have been subject to a process of consultation and engagement. The Scheme has been reviewed and considered by the Education Management Team and agreed by Education Committee.

The operation of the Devolved School Management Scheme is subject to regular review, informed by the ongoing dialogue between schools, central education services and the Finance Service Unit on the operation of the Scheme.

In addition, a short life DSM Review working group lead by Education Resources publishes the DSM scheme every 3 years. This review sets out any amendments to the DSM scheme, specifically where council budget setting priorities have impacted on DSM arrangements.

The operation of the Scheme is scrutinised by the Local Negotiating Committee for Teachers. The Devolved School Management Scheme is published electronically along with information on individual schools and the policies and procedures they follow.



9. Collaboration

9.1. Local priorities

The Local priorities to be supported and addressed by schools through their application of the Devolved School Management Scheme are set out in:

- School Improvement Plans
- The National Improvement Framework Plan
- Education Resource Plan
- South Lanarkshire Council Plan
- South Lanarkshire Community Planning Partnership Local Outcome Improvement Plan

Local Authority decisions about education spending are expected to be made in a collegiate and transparent way, paying due regard to their wider responsibilities, including Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.

10. Training

10.1. Training support

As part of the budgetary control process, an ongoing programme of training is provided by the Finance Service Unit (FSU) for budget holders via CTOs.

Specific procedural changes and communication updating on budgets is provided from the FSU via Finance Service Unit Procedure Notes FSUPN. These are issued periodically across the year on finance and budget matters.

Financial training is provided to Head Teachers through Induction training and is provided for all new budget holders and Head Teachers via the CQIS training for Head Teachers.

The DSM short-term working groups for both primary and secondary have identified additional training needs for key staff in schools and establishments and FSU staff will provide other training and additional support based on an assessment of training requirements.

Budget holders identifying training requirements should contact the FSU to discuss requirements. education.finance@southlanarkshire.gov.uk

11. Scheme administration

11.1. Publication availability

The DSM scheme and summary document will be published on the South Lanarkshire Council website with a link provided on all school websites.

11.2. Scheme review and stakeholders

The outcomes of the council's budget setting and annual funding strategy and any impact of funding decisions taken by council will be communicated annually in February each year.

The DSM scheme will be subject to 3-yearly review involving stakeholders and a peer Local Authority if appropriate, or via the Regional Improvement Collaborative, and will be published following Committee approval of the scheme.

This will be carried out through a short life DSM Review working group lead by Education Resources with representation from relevant stakeholders (including, Head Teachers, Finance officers, HR officers and the relevant professional associations).

Local representation on the ADES Resources Network will enable access to formal/informal inter-authority benchmarking exercises.



Appendix A – Expected and recommended summary

Reference: Devolved School Management Guidelines (Scottish Government Document)

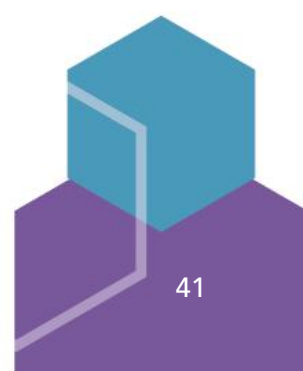
The DSM guidelines recognise that in relation to DSM the functions and roles undertaken within an empowered school system are not restricted to headteachers. Although the role of headteacher is identified throughout, shared and distributed leadership means that other staff members or groups may undertake an area or aspect of DSM. The guidelines support distributed leadership, collaboration and consultation whilst recognising that the accountability and responsibility will reside with the headteacher as the leader of their school, supported by the Local Authority.

In some cases the guidelines note statutory requirements on Local Authorities. For the avoidance of doubt, nothing in these guidelines detracts from those statutory requirements, which all Local Authorities must comply with.

General	
Expected	Recommended
Local Authorities schemes adhere to financial regulations, deliver best value and ensure the efficient, fair and equitable distribution of resources.	
Headteachers deploy the school's budget in accordance with best value principles and Local Authority procurement arrangements, with appropriate support and guidance from their Local Authority.	
Local Authorities should ensure that devolution is meaningful and empowers school leaders to make appropriate, and informed decisions to best meet their local need in line with legislation and Local Authority policies, guidance and frameworks.	Local Authorities scheme clearly define areas of resources that are not devolved to schools.
Headteachers are expected to ensure school expenditure is in line with the School Improvement Plan supporting the relevant Local Authority strategic plans, priorities and the National Improvement Framework.	
Local Authorities and headteachers must adhere to legislative requirements, SNCT and LNCT agreements and guidance.	



Format and publication	
Expected	Recommended
	Local Authorities are strongly encouraged to utilise the format of the DSM Framework for their scheme. This is available from www.gov.scot/policies/schools/devolved-school-management/
Local Authorities are expected to publish the DSM scheme on the external facing website	Where a school has a website, it is recommended that it should include a web link to the Local Authority published scheme.
	Local Authorities should consider publishing a summary of the authority's scheme, providing stakeholders summary information in an accessible way, using plain language.
Published schemes should include the criteria and methodology used to create formulae-based allocations, staffing models and other resource allocations as appropriate. If formulae have been applied, the formulae should be included within the scheme.	
Training	
Expected	Recommended
Local Authorities should provide specific DSM training to key staff groups including headteachers and Business Managers or associated posts.	It is recommended that training opportunities are made available to depute headteachers, aspiring leaders, elected members, and any other appropriate staff who utilise or influence DSM decisions.
Where school or establishment staff have a delegated budget responsibility, they should be aware of the aims and principles associated with DSM, best value and adhere to financial regulations and Local Authority policies for the funds they are responsible for.	Training should be available for new and experienced staff members.
Training should be available on a frequent and recurring basis.	School leaders have access to local and/or national leadership programmes and training which ensures an approach to DSM that encourages confident decision-making to promote better outcomes for learners.



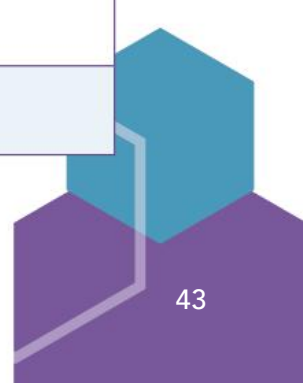


Consultation, engagement and transparency

Expected	Recommended
<p>Consultation and engagement at all levels between Local Authorities, headteachers and stakeholders should take place to inform appropriate resource decisions, including: budget, staffing models and savings. This includes consultation on criteria used when determining how a formula is devised or applied and other methodology of distributing resources.</p>	
<p>Local Authorities should form appropriate mechanisms or forums for regular engagement and consultation with headteachers and wider stakeholders as appropriate.</p>	
<p>Consultation and engagement between headteachers and staff groups should take place to inform appropriate resource decisions, including: budget, staffing models, department budget allocations and savings.</p>	<p>Headteachers should form appropriate mechanisms or forums for regular engagement and consultation with staff, parents and wider stakeholders as appropriate.</p>
<p>Headteachers should consult with staff, parent councils, pupils and the wider community on appropriate matters, these may include school staffing models, DSM decisions, allocation of departmental or class resources and include formulae or criteria used within the school.</p>	
<p>Headteachers share and discuss local school decisions, budget and resource allocations with staff groups and wider stakeholders as appropriate.</p>	<p>It is recommended that at school level this includes methodology and distribution of budgets and resources.</p>
<p>Local Authorities make information available to all stakeholders in relation to the Local Authority budget, education budget and delegated budgets to schools, including identifying areas of expenditure that are not devolved to headteachers.</p>	
<p>It is expected that DSM schemes, and information published for stakeholders is accessible and is in plain language.</p>	
<p>Headteachers are to ensure that any costs related to the curriculum are minimised to ensure equality of access.</p>	<p>Where charges exist for pupils, including both curriculum or extra-curricular activities (class materials, school trips, school uniform, etc.) they should be clearly detailed in school information published at the start of the academic session.</p> <p>In light of the recent funding and policy change to Core Curriculum charges in August 2021, schools no longer charge for core curriculum activities.</p>
	<p>Any potential financial assistance, discounts or exemptions available, for example in relation to pupils in receipt of free school meals, should be included within this information.</p>

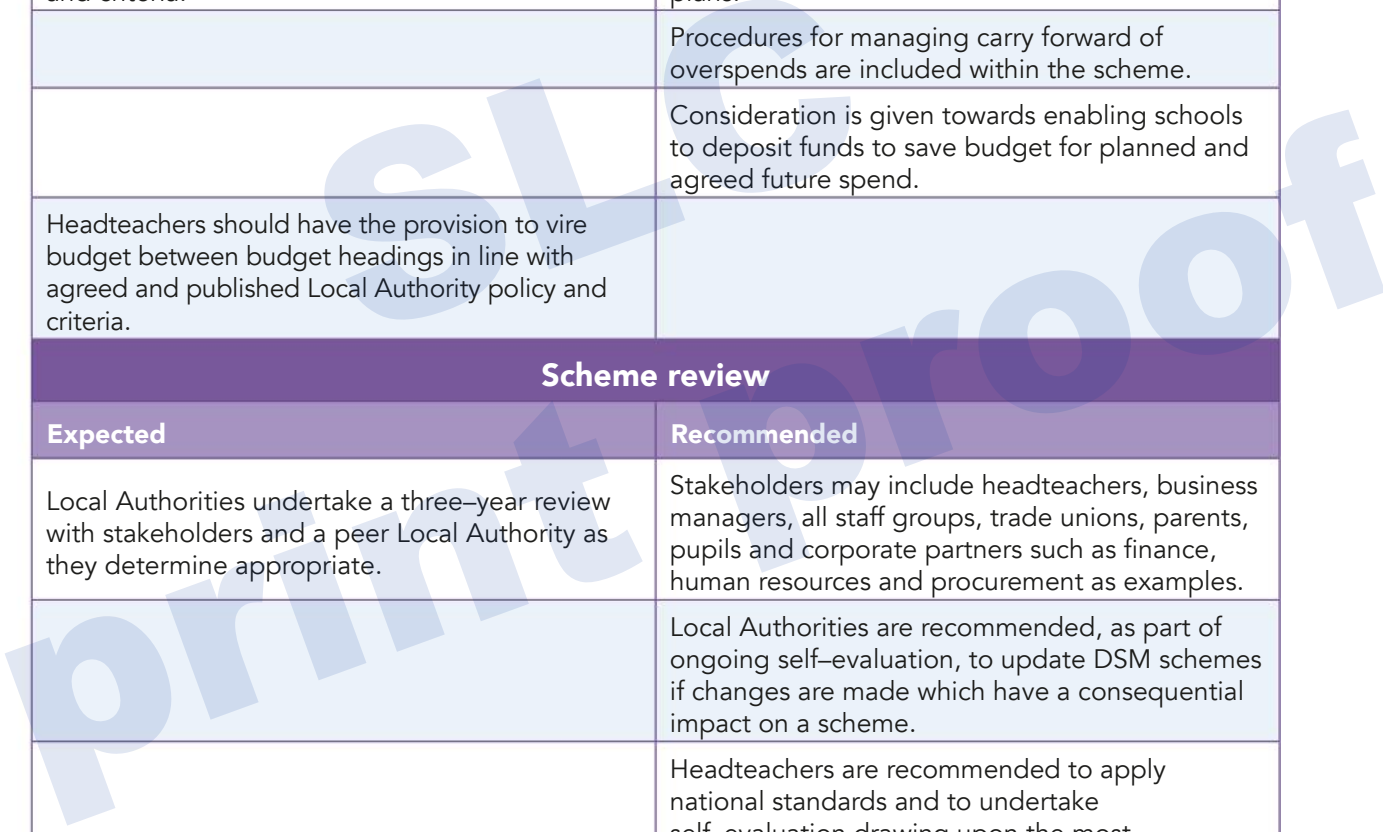


Collaboration	
Expected	Recommended
DSM schemes should be informed by local priorities to enable it to contribute towards shared agendas and improved outcomes, it should enable stronger partnership working between schools and other agencies and stakeholders.	
Local Authority decisions about education spending are made in a collegiate and transparent way paying due regard to Getting it Right for Every Child (GIRFEC) and the role of Local Authorities as Corporate Parents.	It is recommended that Local Authorities consider empowerment on an area or school cluster basis, enabling headteachers to influence decisions across geographical areas or school clusters.
Headteacher are expected to be collaborative and collegiate in their approach, challenging themselves and stakeholders to be solution focused embracing joint working with the learning community, parents, children and young people, teachers and support staff, partners, other schools and the Local Authority.	It is recommended that headteachers work together to share and maximise resources to influence outcomes across geographical areas or school clusters.
Staffing	
Expected	Recommended
Local Authorities should empower headteachers to design a staffing structure to suit the school's context within their delegated budget and in accordance with SNCT and LNCT agreements and guidelines.	Local Authorities consider their approach when devolving staffing, this includes discussing with Headteachers the complexities and risks associated with staffing allocations.
Schemes should seek to devolve the appropriate resources to schools, whilst ensuring that legislative and contractual requirements are met and local circumstances and need taken into account.	
The Local Authority, with headteachers will seek to deliver the most appropriate and efficient use of staff resource ensuring equity, transparency and clarity whilst promoting and supporting collaboration and collegiate working.	
Headteachers should play an active role in designing and reviewing recruitment and staffing approaches, both for their own school/s and for the Local Authority.	
For all staffing matters, headteachers must adhere to the appropriate legislation and Local Authority, SNCT and LNCT agreements and guidelines.	
Headteachers should be consulted on the allocation of support staff to schools.	





Professional support	
Expected	Recommended
Headteachers in all schools should have access to professional support teams and functions.	
There should be transparency in the formulae or methodology in allocating professional support to schools.	
Accounting	
Expected	Recommended
Headteachers should have the provision to carry forward budget underspend or overspend in line with agreed and published Local Authority policy and criteria.	Intended use of carry forward of budget underspends are identified in School Improvement Plans or school budget spending plans.
	Procedures for managing carry forward of overspends are included within the scheme.
	Consideration is given towards enabling schools to deposit funds to save budget for planned and agreed future spend.
Headteachers should have the provision to vire budget between budget headings in line with agreed and published Local Authority policy and criteria.	
Scheme review	
Expected	Recommended
Local Authorities undertake a three-year review with stakeholders and a peer Local Authority as they determine appropriate.	Stakeholders may include headteachers, business managers, all staff groups, trade unions, parents, pupils and corporate partners such as finance, human resources and procurement as examples.
	Local Authorities are recommended, as part of ongoing self-evaluation, to update DSM schemes if changes are made which have a consequential impact on a scheme.
	Headteachers are recommended to apply national standards and to undertake self-evaluation drawing upon the most appropriate, and current tools, at date of publication these include, but are not limited to: Education Scotland – HGIOS4 QI 1.5 Management of Resources GTC Scotland – The Standards for Leadership and Management: supporting leadership and management development Scottish Government and COSLA – Education Reform Joint Agreement and Headteachers’ Charter



Appendix B – The permanent cover pool teaching resource

Introduction

Education Resources have employed a number of teachers in the Primary and Secondary school sectors for the purpose of providing absence cover for teachers who are absent for a variety of reasons including

- Maternity leave/adoption
- Illness
- Career breaks/special leave
- Temporary Vacancies
- Long-term secondments

Permanent cover teachers are employed on the same terms and conditions of employment as class teachers but their role differs in that they are contracted to be deployed to schools within specified geographic area(s) in South Lanarkshire in response to requests for cover.

The role of Personnel Services – Employee Resourcing (ER)

Following the offer of appointment, Employee Resourcing will identify a base school and issue an employment contract detailing this and the geographic area(s) for deployment.

Requests for absence cover are submitted by Head Teachers to either the Primary or Secondary team within ER who are responsible for sourcing a cover teacher either from the permanent cover pool or temporary cover pool to fill this requirement. The teacher will then be booked out to the relevant school.

Cover teachers will be notified of this booking via email as well as the base school, the host school (the cover requirement), the relevant Support Services Co-ordinator and/or Cluster Team Officer. ER will ensure that permanent cover teachers have access and receive their ID username and password for this purpose.

Secondary permanent cover teachers may be deployed to a school for a full session as part of the Secondary School Absence Cover Scheme to cover short term absences. These arrangements are co-ordinated by the Personnel Adviser in advance of the new school year and more detail on this is also covered in a separate document located on the intranet, Education Resources/Education Personnel Information/Local Agreements/Secondary School Absence Cover Scheme.

The role of the base school

All permanent cover teachers have a base school within the geographical area(s) in which they provide cover. The base school should ensure that these cover teachers have the same status and conditions as all other teachers.

The head teacher (or named individual) in the base school should ensure that the following is in place for the cover teacher:

- an induction to the base school;
- a named contact (line manager) in their base school, in Secondary schools this would normally be the subject principal teacher;
- appropriate involvement with CPD programmes in either the base school or the host school;
- Communication with host school in the event the teacher is deployed on long-term cover to agree arrangements for PRD/CPD,
- the systems for maintaining work records and records of attendance for cover teachers;
- email and access to People Connect;

- appropriate written information on the base school's policies/procedures/practices including information on departments as appropriate;
- appropriate facilities, e.g. storage, pigeon hole, security access badge, email and intranet access;
- access to information on each school in their area(s) which is available on the intranet;
- appears on the staffing list of the base school, e.g. Jane Smith; Teacher (Physics/permanent cover);

Permanent cover teachers are not considered as being on the staffing complement of the base school for the purpose of Education Resources statistics or returns; however, it is the responsibility of the named line manager within the base school to provide line management support for the cover teacher. Contact should be maintained during periods when the teacher is providing long term cover in a host school to ensure adequate support is given.

The workload of cover teachers should be monitored by their line manager especially in relation to assessments, report writing and parents' evenings. This is seen as an important aspect of the role of the base school. It is not acceptable practice for teachers providing short term cover to be involved in more parents' evenings per session than teachers based in one school. This general rule applies to all other aspects of workload.

It is essential that when the cover teacher is not providing cover either in their base school or in a host school, that they are effectively and appropriately deployed with a collapsible timetable. In particular, in secondary schools, teachers are actively involved in areas relating to their subject expertise. When necessary, cover teachers will be deployed to provide general cover acknowledging the threshold for teaching is subject specialism at least 70% of the time.


A significant majority of this time should be used for working with pupils in one or more of the following activities.

- whole class teaching
- co-operative/team teaching
- working with small groups
- developing pupils' ICT skills
- individual tuition of pupils following an absence
- reading and scribing for pupils with special educational needs
- other forms of pupil support

A small proportion of the time of a teacher providing cover may be used by the base school for developing curriculum materials either by the teacher or by covering the classes of colleagues to release time for them to be involved in curriculum development. These periods could also be used for the provision of absence cover in the teacher's department. Teachers providing cover, when in their base school, should be timetabled to attend the appropriate department meeting.

Within the Secondary sector, the number of periods a teacher providing cover could be expected to be used for cover in subjects other than their own will depend on how many periods in the week they have been timetabled for their specialist subject(s) activities up to the McCrone maximum contact time of 22.5 hours per week. The timetable of activities in a base school should be agreed by the teacher, the principal teacher(s) of the appropriate department(s) and the member of the senior management with responsibility for arranging absence cover. This balance of time used to provide general cover in the base school may be varied by agreement during the year to cope with fluctuation in the pattern of staff absence.

As a general rule teachers providing cover should spend a minimum of 70% of their class contact time involved in activities relating to their subject specialism either in their base school or in a host school.



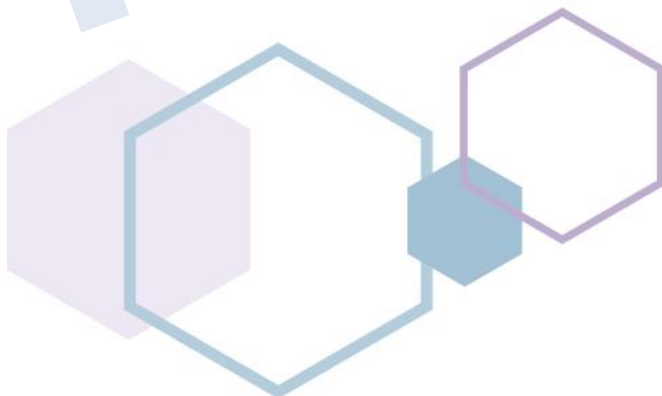
CPD (including review discussions and CPD plan/records) is also the responsibility of the base school. Budgets for area cover teachers' CPD are in school cost centres. Where a teacher is carrying out long term cover duties in a host school, the head teachers of both schools should reach an agreement on those aspects of CPD which will be provided in each school over the period of cover in the host school. It is critical that in this situation clear arrangements are agreed to ensure the teacher's entitlement to CPD is managed.

Employee Resourcing should be notified of any situation which would mean the cover teacher is not available to be deployed. Examples of this may be PRD interviews and subsequent training courses. Notification should be emailed to either the Primary or Secondary Cover Teams at the emails listed below well in advance.

It is necessary to ensure that the appropriate record keeping is maintained in support of the Maximising Attendance Policy as is with all members of teaching staff. This should include ensuring appropriate contact is maintained between the permanent cover teacher and the head teacher or named individual (phone call on day 1 and day 4 of absence, if not returning by 7th day a subsequent phone call followed by a medical certificate), a return to work interview (either by telephone or face to face) and offering any appropriate South Lanarkshire Council supports etc. Employee Resourcing should be kept informed of any absences to ensure the booking system is accurate. Absences should be recorded on Click and Go by the base school.

Personnel administration associated with the teacher, e.g. Travel expenses, supporting cover teachers in the day-to-day issues which arise relating to conditions of service.

Travelling expenses are calculated from the base school to other schools at the start of or at the end of the school day. The authority will reimburse teachers whose travel costs are more than £18.90 per week or whose mileage amounts to more than 150 miles per week (or proportion thereof) This will be the actual public transport costs incurred using the most cost-effective public transport fare, e.g. season ticket or mileage allowance in respect of the additional mileage actually incurred. The mileage allowance is based on the public transport rate, currently 20p per mile. Travel claim forms should be endorsed by the head teacher of the base school who will submit them on a monthly basis to the Personnel Services.



The role of the host school

Where permanent cover teachers provide cover in another school in the area(s), this school is known as the host school. In exceptional circumstances teachers may be required to provide cover in host schools out with their normal area(s).

Where a teacher is carrying out long-term cover in a host school, agreements should be made with the base school to share the responsibilities of the base school.

Agreements on shared responsibilities should be discussed with the teacher concerned and all agreements communicated effectively to the teacher.

Wherever possible, teachers visiting a department/class for the first time are introduced to the pupils and to colleagues.

- Teachers have appropriate facilities, e.g. storage, pigeon hole, security access, badge in each school as required.
- Teachers have appropriate written information on the host schools' policies / procedures / practices including information on departments as appropriate.
- Where a teacher is providing long-term absence cover in a host school it may be appropriate to have the teacher's name on the school timetable.

Managing the provision of absence cover

All requests for cover should be submitted using the relevant authorisation process that should be fully completed and emailed to the appropriate team in Employee Resourcing, Personnel Services. The documentation and guidance are available on the intranet under Education Resources/Education Resources Personnel Service/Employee Relations/Local Agreements/Provision of teacher cover in schools (Appendix 1) (Education Resources).

ER will ensure that all those involved, i.e. the teacher, the base school and the host school are simultaneously informed of the deployment, and changes in the deployment of teachers providing cover. All permanent cover teachers have email addresses that can be accessed by any computer linked to the internet. On some occasions, other contact methods (e.g. phone, fax or letter) may have to be used.

If cover is required for longer than originally requested, ER must be notified. Otherwise, the cover teacher may be deployed elsewhere.

Responsibility of the permanent cover teacher

- To check their email on a regular basis — this is the main method of communicating new booking details plus other information needed to be circulated throughout the year. These emails can be accessed from any computer with internet access. Any issues regarding internet access should be communicated to the ICT Co-ordinator.
- If a booking is to be extended the permanent cover teacher will receive a further email informing of the extension. If this is not received, they should contact ER for clarification.
- All teachers providing cover may find themselves at times in the situation where they are engaged in providing general cover.
- Teachers providing cover may be requested to make a similar level of contribution to cross-curricular activities e.g. PSE, learning support, behaviour support as other staff in their base school. The practice in this area will vary from school to school. However, in all situations it would be expected that the same level of support for these activities is available to teachers providing cover as for teachers in the base school.
- When unable to attend work through illness or for other reasons the permanent cover teacher should telephone their base school head teacher or named individual. The base school should notify host school.

Non class contact time

The maximum class contact time for a teacher providing cover is determined by their contract. This means that the maximum contact time for a full-time teacher is 22.5 hours per week, and for a teacher working 0.5 the maximum contact time is 11.25 hours per week.

Local arrangements should ensure that permanent cover teachers' role do not exceed the maximum class contact time.

The national agreement makes provision for teachers to undertake some duties out with school. Appropriate arrangements should exist within each school to ensure that teachers inform their appropriate line manager when they may not be in school. This may include, for example, the use of a 'signing out' book. Permanent cover teachers will be allocated a "base school" in liaison with personnel.

Depending on the nature of the absence being covered by a permanent cover teacher it may be necessary for the head teacher to adjust timetables on a day-to-day basis. However, in these extreme circumstances staff will not be required to undertake more than 22.5 hours of pupil contact.

Class contact cover timetables for all teachers should be arranged in a minimum of 45-minute blocks of time. However, it is recognised that there may be occasions when this is not possible, in particular where short term cover is required. Local arrangements should be agreed in dialogue with the establishment management team and the permanent cover teacher.

Timetabling over a period of school sessions should ensure equity for all teachers.

Timetables will not be changed to reflect development days or holidays or the absence of an individual class teacher.

Contact Details

Primary

Email primaryareacover@southlanarkshire.gov.uk
Contact Numbers Employee Resourcing: 01698 45 4650
Mobile: 07880174955
(For emergency cover only between 8.00 am and 8.45 am)

Secondary

Email secondaryareacover@southlanarkshire.gov.uk
Contact Numbers Employee Resourcing: 01698 45 4650
Mobile: 07880174954

Appendix C – Teacher cover reason codes and funding rates

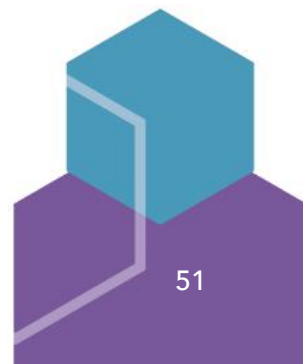
Reason code	Reason description	Ledger code	Supply daily rate
21	Short-Term Absence (<21 Days)	Cover-HQ Funded	£195
22	Long-Term Absence (>20 Days)	Cover-HQ Funded	£195
23	Short-Term Absence (<11 Days)	Cover-School Funded	£195
24	Long-Term Absence (>9 Days)	Cover-HQ Funded	£195
30	Maternity/Adoption Annual Leave	Cover-HQ Funded	£195
31	Maternity Leave	Cover-HQ Funded	£195
32	Adoption Leave	Cover-HQ Funded	£195
33	Maternity Support Leave	Cover-HQ Funded	£195
36	Leave of Absence (Paid)	Cover-HQ Funded	£195
41	Secondment within SLC	Teachers-Salaries	£217
42	Secondment outwith SLC	Teachers-Salaries	£227
48	CPD Others	CPD-Others	£195
67	Study Support	Supported Study	£220
72	SQA Examining Duties	SQA Examining Duties	£195
73	SQA other duties	Cover-HQ Funded	£195
74	Trade Union duties	Cover-HQ Funded	£195
76	Jury Duty	Cover-HQ Funded	£195
78	Other Business Of Authority	Cover-HQ Funded	£195
80	Small Schools Planning Group	Cover-HQ Funded	£195
81	Roll-Entitlement Posts	Teachers-Salaries	£229
85	Music Instructors	Cover-School Funded	£166
87	PEF	PEF Teacher	£250
89	SAC – Teacher	SAC Teacher	£217
90	Flexible Cover	Cover-School Funded	£195
92	Covid Cover	Cover-HQ Funded	£195
94	Bereavement Leave	Cover-HQ Funded	£195
95	Career Break Cover	Teachers-Salaries	£217



Appendix D – Pupil roll allocations methodology

Primary budget allocation

Budget	Allocation fixed element	Allocation variable roll element	Allocation other
Classroom Supplies	£519	£32.53	No. of footwear grants * £3
Cover – School funded	–	–	Core teachers * 0.5 * £195
Cover – CPD	£525	–	Core teachers * £180 * 0.7 + Core teachers + spec teachers– * £180 * 0.3
Equipment and Other Tools	£133	£0.30	–
Furniture – General	£355	£0.40	–
Health and Safety – First Aider	£200	–	£285 per 1–50 Staff
Janitorial Supplies	£40	£2.67	Roll + ELC roll + 0.5 ASN roll
Library/Resources Centre Materials	£126	£1.24	–
PE Facilities Use/Transport	£400	£2.10	–
Postages/Couriers	£110	£0.80	Roll + ELC roll
Printing and Stationery	£60	£1.81	–
School Activities	£571	£1.16	–
Classroom Supplies Consumables	–	–	Fixed amount per Inclusion Service
Telephones	£93	£1.68	Roll + ASN roll
Travel and Subsistence – Teachers	£353	–	Core teachers + ASN teachers * £35
Television Licences	£159	–	–
Water Metered Charges	–	–	Water standing charge (based on meter size) + (roll * 3 cubic metres * £2.1742) Roll + ELC roll + Gaelic roll



Secondary budget allocation

Budget	Allocation fixed element	Allocation variable roll element	Allocation other
Classroom Supplies	£2,515	£44.00	No. of footwear grants * £10 (S1+S2 roll * £16.50) + (Roll S3+S4 + Roll S5+S6) * £30
Cover – School funded	–	–	(Core teachers + ASN unit teachers + Gaelic teachers * 0.5) * £195
Cover – CPD	£955	–	(Core teachers + ASN unit teachers + Gaelic teachers) * £180 * £0.58
Equipment and Other Tools	£810	£2.07	
Equipment and Other Tools	£229	–	
Furniture – General	£1,577	£0.90	
Health and Safety – First Aider	£700	–	£285 per 1–50 Staff
Janitorial Supplies	£40	–	Roll + ASN base roll * 0.5) * £2.05
Library/Resources Centre Materials	£2,478	£1.24	
PE Facilities Use/Transport	–	£3.15	
Postages/Couriers	£375	£1.20	
Printing and Stationery	£182	£1.81	
School Activities	£2,323	£1.16	
Classroom Supplies Consumables	–	–	Fixed amount per Inclusion Service
Scottish Qualifications Authority	–	–	Fixed amount varies per school based on previous years actuals
Telephones	£468	£3.03	
Travel and Subsistence – Teachers	–	–	£930 * Music instructor teachers
Travel and Subsistence – Teachers	£353	–	(Core teachers + ASN teachers) * £35
Television Licences	£159	–	
Water Metered Charges	–	–	Water standing charge (based on meter size) + (roll * 3 cubic metres * £2.1742)
Work Experience	–	–	Transport element (roll S4 * £0.65) + (roll S4 * £1.2 * free meals%/100) * £10

ASN budget allocation

Budget	Allocation fixed element	Allocation variable roll element	Allocation other
Classroom Supplies	–	–	(S1+S2 roll x £16.50) + (roll S3+S4 + Roll S5+S6) x £30
Classroom Supplies Consumables	–	–	Fixed amount per Inclusion Service
Cover – School funded	–	–	5 * £195 * Core teachers
Cover – CPD	£810	–	Core teachers * £180 * 0.7)
Janitorial Supplies	£40	£3.77	
Scottish Qualifications Authority	–	–	Fixed amount varies per school based on previous years actuals
Travel and Subsistence – Teachers	£353	–	£35 * Core teachers
Water Metered Charges	–	–	Water standing charge (based on meter size) + (roll * 10 cubic metres * £2.1742)
Work Experience	–	–	(S1+S2 roll x £16.50) + (roll S3+S4 + Roll S5+S6) x £30

Appendix E – Other school budgets within entitlement

Description	Allocation other
CPD – Training	Allocation/virement from the Cover CPD
Malicious Damage	Fixed allocation to secondary schools only. Charges via the PPP contract
Cleaning Materials	Allocation/virement from the Janitorial supplies budget
Health and Hygiene Materials	New funding for Sanitary
Window Cleaning	Fixed allocation
Computer Equip Purchase	Allocation from the materials budget
IT Computer Maintenance	Allocated budget for ICT managed service
Electronic Messaging	Text message charges Allocation/virement from the material budget
Furnishings	Allocation/virement from the materials budget
Audio Visual – Library Service	Allocation/virement from the materials budget
Publications, Journals, Newspapers	Allocation/virement from the materials budget
Protective Clothing and Uniforms	Allocation/virement from the materials budget
Laundry Costs	Fixed allocation
Health and Safety	Allocation/virement from the materials budget
Catering – Outwith Contract	Allocation/virement from the materials budget
Fleet Service Charges	ASN only Fixed allocation
Hire of External Vehicles	Allocation/virement from the materials budget
Membership Fees/Subscriptions	Allocation/virement from the materials budget or Fixed allocation
Medical Costs	Allocation/virement from the materials budget
Training	Allocation/virement from the materials budget
Payments to Other Bodies	Fixed allocation (payment to chaplains)
Counselling	New funding
Management Savings	Council approved savings
ICT Equipment Leases	Allocation/virement from the materials budget

Appendix F – Professional support and contacts

Service	Contact details
Education Resources	
Education Management Team	Education Management Team myWorks (southlanarkshire.gov.uk)
Support Services	General Education support – education@southlanarkshire.gov.uk Support Services – edsuppserv.help@southlanarkshire.gov.uk COVID-19 – educationcovid19@southlanarkshire.gov.uk – educationcovidpositivecases@southlanarkshire.gov.uk Consultations – educationconsultations@southlanarkshire.gov.uk
School Modernisation	edppp@southlanarkshire.gov.uk
Inclusion Services	ASN transport – EDASNtransport@southlanarkshire.gov.uk General – educationinclusion@southlanarkshire.gov.uk
Curriculum and Quality Improvement Service	education_qis@southlanarkshire.gov.uk
Youth Employability	Tutoring programme – Careexperiencetuition@southlanarkshire.gov.uk General – youthemployability@southlanarkshire.gov.uk
Psychological Services	General – edpsychcp@southlanarkshire.gov.uk
Service	
Contact details	
Finance and Corporate Resources	
Finance Service Unit Cluster Team Officer (CTO)	Education.finance@southlanarkshire.gov.uk See attached full contact list
Personnel Services	Personnel Services contact information Enquiry numbers and tie lines myWorks (southlanarkshire.gov.uk)
Legal Services and Risk Management	LegalServices@southlanarkshire.gov.uk Risk management myWorks (southlanarkshire.gov.uk)
Finance Services Transactions	Procurement.service@southlanarkshire.gov.uk
Community and Enterprise Resources	
Facilities CER Facilities Officer	See attached structure

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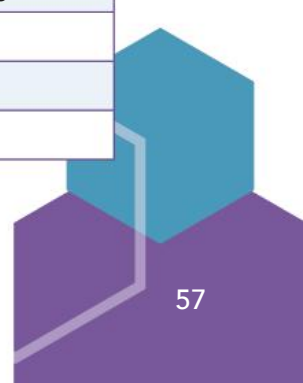
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Finance Service Unit – Schools’ Finance Cluster Team Officer (CTO) contact

School	Sector	CTO
Abington Primary School	Primary	Jill Mitchell
Auchengray Primary School	Primary	Jill Mitchell
Auchinraith Primary School	Primary	Gerry Weatherall
Auldhouse Primary School	Primary	Elizabeth McGown
Bankhead Primary School	Primary	Jean Mullen
Beckford Primary School	Primary	Kay Campbell
Bent Primary School	Primary	Jill Mitchell
Biggar Primary School	Primary	Jill Mitchell
Black Mount Primary School	Primary	Jill Mitchell
Blacklaw Primary School	Primary	Diane Litterick
Blackwood Primary School	Primary	Jill Mitchell
Bothwell Primary School	Primary	Linda Leggate
Braehead Primary School	Primary	Fraser Whyte
Braidwood Primary School	Primary	Fraser Whyte
Burgh Primary School	Primary	Jean Mullen
Burnside Primary School	Primary	Jean Mullen
Cairns Primary School	Primary	Diane Wilson
Calderwood Primary School	Primary	Kathy Dolan
Canberra Primary School	Primary	Diane Wilson
Carluke Primary School	Primary	Fraser Whyte
Carmichael Primary School	Primary	Fraser Whyte
Carnwath Primary School	Primary	Jill Mitchell
Carstairs Junction Primary School	Primary	Fraser Whyte
Carstairs Primary School	Primary	Fraser Whyte
Castlefield Primary School	Primary	Pamela Quinn
Cathkin Primary School	Primary	Linda Leggate
Chapelton Primary School	Primary	Pamela Quinn
Chatelherault Primary School	Primary	Kay Campbell
Coalburn Primary School	Primary	Jill Mitchell
Coulter Primary School	Primary	Jill Mitchell
Craigbank Primary School	Primary	Caroline Donachie
Crawford Primary School	Primary	Jill Mitchell
Crawforddyke Primary School	Primary	Fraser Whyte



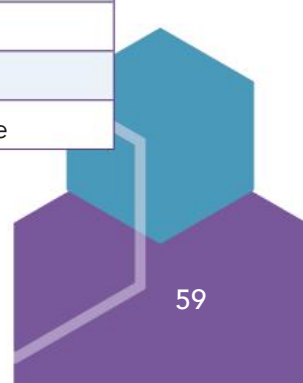
School	Sector	CTO
Crosshouse Primary School	Primary	Pamela Quinn
Dalserf Primary School	Primary	Caroline Donachie
David Livingstone Memorial Primary School	Primary	Diane Wilson
Douglas Primary School	Primary	Fraser Whyte
East Milton Primary School	Primary	Diane Wilson
Forth Primary School	Primary	Fraser Whyte
Gilmourton Primary School	Primary	Pamela Quinn
Glassford Primary School	Primary	Elizabeth McGown
Glengowan Primary School	Primary	Caroline Donachie
Glenlee Primary School	Primary	Diane Wilson
Greenhills Primary School	Primary	Diane Wilson
Halfmerke Primary School	Primary	Janet Jackson
Hallside Primary School	Primary	Diane Wilson
Hareleeshill Primary School	Primary	Diane Litterick
Heathery Knowe Primary School	Primary	Diane Litterick
High Blantyre Primary School	Primary	Diane Wilson
High Mill Primary School	Primary	Fraser Whyte
Hunter Primary School	Primary	Diane Litterick
James Aiton Primary School	Primary	Diane Wilson
Kirkfieldbank Primary School	Primary	Fraser Whyte
Kirklandpark Primary School	Primary	Elizabeth McGown
Kirkton Primary School	Primary	Fraser Whyte
Kirktonholme Primary School	Primary	Kathy Dolan
Lamington Primary School	Primary	Jill Mitchell
Lanark Primary School	Primary	Fraser Whyte
Law Primary School	Primary	Fraser Whyte
Leadhills Primary School	Primary	Jill Mitchell
Libberton Primary School	Primary	Jill Mitchell
Loch Primary School	Primary	Diane Wilson
Long Calderwood Primary	Primary	Janet Jackson
Machanhill Primary School	Primary	Caroline Donachie
Maxwellton Primary School	Primary	Diane Litterick
Milton Primary School	Primary	Jill Mitchell
Mossneuk Primary School	Primary	Pamela Quinn



School	Sector	CTO
Mount Cameron Primary School	Primary	Janet Jackson
Mount Cameron Primary School Gaelic Unit	Primary	Janet Jackson
Muireedge Primary School	Primary	Linda Leggate
Murray Primary School	Primary	Janet Jackson
Neilsland Primary School	Primary	Kay Campbell
Netherburn Primary School	Primary	Caroline Donachie
New Lanark Primary School	Primary	Fraser Whyte
Newfield Primary School	Primary	Caroline Donachie
Newton Farm Primary School	Primary	Linda Leggate
Our Lady and St Anne's Primary School	Primary	Gerry Weatherall
Our Lady of Lourdes Primary School	Primary	Diane Litterick
Park View Primary School	Primary	Diane Wilson
Quarter Primary School	Primary	Kay Campbell
Rigside Primary School	Primary	Fraser Whyte
Robert Owen Memorial Primary School	Primary	Fraser Whyte
Robert Smillie Memorial Primary School	Primary	Janet Jackson
Sandford Primary School	Primary	Pamela Quinn
South Park Primary School	Primary	Pamela Quinn
Spittal Primary School	Primary	Kathy Dolan
St Anthony's Primary School	Primary	Jean Mullen
St Athanasius' Primary School	Primary	Gerry Weatherall
St Blane's Primary School	Primary	Linda Leggate
St Bride's Primary School (Bothwell)	Primary	Gerry Weatherall
St Bride's Primary School (Cambuslang)	Primary	Jean Mullen
St Cadoc's Primary School	Primary	Jean Mullen
St Charles Primary School	Primary	Jean Mullen
St Columbkille's Primary School	Primary	Jean Mullen
St Cuthbert's Primary School	Primary	Linda Leggate
St Elizabeth's Primary School	Primary	Gerry Weatherall
St Hilary's Primary School	Primary	Diane Litterick
St John The Baptist Primary School	Primary	Gerry Weatherall
St John's Primary School (Blackwood)	Primary	Gerry Weatherall
St John's Primary School (Hamilton)	Primary	Kay Campbell
St Joseph's Primary School	Primary	Linda Leggate



School	Sector	CTO
St Kenneth's Primary School	Primary	Diane Litterick
St Leonard's Primary School	Primary	Diane Litterick
St Louise's Primary School	Primary	Diane Litterick
St Mark's Primary School (Hamilton)	Primary	Linda Leggate
St Mark's Primary School (Rutherglen)	Primary	Jean Mullen
St Mary's Primary School (Hamilton)	Primary	Gerry Weatherall
St Mary's Primary School (Lanark)	Primary	Gerry Weatherall
St Mary's Primary School (Larkhall)	Primary	Gerry Weatherall
St Ninian's Primary School	Primary	Linda Leggate
St Patrick's Primary School	Primary	Gerry Weatherall
St Paul's Primary School	Primary	Gerry Weatherall
St Peter's Primary School	Primary	Linda Leggate
St Vincent's Primary School	Primary	Diane Litterick
Stonehouse Primary School	Primary	Linda Leggate
Tinto Primary School	Primary	Jill Mitchell
Townhill Primary School	Primary	Kathy Dolan
Udston Primary School	Primary	Diane Wilson
Underbank Primary School	Primary	Fraser Whyte
West Coats Primary School	Primary	Diane Wilson
Wester Overton Primary School	Primary	Elizabeth McGown
Wiston Primary School	Primary	Jill Mitchell
Woodhead Primary School	Primary	Kay Campbell
Woodpark Primary School	Primary	Jill Mitchell
Woodside Primary School	Primary	Kay Campbell
Biggar High School	Secondary	Jill Mitchell
Calderglen High School	Secondary	Janet Jackson
Calderside Academy	Secondary	Caroline Donachie
Carluke High School	Secondary	Fraser Whyte
Cathkin High School	Secondary	Jean Mullen
Duncanrig Secondary School	Secondary	Linda Leggate
Hamilton Grammar School	Secondary	Kay Campbell
Holy Cross High School	Secondary	Gerry Weatherall
Lanark Grammar School	Secondary	Fraser Whyte
Larkhall Academy	Secondary	Caroline Donachie



School	Sector	CTO
Lesmahagow High School	Secondary	Jill Mitchell
St Andrew's and St Bride's High School	Secondary	Diane Litterick
St John Ogilvie High School	Secondary	Diane Wilson
Stonelaw High School	Secondary	Kathy Dolan
Strathaven Academy	Secondary	Pamela Quinn
Trinity High School	Secondary	Jean Mullen
Uddingston Grammar School	Secondary	Linda Leggate
Greenburn School	Special – Primary	Diane Litterick
Hamilton School for the Deaf	Special – Primary	Gerry Weatherall
Kear Campus	Special – Primary	Kay Campbell
Victoria Park School	Special – Primary	Fraser Whyte
West Mains School	Special – Primary	Janet Jackson
Greenburn School	Special – Secondary	Diane Litterick
Kear Campus	Special – Secondary	Kay Campbell
Rutherglen High School	Special – Secondary	Kathy Dolan
Sanderson High School	Special – Secondary	Janet Jackson



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Report

8

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)

Subject:	Continuation and Development of the Current MCR Pathways Programme
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the continuation and development of the current MCR Pathways programme

2. Recommendation(s)

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

- (1) that the 6 FTE MCR Pathways Co-ordinators posts be made permanent, as detailed in para 8.1 and;
- (2) that 3 MCR Pathways Co-ordinators posts be added to the establishment, fixed term, for 18 months as detailed in paragraph 8.2.

3. Background

3.1. South Lanarkshire Council (SLC) has had a partnership agreement with MCR Pathways since the summer of 2018. MCR Pathways were commissioned to deliver their mentoring programme with South Lanarkshire Council Education Resources and would be based in 6 schools for the first phase of the programme. To support the programme, Education Resources employed 6 Pathways Co-ordinators who would deliver the MCR Pathways programme, which consists of both a mentoring programme for Senior Phase pupils and a group work programme offering a learning experience to young people in S1/S2.

3.2. The current agreement was due to finish at the end of December 2021.

4. Progress to date

4.1. The programme was launched on 25 March 2019 and 6 schools from the authority were chosen to participate, based on the number of care-experienced young people attending and enrolled at these schools, namely, Calderside Academy, Cathkin High School, Hamilton Grammar, Stonelaw High School, St John Ogilvie High School and Trinity High School.

4.2. During phase 2, session 2020/2021 it was anticipated that an additional 3 schools would be offered the opportunity to participate: Larkhall Academy, Lanark Grammar School and Holy Cross High School. Unfortunately, due to the pandemic and Scottish

Government restrictions, it was not possible to take this forward with these schools during 2020/21.

4.3. In October 2021, with the easing of restrictions, the 3 schools were invited to participate in the programme to support more young people. Education Resources and MCR Pathways representatives met with the Head Teachers of each school in November 2021.

4.4. There is a requirement for 3 additional Pathways Co-ordinators, for a fixed term of 18 months, for the 3 new schools to start in April 2022 until October 2023.

5. Current position in South Lanarkshire Council

5.1. The MCR Pathways Impact Report February 2021 is attached as appendix 2. This gives a full overview of the current situation of the programme highlighting the impact, benefits, successes, and value of the programme through statistical data, and case studies.

6. Monitoring, future report and update

6.1. Programme monitoring will continue to gather data and feedback which will inform the further planning of mentoring programmes in South Lanarkshire schools and provide the evidence base for future reports on progress.

7. Next Steps

The following steps will be taken forward:-

7.1. Review and update the partnership agreement and data-sharing agreement with MCR Pathways.

7.2. Sign agreement with MCR to transfer all 9 schools (including the 3 new schools) on to the Scottish Government funded programme.

7.3. Ensure payment for the Pathways Co-ordinators will be available for each school through the refreshed Scottish Attainment Challenge funding.

8. Employee Implications

8.1. The following post should be added to the Education Resources establishment on a permanent basis:

Post title	Number of posts	Grade / SCP	Hourly Rate	Annual salary (excluding on-costs)	Gross salary (including on-costs 30.3%)	Total
MCR Pathways Co-ordinator	6	Grade 2 Level 4 /55 - 57	£16.35 - £16.85	£29,837 - £30,749	£38,877 - £40,066	£233,262 - £240,396

- 8.2. The following posts should be added to the Education Resources establishment for a fixed term of 18 months.

Post title	Number of posts	Grade / SCP	Hourly Rate	Annual salary (excluding on-costs)	Gross salary (including on-costs 30.3%)	Total
MCR Pathways Co-ordinator	3	Grade 2 Level 4 /55 - 57	£16.35 - £16.85	£29,837 - £30,749	£38,877 - £40,066	£116,631 - £120,198

- 8.3. Education Resources personnel provide ongoing training and support for the Pathways Co-ordinators on a frequent basis and support the schools through regular meetings.

9. Financial Implications

- 9.1. The cost per year for 1 FTE MCR Pathways Co-ordinator is £40,066 (this includes on costs). For the 9 schools, the total cost per year for MCR Pathways Co-ordinators is £360,594.
- 9.2. The refresh of the Scottish Attainment Challenge funding was announced in November 2021. The total cost for MCR Pathways Co-ordinators will be met from central Scottish Attainment Challenge funding.
- 9.3. MCR Pathways administrative costs of £28,000 per school (mentor recruitment, training and tracking systems) will be funded by the Scottish Government (announcement made in March 2021). This will be available to the existing 6 schools and the proposed 3 new schools. There will also be training provided by MCR Pathways for current and new Pathways Co-ordinators.

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 in this report.

11. Other Implications

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

12. Equality Impact Assessment and Consultation Arrangements

- 12.1. 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.
- 12.2. Engagement has taken place with finance and personnel, headteachers and the MCR Programme on the proposals within this report.

Tony McDaid
Executive Director (Education Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

12 January 2022

Link(s) to Council Objectives/ Ambitions/Values

- Protect vulnerable children, young people and adults.
- Deliver better health and social care outcomes for all.
- Support communities by tackling disadvantage and deprivation and supporting aspiration.
- Improve achievement, raise educational attainment and support lifelong learning.
- Ensure schools and other places of learning are inspirational.
- Encourage participation in physical and cultural activities.

Previous References

- ◆ Education Resources Committee (7 May 2019)

List of Background Papers

- ◆ MCR Pathways Programme

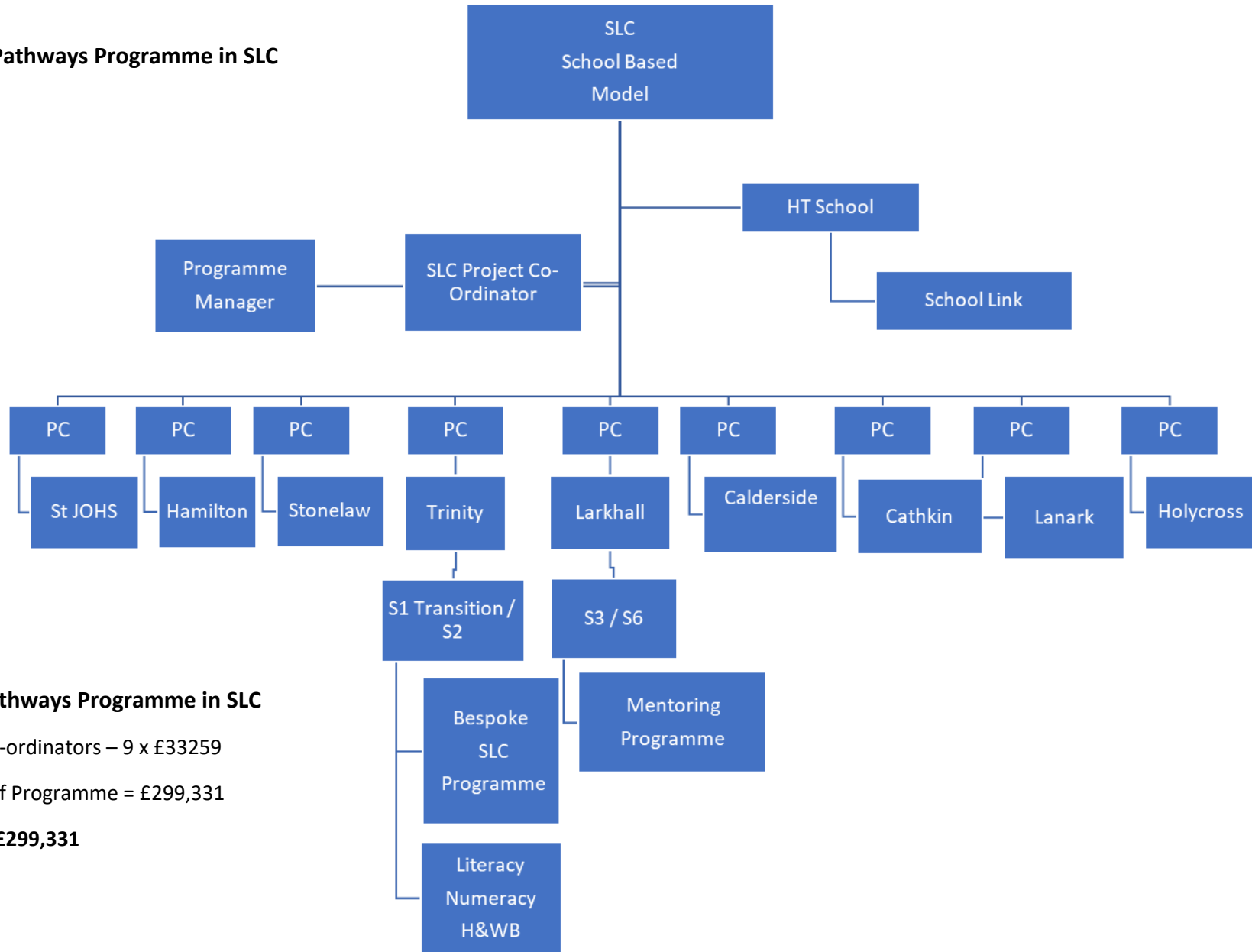
Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:
Carole McKenzie, Head of Education (Broad General Education)

Ext: 4468 (Tel: 01698 454468)

E-mail: carole.mckenzie@southlanarkshire.gov.uk

Appendix 1 – MCR Pathways Programme in SLC



Appendix 1– MCR Pathways Programme in SLC

9 x MCR Pathways Co-ordinators – 9 x £33259

Projected Total Cost of Programme = £299,331

Total Staffing Costs - £299,331



MCR Pathways

**South
Lanarkshire
Impact Report** February 2021



South Lanarkshire programme context

MCR Pathways supports 346 care-experienced and disadvantaged young people between S1-S6 in South Lanarkshire. The Young South Lanarkshire Talent programme launched in January 2019 and currently operates in six schools: Cathkin High, Stonelaw High, Trinity High, Calderside Academy, Hamilton Grammar and St John Ogilvie.

In S1 and S2, young people participate in weekly Group Work sessions facilitated by their Pathways Coordinator focusing on emotional literacy, wellbeing, teamwork, employability skills and self-awareness. From S3, young people are carefully matched with a mentor who meets with them for a period every week, for a minimum duration of one academic year (in fact, most of our mentored relationships last for three years).

Key Performance Indicators

	Lit. & Num. at Nat. 4+	5+ qualifications at Nat. 4+	1+ qualifications at level 5+	3+ qualifications at level 5 +	S4>S5 staying on rate	Destinations
Care-exp. MCR mentored	100%	100%	100%	75%	87.5%	75.00%
Care-exp. non-mentored	78.57%	78.60%	85.70%	64.30%	42.86%	68.00%
LA care-exp.	64.29%	59.52%	62%	45.24%	42.00%	57.14%
National care-exp.	63.45%	53.12%	57.20%	39.54%	N/A	65.97%
National universal	92.36%	89.80%	92.03%	83.61%	83.22% (LA Universal)	88.44%

On **all four academic measures**, MCR-mentored young people in South Lanarkshire performed significantly better than their non-mentored care-experienced peers, and the national and local authority care-experienced figures.

Comparing MCR-mentored young people with their care-experienced peers within the local authority, the greatest differences were achievement of five or more qualifications at Nat. 4 or above (40.48%) and one or more qualifications at Nat. 5 or above (38%).

Similarly, when we compare MCR-mentored young people with their care-experienced peers nationally, the greatest differences were achievement of five or more qualifications at Nat. 4 or above (46.88%) and one or more qualifications at Nat. 5 or above (42.8%).

MCR-mentored young people had a higher staying-on rate (87.5%) compared with the LA care experienced (42%) and LA universal (83.22%). Positive destinations (which MCR counts as college, university, or employment only) are 75%, above the LA and national care-experienced figures (57.14% and 65.97% respectively). Covid-19 resulted in an unprecedented year, and many college courses having capacity far outstripped by demand. One of our young people did not get on to his chosen course of joinery at college due to this reason. The team is working to strengthen relationships and partnerships with local FE providers to mitigate against this going forward.

Young People support during lockdown

During the two periods of national lockdown, we have continued to provide mentoring (and in some schools Group Work) through virtual platforms. Pathways Coordinators have a scheduled programme of regular contact with young people on the programme (through video call, email, text, or phone call; dependent on young person choice) to check-in and provide wellbeing support where needed.

The table below shows the interactions between young people and Pathways Coordinators over comparable 6-week periods in each of the two national lockdowns.

	1 st lockdown 20/04/20-25/05/20	2 nd lockdown 11/01/21-15/02/21
Young people in pipeline*	50 Total interactions 56.52% cohort participation	107 Total interactions 72.72% cohort participation
Young people meeting with mentors	297 Total interactions 89.19% cohort participation	227 Total interactions 82.05% cohort participation
Total	347 Total interactions 72.86% cohort participation	334 Total interactions 77.39% cohort participation

*those on the programme, in the process of being matched with a mentor

As shown above, despite the challenges of young people not being in school, Pathways Coordinators have successfully maintained frequent and regular contact with the young people supported by MCR. There was a significant increase in the total interactions (+57) and the percentage of the cohort that participated (+16.2%) for young people on the YST programme but not yet matched with a mentor.

The percentage of the MCR cohort that participated in contact with their Pathways Coordinator also increased by nearly 5% between the two lockdown periods. The large majority of those young people not contacted by their Pathways Coordinator are those whom, for a range of individual reasons, it has been agreed that school staff will contact.

Get Online Programme

Wave	Laptops & Wifi	Wifi Only	Laptops Only	Totals
Wave 1 (June)	13	1	0	14
Waves 2 + 3 (July/August)	9	0	4	13
Wave 4 (September)	9	0	6	15
Total Young People Supported				42

From the onset of the coronavirus pandemic, it became evident that young people were struggling to access their schoolwork and were unable to interact with their mentors due to a lack of ICT equipment. Our Pathways Coordinators, working with their pastoral care and pupil support colleagues, identified the urgent needs within their schools. Over 4 “waves” in June, July, August, and September 42 young people across South Lanarkshire were supported with Google Chromebooks, portable WiFi with unlimited data or a combination thereof.

“My mentor is really easy to talk to, he doesn’t speak to me like an adult speaking to a child, it’s like I’m equal to him. I enjoy coming to see him and he has made me look at things differently, I am thinking more about what I want to do and my future because he told me about where he came from and he was just like me and he still made something of himself.”

Young Person, St John Ogilvie High School

Programme development

MCR has continued to invest significantly in programme development this year. Frequent and regular young people, mentor and Pathways Coordinator insight and feedback, combined with professional expertise from a range of specialisms enables us to review and further improve the YST programme through a holistic approach. Key developments are as follows:

New Group Work programme for S1 and S2 young people. The new programme is designed to:

- Increase motivation, commitment, and resilience
- Build self-belief and self-esteem
- Support young people to find, grow and use their talents
- Develop oracy skills, thereby:
 - Increasing confidence by empowering young people to believe that their voice has value, and with the ability to articulate thinking
 - Fostering wellbeing through building successful relationships, talking through issues, expressing feelings, and resolving conflicts
 - Improving academic outcomes by developing critical thinking, reasoning skills and vocabulary to express knowledge and understanding
- Grow and extend empathetic and emotional literacy skills
- Increase understanding and develop strategies to maintain personal wellbeing and a balanced lifestyle
- Establish and foster positive relationships with peers, their Pathways Coordinator, and the regional and national network of YST young people.

Each year is structured into three termly themes, further subdivided into shorter topics. Each topic contains roughly one Challenge that usually requires young people to work in pairs or small teams to complete a practical project with a clear purpose. Development of Oracy skills, based on the

Oracy framework from the University of Cambridge and School 21, are woven throughout every session. Group Work is sequential and progressive, building on prior learning and increasing in level of challenge each term and between S1 and S2.



New Mentor Matching System launched. We have reviewed and improved our mentor matching system, with young people and mentors taking a quiz (supported by their Pathways Coordinator and Mentor Services) that is run through an automated system on a weekly basis. The system compares all young people ready to match with prospective mentors and generates suggestions. Pathways Coordinators then review these suggestions and take their preferred mentor match to the weekly Matching Panel meeting. South Lanarkshire was the first local authority to benefit from the new Matching System in our national roll out.

New appraisal process for Pathways Coordinators. We have launched a new appraisal process linked to the Pathway Coordinator 3-part remit and regional plan priorities. The appraisal process is based on professional discussion, where continuing professional development is agreed, and strategies for overcoming potential barriers to success are discussed. We have also created materials to support reflection on the delivery of Group Work sessions. In South Lanarkshire, a blended approach to appraisal (using elements from MCR interwoven with SLC's Employee Performance Appraisal Form) will be introduced in April 2021.

Pathway Coordinator website. The new site, specifically for Pathways Coordinators, contains all programme materials, guidance, handbooks, and resources. There is an area to share ideas and innovation, and a separate section to upload young person challenges that S1 & S2 students complete as part of the Group Work programme. The site is very accessible and easy to use.

Young Person Regional Advisory Boards. Further extending our focus on ensuring young person voice is at the heart of programme development, aligning very much with a central theme of **The Promise**, we are introducing regional Young Person Advisory Boards. The boards will be comprised of MCR young people (S4 to S6) from across South Lanarkshire's schools. They will play important roles in regional events, programme evaluation and development, as well as benefiting from the opportunity to develop leadership skills and qualifications through facilitated project work.

Regional planning approach

The number of local authorities working with MCR has continued to grow despite the COVID-pandemic. MCR is currently working with 75 schools, with more soon to come on board. We are

a national programme but believe working through a regional approach is the most effective way to support and positively impact young people and all other stakeholders.

Working with senior MCR staff and building on blueprint plans based on 3 stages of programme maturity, each Programme Manager has developed a regional plan based on three core objectives: Mentor recruitment, retention, and engagement; Young Person achievement (academic & wellbeing); and Continuous improvement. Managers from Mentor Services, Digital Systems and Marketing have key areas of responsibility within each regional plan.

Voices from South Lanarkshire schools

Case Study 1

M*, a 4th year pupil from Hamilton Grammar School, is a young carer for his mother - something which affects his ability to focus on school. M is a very quiet boy and when he was first introduced to the Young Scottish Talent programme, he lacked confidence and aspirations for the future. M was matched with mentor Duncan last February to help him focus and find his way.

Since the pair have been meeting, there has been an incredible improvement in M's confidence. He is now comfortable sharing aspects of his home life with Duncan, a topic which he previously struggled with. M and Duncan have developed a strong friendship and it is clear that M is now a lot more relaxed and talkative. His confidence has grown, and others are beginning to notice his fantastic personality coming through. In addition to this, M seems to be coping better with his caring role at home. Throughout the lockdowns of the last year, the pair continue to meet virtually, and Duncan is now helping his mentee to think about his next steps for the future.



When B* at St John Ogilvie High School, was struggling with chemistry he mentioned this to his mentor and she experienced similar struggles at school. The mentor decided to look for ideas to help and bought her mentee a book to help explain things. B was so delighted with the gesture that he visited the Pathways Coordinator right after the meeting to share his excitement. B's mentor and kindness are high valued elements on his own periodic table!

Case Study 2

After moving from her mum's care in England to stay with her dad in Scotland, D*, from Calderside Academy, didn't make a very positive start in her new school showing disruptive behaviour and often coming in late. Although D had a tough exterior, she was clearly struggling and was open to hearing about the Young Scottish Talent programme. After developing a strong relationship with her Pathways Coordinator, the pair agreed that mentoring was a positive next step.

D was matched with Zara, who was young, approachable, and relatable. The two hit it off right away and developed a strong bond. Zara was always non-judgemental and patient but would set goals for D, such as tackling her lateness. When it came to thinking about her future, D was determined to be a beauty therapist, so Zara supported her and helped with course applications. D was delighted to be accepted for her dream course and left Calderside feeling confident and ready for her next steps.

"Building that relationship. Having something completely different from what I've been used to in my own personal working life, and just getting that sense of accomplishment. Knowing that you're helping somebody, even just for 50 minutes a week. Angel and I were constantly running over, it was never just 50 minutes! Just knowing that you were coming to see that person and knowing that you were there for them is a huge, proud achievement for me as an individual."

Julia, Mentor, Cathkin High School

 [Watch our short film of Julia and Angel from Cathkin High](#) 

Case Study 3

At Stonelaw High, D* was a very quiet and withdrawn student. She had a lot of challenges going on in her personal life and was struggling to engage in school. D's confidence was low, and this affected her attendance. Even when she was attending, her engagement was poor, often skipping classes, but the school's Pathways Coordinator found D to be a bright, bubbly, kind girl and a real character.

D was matched with mentor David, who had a great sense of humour, a really positive outlook on life and who works as a General Manager for a large hotel in Glasgow. As D wanted to work in the hospitality sector, this was a perfect match. David helped build his mentee's confidence, encouraged her to apply for college and has helped her believe in herself. He reinforced the importance in her doing well in her prelims and helped her prep for her college interview.

D is also keen to have some practical work experience in the hotel that David manages, and this is something everyone is working towards organising when the restrictions have been lifted. The support D has received from David has been vital in growing her confidence and aspirations.

Tracy McGlinchey

MCR South Lanarkshire Programme Manager (9 March 2021)

Report

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Proposal to Cease Charging for Privilege Transport Places on Mainstream School Transport
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ inform the Committee on the outcome of forthcoming changes in legislation that prohibit charging for privilege transport places on mainstream school transport
- ◆ in advance of this change in legislation, consider the early removal of charging for privilege transport places on mainstream school transport

2. Recommendation(s)

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

- (1) that the proposal that, as of 1 January 2022, South Lanarkshire Council no longer charge for those pupils accessing a privilege transport place in advance of the change in legislation expected in July 2022 as detailed in paragraph 6 be endorsed; and
- (2) that the recommendation to amend the policy be referred to the Executive Committee for approval

3. Background - Privilege Transport Existing Policy

3.1. Paid privilege transport, where dedicated school transport vehicles may have spare capacity, was introduced in 2010 and allowed those not entitled to mainstream transport to access a seat on the school bus for a charge of £1 per day.

3.2. Any spare seats within a vehicle are normally allocated as privilege places by September each year. The charge levied equates to £1.09 per day and generates a very modest level of income of approximately £12,000 per annum.

3.3. An amended set of priorities for the allocation of privilege places was introduced in August 2018 and can be found in Appendix 1. This included a change in priority 3 where a new criteria was introduced:-

- ◆ children entitled to Free School Meals (FSM) who live between 1.5 miles and 2 miles from their catchment secondary school and between 0.75miles and 1 mile from their catchment primary school would be allocated privilege places if available, with those who live furthest away from school being allocated a place first

3.4. There was a further change in August 2019 where all privilege transport allocations for FSM pupils were allocated at no cost to the families.

4. New Regulations

- 4.1. The Public Services Vehicles Accessibility Regulations 2000 (PSVAR), require buses and coaches designed to carry over 22 passengers on local and scheduled routes to incorporate features to enable disabled people to travel on them comfortably and safely, including a wheelchair space and a ramp or lift. The regulations have applied to vehicles progressively over the past 19 years, including coaches manufactured from 2005 onwards. It was then proposed as of 1 January 2020 (extended to 31 December 2021 due to the impact of the pandemic) that the regulations would also apply to any coaches which were manufactured before 2005.
- 4.2. In addition, it is also the case that if a bus or coach provider does not incorporate features to enable disabled people to travel on them comfortably and safely, including a wheelchair space and a ramp or lift, then a charge cannot be levied for any spare seats on the vehicle allocated under the paid privilege scheme.

5. Impact on Paid Privilege Places

- 5.1. Due to the fact that not all school transport contract providers will be able to comply with PSVAR, as a council we would only be able to charge for privilege places on contracts that use vehicles that comply with PSVAR but not on other contracts with vehicles that do not comply with PSVAR.
- 5.2. This would lead to an inconsistent approach where some families would be charged for privilege transport and others would be able to access it for free depending on which vehicle was transporting their child to and from school.

6. Proposals

- 6.1. The Council has received recent notification of a change in the date of enforcement of the PVSAR regulations, namely an extension until July 2022.

The original proposal with regulation changes coming into force from 31 December 2021 would have been that:-

- a) privilege transport charges cease from 31 December 2021
- b) as of 1 January 2022, privilege transport charging ceases to allow a consistent approach for all families accessing this service regardless of the vehicle being used.

In addition, it was recognised that:-

- c) this change would be consistent with the principles of free travel for children and young people within the new national free travel scheme for under 22s being introduced in January 2022.
- d) the removal of the charge may assist families who are continuing to face financial challenges due to the impact of the pandemic.

- 6.2. Education Resources has given thought to the option of continuing with charging for privilege transport places until the end of the school year as a result of the delay in the regulation change until July 2022. However, the factors listed in 6.1. (c) and (d) above

feel more pertinent, aligned and relevant to both current national policy and local family circumstances than to securing income of a nominal amount.

- 6.3. The proposal is that of 1 January 2022 South Lanarkshire Council should no longer charge for those pupils accessing a privilege transport place in advance of the change in legislation expected in July 2022.

7. Employee Implications

- 7.1. None.

8. Financial Implications

- 8.1. The annual cost to the council of non-recovery of income against the annual budget is minimal, at approximately £20,000 and would be managed from within existing Education Resources budgets.

9. Climate Change, Sustainability and Environmental Implications

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

10. Other Implications

- 10.1. There are no issues in terms of risk associated with this report.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. This report does not introduce a new policy, function or strategy.
- 11.2. Consultation and updates on the impact of the changes to the privilege transport scheme have been on-going with SPT and transport providers.

Tony McDaid
Executive Director (Education Resources)

18 January 2022

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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Priorities for Allocating Privilege Transport

Any available places will be allocated using the following priorities:

- **Priority 1** - pupils whose family circumstances have been disrupted due to a health condition which affects their immediate carer. In these circumstances we will need supporting documentation from an appropriate agency such as the NHS or Social Work;
- **Priority 2** - pupils whose family circumstances have been disrupted due to a significant change to the child or young person's home life. In these circumstances we will need supporting documentation from an appropriate agency such as the NHS or Social Work;
- **Priority 3** – pupils who are entitled to free school meals. Places will be issued to pupils who live further from the school until all the places have been allocated;
- **Priority 4** - pupils whose permanent home address is within the catchment area. Places will be issued to pupils who live further from the school until all the places have been allocated;
- **Priority 5** - pupils whose permanent home address is outwith the catchment area. Places will be issued to pupils who live further from the school until all the places have been allocated.

Report

10

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Scottish Child Disability Payment (CDP) – Education Resources Information Requests and Associated Administrative Support
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide a general update on the implementation of the new Scottish Child Disability Payment scheme (CDP)
- ◆ explain the need for staffing establishment changes as required to assist with the process of responding to information requests used to support parent/carer CDP applications

2. Recommendation(s)

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

- (1) that the introduction of the Scottish Child Disability Payment (CDP) and the supporting information required from Education professionals be noted;
- (2) to note that a number of posts will be required to efficiently support the full rollout of the scheme from April 2022 and beyond; and
- (3) to note that Scottish Government funding will be used to cover additional staffing costs required to co-ordinate the response to information requests which will be used to support parent/carer CDP applications.

3. Background

3.1. The Social Security Programme is in the process of designing and implementing the delivery of the new devolved Disability Benefits in Scotland, starting with Child Disability Payment (CDP).

3.2. Child Disability Living Allowance (DLA), co-ordinated through DWP, is to be replaced by the Scottish Child Disability Payment (CDP). This Scotland wide change took effect on 22 November 2021 following trials in three pilot areas (Perth and Kinross, Dundee and Comhairle nan Eilean Siar Council).

3.3. All new applications under the Scottish Child Disability Payment (CDP) will now be made through Social Security Scotland.

3.4. Existing Child Disability Living Allowance (DLA) claimants need take no action as this benefit will be automatically transferred over during the course of the next year.

- 3.5. A key policy decision was to include the option for applicants to request for Social Security Scotland to collect supporting information on their behalf. This helps to reduce the burden on parents/carers providing information. As a result, Social Security Scotland will, therefore, look to gather information from GP practices, Health Boards and Local Authorities on behalf of applicants.
- 3.6. This information will be gathered through a standardised process using a 'Supporting Information Form', supported by a Data Sharing Agreement. The aim is to ask professionals within the Public Sector to share information that will enable Social Security Scotland to better understand a child's disability, including how it impacts them and the support that they need, and to, in turn, be able to provide the child with the level of support that is right for them.
- 3.7. Education Resources will be asked to provide appropriate data to help inform the assessment process. Education Resources will receive annual funding of £0.248m to support the process.

4. Current Position

- 4.1. Education Resources have set up an initial administrative process to ensure all information requests are processed correctly and in a timeous fashion.
- 4.2. There have been limited information requests received thus far and the administration team has been able to manage the process within existing staffing resources.
- 4.3. As the volume of information requests increases, it is expected that additional staff will be required to ensure that the handling and responding to such information requests is managed timeously effectively and in line with the data sharing agreement.

5. Proposal

- 5.1. It is proposed that:-
 - ◆ the Education Resources Administration Team will continue to administer the co-ordination of professional input in support of a CDP application made by a parent/carer within existing staffing resources until March 2022
 - ◆ from April 2022, the Education Resources Administration Team determines additional staff, as required, in response to any growth in the number of information requests received
 - ◆ the Education Resources Administration Team has flexibility on the grade and level of staff that will be required to administer this payment up to the amount of the Scottish Government funding of £0.248m

6. Employee Implications

- 6.1. It is expected that additional Education Resources staffing will be required at Grade 1 and Grade 2. Once determined, details will be presented at a future Committee meeting.
- 6.2. As previously advised, at this time, the number of requests for information to support a parent/carer CDP application is low and the process is being managed by existing staff. As we expect numbers of requests to increase, we need to be able to react quickly to support the assessment process and be empowered to recruit and train staff.

7. Financial Implications

- 7.1. The Council has received notification from the Scottish Government that permanent funding of £0.248m per annum has been allocated to allow for the work in handling

and responding to information requests to support CDP applications made by parents/carers.

7.2. Any staffing or other associated costs will be managed within this funding allocation.

8. Climate Change, Sustainability and Environmental Implications

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

9. Other Implications

9.1. An information sharing agreement has been signed off between South Lanarkshire Council and Social Security Scotland. Processes in place will adhere to the agreement.

10. Equality Impact Assessment and Consultation Arrangements

10.1. This report introduces a new administrative function to support the Scottish Government's new policy on the Social Security Programme, therefore, no equality impact assessment is required to be undertaken by the Council.

10.2. Discussions have taken place with Teacher Trade Unions and relevant Education staff are aware of their potential input.

**Tony McDaid,
Executive Director (Education Resources)**

18 January 2022

Link(s) to Council Values/Ambitions/Objectives

- ◆ Efficient use of Resources
- ◆ Tackling Poverty and Disadvantage

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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Report

11

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Learning, Teaching and Assessment
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise on the current developments and successes around Learning, Teaching and Assessment within Education Resources

2. Recommendation(s)

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

- (1) that the progress made with the Educations Resources Learning, Teaching and Assessment Strategy for schools, be noted.

3. Background

- 3.1. Research tells us that high-quality Learning, Teaching and Assessment is the key driver to raising attainment in education. As such, it remains a key priority for Education Resources with a dedicated Quality Lead Officer (QLO) with Learning, Teaching and Assessment as a remit.
- 3.2. Education Resources continue to support our schools through successful HMIE inspections. Our outcomes in this regard demonstrate that Learning, Teaching and Assessment is often found as a key strength. However, we want to continue to strengthen our approach and ensure consistency across all our schools.
- 3.3. A 'Framework for the Curriculum' document which supports schools through their curriculum development journey has been produced by Education Resources. A key feature in this document is the Learning, Teaching and Assessment process. All scaffolding, and guidance is contained within this document and all professional learning is shaped by the principles contained within.
- 3.4. Nationally, over recent years, a key focus for Learning, Teaching and Assessment has been on the mechanics of moderation of achievement of a Curriculum for Excellence level. This has led to the 'Assessment' part of Learning Teaching and Assessment almost being treated as a separate entity. Work is now being done to refocus on the Learning and Teaching (sometimes known as pedagogy) part with a view to having assessment embedded as an integral part of the complete learning and teaching process.

- 3.5. Support for Learning, Teaching and Assessment is complex and has a variety of developing and interdependent strands. This paper outlines progress in some key strands.
- 4. Progress**
- 4.1. Part of the Learning, Teaching and Assessment Strategic Plan for Session 2021/2022, is to evolve a strategy and provide professional learning activities to support learning, teaching and assessment through the period of curriculum recovery.
- 4.2. Learning, Teaching and Assessment ‘recovery’ was identified as a priority in the Head Teacher and Teacher Recovery Questionnaires carried out at the end of Session 2020/2021. A focus on high quality practice and revisiting effective pedagogy is also a focus within most School Improvement Plans for this session.
- 4.2.1 Some of the key areas of focus as part of the strategic plan for session 2021/2022 are highlighted in paragraphs 4.3 to 4.6 below.
- 4.3. A range of approaches to pedagogy
- 4.3.1 As a strategy for high quality learning, teaching and assessment within South Lanarkshire, an approach to developing pedagogy (the Pedagogy Palette) has been created. This will support and complement the content of the “Framework for the Curriculum” launched in February 2020.
- 4.3.2 The approach will focus on nine features of highly effective teaching practice which, through research and consultation, were identified as having high impact in the classroom. These are:
- Sharing learning intentions and criteria for success
 - The structure of a lesson
 - Providing effective feedback
 - A range of group and individual tasks
 - Spotlight on skills
 - Differentiation – providing support and challenge for all
 - Metacognition and self-regulation
 - A range of assessment teachings
 - Effective questions
- 4.3.3 Each of the nine elements will be supported by a recorded CLPL workshop, a ‘Key Messages’ poster and video for use in school, along with accompanying resources. These will be hosted on the SLC Staff Learning Centre website.
- 4.3.4 To date, five elements of the approach have been designed, recorded and resourced. Evaluations from training have shown that 100% of participants agree or strongly agree that the activity met their identified learning and development needs and that it would impact their work.
- 4.3.5 By the end of the session, it is hoped that all nine elements will be fully resourced and shared with schools. The SLC ‘Framework for the Curriculum’ resource will also be updated to reflect the content of our approach to developing pedagogy.
- 4.4. Play Pedagogy
- 4.4.1 Play pedagogy continues to be a significant focus in many educational settings. It supports the transition from Nursery to Primary as well as providing opportunities for

pupils to foster and develop many transferrable life skills, particularly in the current recovery environment.

4.4.2 The play strategy within South Lanarkshire Council (“**Play, Learn, Achieve Your way**”) was developed over Session 2019/2020, with the employment of the Play Development Officer. This included the formation of a working group and creation of an audit tool.

4.4.3 This session, 24 class teachers from 24 schools have worked with staff from the University Strathclyde to increase their knowledge and understanding of the practicalities of play. Seven face-to-face CLPL sessions have supported this between August and December.

4.4.4 To allow the impact of these sessions to be measured, two inputs on creating a Classroom Based Enquiry Project were facilitated by central officers. Teachers are now working on this and will come back together in April to share their results. Following this, practitioners will become play experts within Learning Communities.

4.4.5 To ensure continuity and encourage roll out, a similar programme of input has been scheduled for Session 2022/2023, with input secured from staff from the University of Strathclyde allowing another 24 schools to engage in learning to support their work in developing approaches to learning through play.

4.5 Improving Our Classrooms

4.5.1 Improving Our Classrooms is a West Partnership Regional Improvement Collaborative based Professional Learning initiative for Primary class teachers to improve their pedagogy and understanding, whilst undertaking a Master’s Level Case Study of Improvement within their classroom. South Lanarkshire has been involved in this project for the last three years with 53 participants to date.

4.5.2 Sessions will continue throughout the remainder of the academic year, with participants submitting their masters project for marking in June 2022.

4.5.3 Feedback from participants has been extremely positive. Example below:-

“I have honestly loved being part of the IOC course and will be encouraging all staff to undertake this CPD. I have learned skills that I will continue to utilise throughout the rest of my teaching career.”

4.5.4 From previous cohorts of participants, there are currently seven mentors sharing their knowledge and expertise whilst supporting current practitioners. Three of last year’s mentors successfully undertook a “Delivering Mentoring” Masters module via Glasgow Caledonian University. All current mentors are undertaking the same qualification.

4.5.6 Session 2021/2022 has included a pilot of a Whole School Model, where two Primary Schools have all class teachers involved in improving their practice, being supported by the West Partnership Team and Education Resources’ Officers. Both schools are currently finding the programme beneficial. This will be evaluated towards the end of the session before a roll out takes place in the next academic year.

4.6 Outdoor Learning

4.6.1 To support the promotion of outdoor learning as an important part of the recovery agenda, recent developments have included the updating of the South Lanarkshire Vision for Outdoor Learning as well as creating a draft version of Guiding Principles to support both Primary and Secondary Schools.

4.6.2 A new website has been created to support schools. This has become a “one-stop-shop” for staff members and includes resources, curriculum links, South Lanarkshire Council case studies and links to external companies.

4.6.3 The site will continue to be updated as new resources and case studies become available. This will be supported by a monthly newsletter for schools. A working group of interested parties, from a range of schools, will meet to finalise both the vision and Guiding Principles documents.

5. Implementation and Next Steps

5.1. The progress described in Section 4 (Developing our approaches to Pedagogy, Play Pedagogy, Improving our Classrooms and Outdoor Learning) will feed into the wider scope of Education Resources work. It will shape the following:

- ◆ A focus for Validated Self Evaluation (VSE) on Learning, Teaching and Assessment. (VSE is similar to a school review where officers work in partnership with school leaders and practitioners to self-evaluate practice)
- ◆ Learning, Teaching and Assessment strategy as outlined in the Framework for the Curriculum
- ◆ How Learner Engagement is measured and create a scaffold to develop the support materials for Peer-Peer Observations within schools

5.2. The Secondary Head Teacher Learning, Teaching and Assessment Network and the Primary Head Teacher equivalent will be used as a focus for consultation and also a platform for professional learning and sharing practice as this strategic priority progresses.

6. Employee Implications

6.1. None

7. Financial Implications

7.1. None

8. Climate Change, Sustainability and Environmental Implications

8.1. There are no significant climate change, sustainability or environmental issues in connection with the recommendations contained within this report

9. Other Implications

9.1. There are no direct risks associated with this report which is provided for information only

10. Equality Impact Assessment and Consultation Arrangements

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

10.2. Consultation and engagement with Head Teachers and school staff on learning and teaching and the sharing of the strategy with the professional associations has been at the core of our work to ensure high quality teaching and positive learning outcomes.

Tony McDaid
Executive Director (Resources)

20 January 2022

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

None

List of Background Papers

- ◆ A 'Framework for the Curriculum' document

Contact for Further Information

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

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Report

12

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Numeracy and Mathematics Update
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on developments in Numeracy and Mathematics
- ◆ inform the Committee on the strategy for recovery in Numeracy and Mathematics

2. Recommendation(s)

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

- (1) that the strategy for recovery in Numeracy and Mathematics 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 their 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.

3.5. South Lanarkshire Council has representation at national level. The Head of Education (Senior Phase) is the Chair of the NRIM Board and Education Resources' Lead Officer for Numeracy and Mathematics is also member of this Board.

- 3.6. 2019/20 'School Leavers' Data' in Insight shows that South Lanarkshire Council learners' attainment in Numeracy were broadly in line with comparators (National and Virtual).
- 3.7. Since the full return to school in August 2021, formative assessment has been being used by all classroom practitioners across the estate to understand progress in learning throughout lockdown. Where appropriate, interventions and additional support is being provided both on an individual and a whole school level.
- 3.8. Feedback from school leaders suggest that progress in Numeracy is being identified as a common area of focus for 'recovery'. For a range of reasons, supporting the Numeracy agenda during lockdown was identified as having been a complex process. A post lockdown increase in use of school-based support interventions for Numeracy was also observed. In response, and to support schools, Education Resources committed to a centrally supported Numeracy recovery strategy for 2021/2022.
- 3.9. 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 also still work to be done to improve consistency and to close our poverty-related attainment gap. This can be achieved by continuing to improve the core pedagogy in Numeracy and Mathematics in classrooms.

4. Strategy for Recovery

- 4.1. The Lead Officer for Numeracy and Mathematics within Education Resources has engaged extensively in educational research, with specific focus on addressing barriers to learning and raising attainment in Numeracy and Mathematics. The Lead Officer also chairs the West Partnership Maths Group, which is a specialist network group within the West Partnership Regional Improvement Collaborative. After analysis of extensive research and through discussion with other National leaders, Maths Recovery Training was identified as the most suitable programme for roll out to support core learning and teaching in Mathematics in South Lanarkshire Council.
- 4.2. The Education Resources Numeracy and Mathematics Strategic Plan has 3 main areas of focus:-
 - to develop a Numeracy strategy to support schools to understand how to develop Numeracy Curriculum to recover from the impact of Covid-19 lockdown.
 - to build a Numeracy CLPL programme to support the recovery strategy
 - to self-evaluate the Numeracy CLPL programme and strategy to ensure it is dynamic and responsive to evolving need.
- 4.3. Given the levels of training required, the strategy details the process to train every Primary Teacher and appropriate Secondary Teachers in the pedagogical approaches of Maths Recovery over the next 5 years, although this will be reviewed through the period of implementation.
- 4.4. 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.

- 4.5. The long-term plan is to have an internal team of accredited Maths Recovery trainers. Currently, the training is dependent on external trainers from the Maths Recovery Council.
- 4.6. The strategy, therefore, combines a programme of roll out of CLPL for classroom teachers in parallel with a programme to upskill a group of identified practitioners to become Maths Recovery trainers.
- 4.7. The first cohort of staff have already begun their training in 'The Learning Framework in Number' course. For the majority of this cohort, the expectation will be that they roll out Maths Recovery within their own classroom. For a selected number, the journey to becoming an accredited trainer of Maths Recovery will be completed by the end of the 2023-24 session.
- 4.8. Currently, the courses are being delivered by Maths Recovery Council trainers but from session 2024/2025, the selected and trained internal staff will deliver training in the following courses:
- The Learning Framework in Number
 - Teaching Number in the Classroom with 4 – 8-year-olds
 - Developing Number Knowledge: Assessment, Teaching and Intervention with 7–11-year-olds.
- 4.9 Evidence shows that schools who have embedded the pedagogy of Maths Recovery across all stages have seen the greatest improvements in attainment.
- 4.10. Education Resources strategy supports the roll out of Maths Recovery to all appropriate staff over the next 5 years, with a view to embedding this approach across all establishments.
- 4.11. There will also be an annual refresh/top up programme to ensure that every appropriate member of staff within South Lanarkshire Education Resources is trained in Maths Recovery.
- 4.12. The training programme will be evaluated at every stage to ensure that it is meeting the needs of our staff. Careful analysis of our data will ensure that we are tracking the progress of our learners and responding to need as necessary.
- 5. Employee Implications**
- 5.1. All appropriate staff within South Lanarkshire will receive training in the pedagogical approaches of Maths Recovery.
- 6. Financial Implications**
- 6.1. Costings are being met through existing resources
- 7. Climate Change, Sustainability and Environmental Implications**
- 7.1. There are no implications for climate change, sustainability or the environment in terms of the information contained within this report.
- 8. Other Implications**
- 8.1. There are no issues in terms of risk associated with this report.

9. Equality Impact Assessment and Consultation Arrangements

- 9.1. Mathematics should be accessible to all of our learners, regardless of ethnic or socio-economic background, gender or any of the other characteristics. Practitioners may display unconscious bias based on these factors. The training we are providing will seek to overcome these issues by providing practitioners with skills and knowledge which will enable them to understand better the underlying barriers learners have. This will give them confidence in teaching mathematical pedagogy, allowing children and young people to explore and discover the creativity within.
- 9.2. Consultation and engagement have taken place with teachers, head teachers, and other staff and feedback during the recovery period from school leaders is being used to plan the next steps in taking forward learning and teaching in numeracy and mathematics.

Tony McDaid

Executive Director (Education Resources Resources)

20 January 2022

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

None

List of Background Papers

- ◆ Scottish Government National Improvement Framework

Contact for Further Information

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Report

13

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Community Learning and Development Strategic 3 Year Plan 2021–2024 (Draft)
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1. Purpose of Report

1.1. The purpose of this report is to:-

- ◆ provide an update of progress made in the review and drafting of the Community Learning and Development (CLD) 3-year plan for 2021–2024 and to seek continued support to achieve the vision of “Improve the quality of life for people in South Lanarkshire by offering vibrant learning and development opportunities that lead to personal development and community empowerment”

2. Recommendation(s)

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

- (1) to support and endorse the overarching ambitions of the CLD 3-year Strategic Plan 2021–2024;
- (2) note the actions and measures set out to secure improvement in the quality of life for the people of South Lanarkshire;
- (3) note the revised governance arrangements for annual planning and reporting; and
- (4) note the continued commitment to communities by South Lanarkshire and its partners through the work of the South Lanarkshire Community Learning and Development Partnership.

3. Background

3.1. All local authorities have a statutory obligation to produce a 3 year CLD plan as set out in The Requirements for Community Learning and Development (Scotland) Regulations 2013: Guidance for Local Authorities hereafter referred to as the ‘CLD Regulations’ (<https://education.gov.scot/Documents/cld-regulations-la-guidance.pdf>)

3.2. This plan must specify the following:-

- ◆ how the education authority will coordinate provision with statutory and other providers
- ◆ what action the education authority will take to provide CLD over the 3 years
- ◆ what action other persons will take to provide CLD over this period
- ◆ any unmet need

3.3. In taking forward the 3-year CLD plan, the CLD Regulations state that the plan must articulate:

- ◆ identified target groups and individuals
- ◆ have regard for their needs
- ◆ identify barriers

- ◆ consultation with people who are representative of the target individuals and groups
- 3.4. Key to the successful implementation of the 3-year CLD plan (2021 – 2024) will be aligning identified need with current good practice and building on areas for improvement through self-evaluation and Her Majesty’s Inspectorate of Education (HMIE) inspection processes.
- 3.5. This plan fully puts in place the CLD Partnership’s commitment to the shared vision to “Improve the quality of life for people in South Lanarkshire by offering vibrant learning and development opportunities that lead to personal development and community empowerment” and to deliver positive outcomes.
- 4. Stakeholder Consultation Findings and Literature Review of South Lanarkshire and other Local Authority Plans**
- 4.1. The CLD Partnership invited stakeholders (staff, partners, volunteers, and learners) to complete a short survey or participate in a focus group to gauge the key functions of CLD in South Lanarkshire as well as the priorities that were of importance to them and to communities. In total, 158 responses from staff, partners, and volunteers and 256 responses from learners were received.
- 4.2. National discussion and debate on the development of the CLD strategic 3-year plan assisted in helping focus on emerging themes experienced across authorities and those specific to South Lanarkshire.

Taking account of this, the themes that were identified for South Lanarkshire through local consultation were:-

- ◆ **Progression** – this has now been listed as a priority in the plan
 - ◆ **Mental Health** – the feedback was not that it was missing in the list of priorities, but that this should be a key priority, particularly in the context of Covid recovery. The plan outlines this, but also recognises that although a great deal of resource is put into health and well-being, there is a gap in terms of access to professional healthcare, and therefore may be an unmet need
 - ◆ **Environmentalism** – Some of the feedback has raised concerns about involving local people, particularly young people, in climate change awareness and action. There is currently ongoing work around the creation of steering groups of young people to support that work, which is led by the Climate Change Committee. The CLD Plan will be adapted to reflect this work
 - ◆ **Access to learning for learners with disabilities** – the list of outcomes was not specific to particular groups, but we have ensured that the plan is clear that inclusion is a key principle that all partners will continue to work towards
- 4.3. A workshop was held with CLD Partnership members to discuss the findings from the survey and focus groups as well as the format, reporting cycle and communication with stakeholders.

From the workshop, the following was agreed:-

- ◆ Needs analysis – the Partnership continues to be data rich (Improve, Youth Survey, data hub, local level consultations, SIMD etc.). To assist practitioners, it was agreed to provide a link within the plan to online information sources on South Lanarkshire such as SIMD data etc. This would ensure that information was always up to date and available when needed

- ◆ The current overarching outcomes (1-6) of the 3-year CLD plan 2018–2021 are still relevant but actions require to be regularly revised at a local level to remain fit for purpose. Partners stressed the importance of linking with emerging priorities and other key overarching ambitions from the South Lanarkshire Partnership
- ◆ Work to improve data gathering and revised governance arrangements was welcomed as a clear route to strengthen coordination between strategic, locality and local planning
- ◆ A single page representation of the plan will be created to assist with promoting the plan and informing learners and communities of the CLD Partnerships commitments to them

5. The Plan – What we are going to do

5.1. The principles that underpin Community Learning and Development practice in South Lanarkshire are:

- ◆ **Self-determination** – the rights of communities and individuals to make their own choices
- ◆ **Empowerment** – recognise and strengthen community voice real, facilitating engagement and change in communities
- ◆ **Inclusion** – all members of the community are equal
- ◆ **Working collaboratively** – effective partnerships at a strategic and local level
- ◆ **Promotion of lifelong learning** – meeting needs of learners

5.2. The table below sets out how collectively as a partnership, the needs of learners in communities will be met through strong and effective CLD practice across South Lanarkshire, and how impact will be measured.

Priorities	What we will do
Priority 1 Access to learning	Through CLD activity learners will be offered opportunities to learn skills that meet their needs across a range of settings. We will work with learners to: Improve their life skills Reduce risk related behaviour Enhance their parenting skills Help them to support their child's learning Improve their literacy skills Improve their numeracy skills Improve their English language skills (ESOL) Achieve a relevant nationally recognised award or qualification Receive an award to recognise achievements Improve their digital skills
Priority 2 Health and well-being	We will continue to deliver health and well-being programmes, ensuring that vulnerable groups and areas of deprivation are prioritised, particularly in the context of recovery. We will work with learners to: Improve their confidence and self-esteem Improve their mental health and well-being Improve their physical health and well-being
Priority 3 Progression	We will continue to support learners to progress to other appropriate learning opportunities, ensuring that we meet ongoing needs. We will work with learners to: Help them re-engage with education / learning

Priorities	What we will do
	Improve their employability skills Help them access volunteering opportunities Help them access any other appropriate learning programmes or opportunities
Priority 4 Employability	We will continue to deliver programmes to enhance the employability skills of learners. We will work with learners to: Improve their employability skills Help them access volunteering opportunities Support positive destinations when they leave school
Priority 5 Community Influence	We will continue to support groups to be more influential in their community and engaged in participation and democratic processes. We will work with learners and groups to: Participate in consultation activity Confidently contribute to local or national decision making Develop skills to identify local needs and priorities Stimulate ideas to improve services through sharing of learning and experiences (co-production)

5.3. A range of outcomes have been agreed by the CLD partnership that helps CLD staff, volunteers and partners know the difference made to learners' lives, families and communities. The 'what we will do' column above lists the Impact Measures that are appropriate for that priority, and this forms the basis of the data collection system. The number of learners achieving these impacts will be collated on a six-monthly basis across the CLD Partnership, as well as age ranges and demographics etc. The first six months will provide baseline data, in the context of recovery, from which projections and measures that are SMART for the following year of the plan can be developed and agreed.

5.4. As well as the CLD Partnership outcomes, the revised HMIE document (4th edition) '[How good is our community learning and development?](#)' will be used as a primary method of self-evaluation to drive improvement across the partnership.

5.5. A copy of the draft South Lanarkshire's Community Learning and Development 3-year Strategic Plan 2021-2024 is attached at Appendix 1.

6. Governance Arrangements.

6.1. Governance arrangements for 2021–2024 have been reviewed and agreed by the South Lanarkshire Community Learning and Development Partnership.

The governance of the CLD Partnership will include:-

- ◆ At least 4 meetings per year of the strategic CLD Partnership
- ◆ Local Action Planning Groups (LAPGs) to continue across East Kilbride, Clydesdale, Hamilton, and Cambuslang / Rutherglen. The membership will include a range of partners from across the CLD sector and local level decision makers, meeting at least 4 times per year
- ◆ At least 2 practitioners' groups per year to enable front line staff to network with partners

- ◆ A local plan that takes account of local needs and priorities, identifies gaps in provision, and is reviewed and reported on regularly, including interim and end of year reporting, within the South Lanarkshire Partnership reporting process, taking account of the outcome of the current structural review being undertaken of Community Planning within South Lanarkshire
- ◆ A consistent method of measuring the difference that CLD activity makes through reporting on the 'Impact Measures' across the partnership at both strategic and local level
- ◆ A publication of annual achievements will be produced to celebrate work across the CLD Partnership

7. Mapping Unmet Need

- 7.1. Despite the scale of CLD activity throughout South Lanarkshire, and the resource invested into it, there are some needs within communities that are challenging to meet. A common thread throughout the plan is addressing mental health and well-being issues within communities, which has certainly been exacerbated by the COVID pandemic, and a great deal of work gets put into this across South Lanarkshire. However, remaining realistic about professional boundaries, there is an acknowledgment that signposting learners to mental health and well-being professionals is an ongoing issue due to the level of demand.

ESOL – we continue to be alert to emerging needs of the refugee and asylum seeking population and work to ensure that these learners can access ESOL programmes and get the support they need to adapt to life in Scotland.

Digital access – being connected has been a challenge for some time and only made more challenging recently during the Covid pandemic which added a new dimension to the delivery model of Community Learning and Development in South Lanarkshire. The Connecting Scotland programme sought to address this by providing devices and data to identified households across Scotland, however, there continues to be an unmet need in tackling this digital exclusion and equitable access. The CLD Partnership will continue to explore all ways to reduce the impact and sustain connectivity between communities and learners and explore the development of online shared platforms to ensure access to resources for remote and blended learning, taking account of good practice from across Scotland.

- 7.2. As part of the CLD planning process in South Lanarkshire, CLD partners will regularly monitor and review progress towards meeting unmet CLD need.

8. Workforce Development

- 8.1. The CLD Partnership is committed to promoting a learning culture for CLD staff and volunteers in accordance with the CLD Standards Council's Professional Learning Strategy - '[Growing the Learning Culture](#)'.

The Partnership will:-

- ◆ Maintain high quality, relevant access to professional learning and development in response to staff and volunteer needs through membership on CLD West Alliance, West partnership and CLD Standards Council
- ◆ Promote the sharing of skills and practice through membership of regional and national networks and locality networking groups (LAPG), practitioner events, collaborative training
- ◆ Address identified CLD priority workforce development need in areas including:
 - ◆ UN Convention on the Rights of the Child (UNCRC)
 - ◆ Digital skills to enable delivery of learning to communities
 - ◆ Mental health and well-being

- ◆ Attachment Theory
- ◆ Upskill CLD staff and volunteers and provide career pathways through delivery of SVQ and Modern Apprenticeship qualifications, supporting further study and maintaining quality control through the CLD Standards Council standards mark.
- ◆ Commit to offering practice placements to CLD university students
- ◆ Promote and encourage Standards Council membership to all CLD workforce and volunteers within South Lanarkshire

9. Employee Implications

9.1 There are no employee implications associated with this report.

10 Financial Implications

10.1. There are no financial implications associated with this report.

11. Climate Change, Sustainability and Environmental Implications

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

12. Other Implications

12.1. There are no issues in terms of risk associated with this report.

13. Equality Impact Assessment and Consultation Arrangements

13.1. This report recommends a change to an existing strategy and, therefore, an impact assessment has been carried out with no negative impacts recorded.

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

Tony McDaid

Executive Director (Education Resources)

12 January 2022

Link(s) to Council Values/Objectives/Ambitions

- ◆ Protect vulnerable children, young people and adults
- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

- ◆ None

List of Background Papers

- ◆ None

Contact for Further Information

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

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

South Lanarkshire's Community Learning and Development 3-Year Strategic Plan 2021-2024 (Draft)



Section 1. Foreword

As Chair of the Community Learning and Development Partnership, it gives me great pleasure to introduce this third action plan for South Lanarkshire.

Drawing on the recognised good practice in South Lanarkshire, this 3-year plan seeks to work in partnership to deliver on shared priorities and to improve and develop local opportunities that meet the needs of your communities.

We saw, over the life of the last action plan, the impact Community Learning and Development has had in South Lanarkshire. This was acutely evident during the COVID-19 pandemic and the actions practitioners and partners took to keep communities connected, engaged in learning, and in reducing isolation. From the move to online sessions providing ongoing support and learning to the delivery of activity bags to help families support each other in the home, to the partnership delivery of summer activities, the strength of the South Lanarkshire CLD Partnership has shown resilience to rise to meet the most challenging of circumstances that faced South Lanarkshire.

To ensure that the CLD workforce is equipped to impact across the range of priorities, the plan also commits the Partnership to maintaining access to high quality, relevant professional learning and development for volunteers and staff.

This plan fully puts in place the Partnership's commitment to the shared vision to "Improve the quality of life for people in South Lanarkshire by offering vibrant learning and development opportunities that lead to personal development and community empowerment" and to meet the challenges ahead.

We look forward to reporting our progress and sharing the successes as we work together for South Lanarkshire's communities.



Councillor Katy Loudon
Chair of Community Learning and Development Partnership
Chair of Education Committee

Section 2. CLD in South Lanarkshire

South Lanarkshire is home to more than 316,000 people and is one of the largest and most diverse areas in Scotland. The area has a mix of urban, rural, and former mining villages and covers land from close to the centre of Glasgow to near the Scottish Borders. Almost 80% is classified as agricultural but 70% of the population live in major settlements in the northern part of the authority. SIMD statistics in South Lanarkshire (SL) highlight persistent inequalities within a number of communities and tackling disadvantage is an overarching theme throughout our CLD Plan.

Community Learning and Development (CLD) is an educational practice that supports individuals and groups to improve their skills and reach their full potential. CLD in South Lanarkshire is rooted in a commitment to the principles of social justice, empowerment, inclusion, and access to services and opportunities irrespective of life circumstances.

In South Lanarkshire it is delivered by a range of organisations who work together with communities to deliver positive outcomes including statutory, third sector organisations, and further and higher education organisations. Collectively we offer a variety of learning opportunities across a range of settings and focus our work on areas of disadvantage and need. Underpinning this work is a spirit of collective action, partnership, and collaborative practice.

The vision for CLD in South Lanarkshire is to:

‘Improve the quality of life for people in South Lanarkshire by offering vibrant learning and development opportunities that lead to personal development and community empowerment’

CLD in South Lanarkshire is overseen by the strategic CLD Partnership Group that directly links into the Local Action Planning Groups at a local level. Collectively we deliver outcomes through:

- Community development
- Youth work, family learning and other early intervention work with children, young people and families
- Community-based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- Volunteer development
- Learning for vulnerable and disadvantaged groups in the community
- Learning support and guidance in the community

In July 2018, HMIE Inspectors published a report of CLD in South Lanarkshire, which included a strategic and place-based inspection based around the Rutherglen, Springhall, and Whitlawburn areas. Across the four Quality Indicators evaluated (Improvement in performance, Impact on local community, Delivering the learning offer with learners, and Leadership and direction) the partnership achieved ‘Very Goods’ across the board. Key strengths were:

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

Areas of improvement identified by HMIE were:

- Strengthen the coordination between strategic, locality and local planning
- Improved use of target setting and shared evaluation to capture wider impacts

Since 2018 we have worked to build on these strengths and address the areas of improvement. Specifically, work has been done around data gathering, and the governance arrangements at both local and strategic level and this plan will bring clarity to these arrangements.

This plan will set out our CLD priorities for the next three years, and how we will analyse our impact. Given the above, the thread underpinning all our priorities is tackling disadvantage and deprivation, particularly given the additional stresses communities have been under in the context of the Covid pandemic. It will be regarded as a 'live' document and will be adapted as emerging needs arise.

Read the full details of the [Inspection of Community Learning and Development in South Lanarkshire Council 2018](#)

Facts and figures

Robust and current data is consistently used at an authority and locality level. This provides a comprehensive overview of the specific needs and challenges faced by individuals and communities.

This intelligence drives decision making in relation to priorities for action, supports engagement with local **communities**, and informs service planning and partnership agreements.



Population income deprived

South Lanarkshire 13.1% Scotland 12.57%

Alcohol related hospital admissions per 100,000

South Lanarkshire 747.15 Scotland 673.27

Working age adults with low or no educational qualifications

South Lanarkshire 13.1% Scotland 12.57%

Despite improvement in positive school leaver destination, the employment rate in the 16-24 age bracket is approximately 30% less when compared to older ranges (for example, in the 35-49 bracket, the employment rate is approximately 85%, ages 16-24 is approximately 55%)

Explore [South Lanarkshire's data and statistics about population, health, crime and the labour market as a whole or for your local area](#)

Section 3. How we consulted on the plan and what it told us

A consultation document was developed through the CLD partnership to get the views of staff, volunteers, and learners engaged in CLD activity. This was primarily done through google forms, but word documents were also produced and 'focus group' templates to enable staff to get the views of a range of groups in learners.

12 priority outcomes agreed by the CLD Partnership were listed on this document and participants were invited to agree / disagree, give comments, and identify if they thought any were missing. In total we had 158 returns from staff and 256 from learners. The results were the following:

Priority outcome	% of staff and volunteers who agree	% of learners who agree
People feel better about themselves and have improved confidence	100%	98.2%
People take less risks and make better choices	92.9%	96.5%
People get involved in physical activity and improve their health and well-being	99.4%	100%
Parents / guardians are involved in programmes to help them support their children	98.7%	98.2%
People get better at reading, writing, and numbers	98.1%	96.7%
People get nationally recognised awards or qualifications for learning they have undertaken	94.2%	98.2%
People who don't speak English as a first language are supported to improve their language skills	98%	92.9%
People improve their employability skills	98.1%	100%
People develop skills to become volunteers in their community	95.5%	96.5%
People improve their digital skills	98.1%	98.2%
Individuals and groups have influence over decision making	98.7%	94.6%
Community groups get effective support to help them flourish	97.4%	96.4%

As the table shows, there was overwhelming agreement with the 12 priority outcomes. There was slight disparity on a couple of the outcomes from staff and volunteer feedback to learner feedback. In the second outcome in relation to 'better choices' some staff were concerned that risk aversion was not always a positive, and calculated risk was a good thing. Interestingly, learners did not share these concerns.

In terms of awards the feedback from staff and volunteers indicates that there is some concern that awards would be a sole focus rather than an outcome relevant to the need of participants. Again, learners did not share those concerns.

In terms of ESOL, the percentage of ESOL learners completing the learner survey was proportionally small, so the fact that 92.9% of learners agree with this outcome shows an understanding of community needs between groups of learners and that is a real positive.

The following themes emerged through the consultation and focus group discussions for our consideration:

Progression – this has now been listed as a priority in the plan.

Mental Health – the feedback was not that it was missing in the list of priorities, but that this should be a key priority, particularly in the context of covid recovery. The plan outlines this, but also recognises that

although a great deal of resource is put into health and well-being there is a gap in terms of access to professional healthcare, and therefore may be an unmet need.

Environmentalism – Some of the feedback has raised concerns about involving local people, particularly young people, in climate change awareness and action. There is currently ongoing work around the creation of steering groups of young people to support that work, which is led by the Climate Change Committee. The CLD Plan will be adapted to reflect this work.

Access to learning for learners with disabilities – the list of outcomes was not specific to particular groups, but we have ensured that the plan is clear that inclusion is a key principle that all partners will continue to work towards.

As well as the consultation specific the CLD Plan, there is also currently an ongoing consultation in relation to the new Community Plan for 2022 that has been led by the Community Planning Partnership which includes members of the CLD Partnership. This process asked open ended questions and was done through paper method, online, focus groups, and ‘community conversations. Feedback was received from over 3000 residents, and agreement was made to share anything gathered through the CLD Partnership to help inform the plan. The resident feedback has been themed and the following priorities identified:

- Education and learning
- Communities and environment
- Health inequalities
- Housing and land
- Children and young people

Section 4. The plan – what we are going to do

The principles that underpin Community Learning and Development practice in South Lanarkshire are:

- **Self-determination** – the rights of communities and individuals to make their own choices
- **Empowerment** – recognise and strengthen community voice real, facilitating engagement and change in communities
- **Inclusion** – all members of the community are equal
- **Working collaboratively** – effective partnerships at a strategic and local level
- **Promotion of lifelong learning** – meeting needs of learners

The table below sets out how we collectively as a partnership will meet the needs of learners in communities through strong and effective CLD practice across South Lanarkshire, and how we will measure impact.

We will count the total:

- Number of children and young people engaged in CLD activity
- Number of adults engaged in CLD activity
- Number of children and adults involved in family learning activity

Priorities	What we will do
Priority 1 Access to learning	Through CLD activity learners will be offered opportunities to learn skills that meet their needs across a range of settings. We will work with learners to: Improve their life skills Reduce risk related behaviour Enhance their parenting skills Help them to support their child’s learning Improve their literacy skills Improve their numeracy skills

Priorities	What we will do
	Improve their English language skills (ESOL) Achieve a relevant nationally recognised award or qualification Receive an award to recognise achievements Improve their digital skills
Priority 2 Health and well-being	We will continue to deliver health and well-being programmes, ensuring that vulnerable groups and areas of deprivation are prioritised, particularly in the context of recovery. We will work with learners to: Improve their confidence and self-esteem Improve their mental health and well-being Improve their physical health and well-being
Priority 3 Progression	We will continue to support learners to progress to other appropriate learning opportunities, ensuring that we meet ongoing needs. We will work with learners to: Help them re-engage with education / learning Improve their employability skills Help them access volunteering opportunities Help them access any other appropriate learning programmes or opportunities
Priority 4 Employability	We will continue to deliver programmes to enhance the employability skills of learners. We will work with learners to: Improve their employability skills Help them access volunteering opportunities Support positive destinations when they leave school
Priority 5 Community Influence	We will continue to support groups to be more influential in their community and engaged in participation and democratic processes. We will work with learners and groups to: Participate in consultation activity Confidently contribute to local or national decision making Develop skills to identify local needs and priorities Stimulate ideas to improve services through sharing of learning and experiences (co-production)

How we will measure success

A range of outcomes have been agreed by the CLD partnership that helps CLD staff, volunteers and partners know the difference made to learners' lives, families and communities. The 'what we will do' column above lists our Impact Measure's (below) that are appropriate for that priority, and this forms the basis of our data collection system. The number of learners achieving these impacts will be collated on a six-monthly basis across the CLD Partnership, as well as age ranges and demographics etc. The first six months will provide baseline data, in the context of recovery, from which we can make projections and measures that are SMART for the following year of the plan.

As well as the outcomes below, the revised HMIE document ‘How good is the learning and development in our community?’ will be used as a primary method of self-evaluation to drive improvement across the partnership.

CLD Impact Measures

Outcome	Improved life chances for people of all ages through learning, personal development and active citizenship
A. Learning	
1	Learners have improved confidence and self-esteem
2	Learners have improved their social skills
3	Learners have reduced risk related behaviour
4	Learners have improved their mental health and wellbeing
5	Learners have improved their physical health and wellbeing
6	Learners have improved/enhanced their parenting skills
7	Learners have gained a positive experience through regular attendance
8	Learners with ASN have engaged positively in a learning programme
9	Learners have developed Social Enterprise skills
B. Literacy	
1	Learners have improved their literacy skills
2	Learners have improved their numeracy skills
3	Learners have improved their IT skills
4	Learners have improved their budgeting skills
C. ESOL	
1	Learners have improved their English Language Skills
2	Learners are more able to support their child’s learning
3	Learners are participating in other learning and/or community activity
D. Family learning	
1	Learners are better able to support their child’s / family member’s learning in literacy and numeracy
2	Learners are better able to support their child’s / family member’s health and wellbeing
3	Learners are better able to support their child’s curricular learning
4	Learners are better able to support their child at key transitions
E. Awards/Qualifications	
1	Learners have achieved a nationally recognised award or qualification
F. Progression	
1	Learners have improved their aspirations and ambitions
2	Learners have re-engaged with education / lifelong learning
3	Learners have improved their employability skills
4	Learners have started to do voluntary work regularly within service
5	Learners have started to do voluntary work regularly outwith service
6	Learners have progressed to other appropriate learning programmes or opportunities
7	Learners understand their own progress and development

Outcome	Stronger, more resilient, supportive, influential and inclusive communities
G. Capacity building	
1	Learners have improved their understanding of community and world issues
2	Learners have been involved in consultation activity
3	Learners contribute effectively to local or national decision making
4	Learner’s support and influence their own community, including participating in formal decision making
5	Learners continue to do voluntary work regularly within service
6	Learners continue to do voluntary work regularly outwith service
7	Groups receive effective support to enable them to build community capacity

In relation to this, South Lanarkshire recently provided local authority data to the national Community Learning and Development Managers group, in response to a set of national Key Performance Indicators agreed across the sector. This was the first phase of a process that will capture the impact of Community Learning and Development work with learners and communities across Scotland, and longer term, will include partnership data. The work that the Community Learning and Development Partnership has around the Impact Measures will make reporting into this process much easier.

Section 5. Governance

The governance of the CLD Partnership will include:

- At least 4 meetings per year of the strategic CLD Partnership
- Local Action Planning Groups (LAPGs) to continue across East Kilbride, Clydesdale, Hamilton, and Cambuslang / Rutherglen. The membership will include a range of partners from across the CLD sector and local level decision makers, meeting at least 4 times year
- At least 2 practitioner's groups per year to enable front line staff to network with partners
- A local plan that takes account of local needs and priorities, identifies gaps in provision, and is reviewed and reported on regularly, including interim and end of year reporting,
- A consistent method of measuring the difference that CLD activity makes through reporting on the 'Impact Measures' across the partnership at both strategic and local level
- A publication of annual achievements will be produced to celebrate work across the CLD Partnership

Section 6. Workforce Development

We are committed to promoting a learning culture for CLD staff and volunteers in accordance with the CLD Standards Council's Professional Learning Strategy - 'Growing the Learning Culture'.

We will:

- Maintain high quality, relevant access to professional learning and development in response to staff and volunteer needs through membership on CLD West Alliance, West partnership and CLD Standards Council.
- Promote the sharing of skills and practice through membership of regional and national networks and locality networking groups (LAPG), practitioner events, collaborative training.
- Address identified CLD priority workforce development need in areas including:
 - UN Convention on the Rights of the Child (UNCRC)
 - Digital skills to enable delivery of learning to communities
 - Mental health and well being
 - Attachment Theory
- Upskill CLD staff and volunteers and provide career pathways through delivery of SVQ and Modern Apprenticeship qualifications, supporting further study and maintaining quality control through the CLD Standards Council standards mark.
- Commit to offering practice placements to CLD university students
- Promote and encourage Standards Council membership to all CLD workforce and volunteers within South Lanarkshire.

Section 7. Mapping unmet need

Despite the scale of CLD activity throughout South Lanarkshire, and the resource invested into it, there are some needs within communities that are challenging to meet. A common thread throughout this plan is addressing mental health and well-being issues within communities, which has certainly been exacerbated by the Covid pandemic, and a great deal of work gets put into this across South Lanarkshire. However, we must be realistic about our professional boundaries and acknowledge that signposting learners to mental health and well-being professionals is an ongoing issue due to the level of demand.

ESOL – we continue to be alert to emerging needs of the refugee and asylum seeking population and work to ensure that these learners can access ESOL programmes and get the support they need to adapt to life in Scotland.

Digital access – being connected has been a challenge for some time and only made more challenging recently during the COVID pandemic which added a new dimension to the delivery model of Community Learning and Development in South Lanarkshire. The Connecting Scotland programme sought to address this by providing devices and data to identified households across Scotland, however, there continues to be an unmet need in tackling this digital exclusion and equitable access. We will continue to explore all ways to reduce the impact and sustain connectivity between communities and learners and explore the development of online shared platforms to ensure access to resources for remote and blended learning, taking account of good practice from across Scotland.

As part of the CLD planning process in South Lanarkshire, CLD partners will regularly monitor and review progress towards meeting unmet CLD need.

Section 8. Strategic Connections

South Lanarkshire's CLD Partnership has a key role in helping the Community Planning Partnership to achieve its priorities.

The agreed vision for Community Planning in South Lanarkshire is:

"To improve the quality of life for all in South Lanarkshire by ensuring equal access to opportunities and to services that meet people's needs".

Key areas of focus include:

- Improving health and tackling inequalities
- Reducing crime and improving community safety
- Promoting sustainable and inclusive communities and opportunities for all through life
- Ensuring sustainable economic recovery and development
- Tackling poverty

The South Lanarkshire CPP has developed its [Community Plan 2017-2027](#) to create a shared vision to come together and deliver improved opportunities for everyone in our communities. As outlined in section 3 the Community Plan, including its reporting structures, is currently being reviewed and extensive ongoing consultation has identified the following themes:

- Education and learning
- Communities and environment
- Health inequalities
- Housing and land
- Children and young people

The Community Plan will inform Neighbourhood Plans (LOIPS) which will tackle inequalities where they exist the most and the development of the Community Learning and Development 3 Year Plan 2021-24 has been informed by the Community Planning Partnership and neighbourhood plans. The CLD 3 Year Plan 2021-24 will contribute to the achievement of all priorities within South Lanarkshire's Community Plan, with a specific focus on the delivery of actions and initiatives to tackle disadvantage and inequality.

Work also continues with the West Partnership CLD Leads Specialist Network to secure continuous improvement across the region in CLD Planning. This will include:

- further development of closer collaborative partnerships between CLD partners and Schools
- undertake collaborative enquiry with YouthLink Scotland to further strengthen CLD and Schools collaboration
- support young people's participation in the West Partnership planning and evaluation

National stakeholders are working with The Scottish Government and Education Scotland to draft the following:

- Youth Work Strategy 2021 – 2026
- Adult Learning Strategy 2021 – 2026
- Lifelong Learning Framework 2022 - 2027

South Lanarkshire's Community Learning and Development partners will take account of these and review how they will impact on the priorities outlined in South Lanarkshire's CLD Plan 2021 – 2024.

National Plans and Strategies

[The Adult Learning Strategy which aims to create the conditions to empower adult learning and improve life chances for adult learners across Scotland \(currently in draft form and being consulted on](#)

[The CLD Plans Guidance Note \(2021-2024\) to support local authorities create their plans.](#)
[The Community Empowerment Act \(2015\) which sets out the requirements placed on local authorities to engage with communities](#)

[Scotland's Curriculum for Excellence which sets out the fundamental capacities to support learners achieve](#)

[The Family Learning Framework which provides advice for practitioners planning and evaluating family learning](#)

[The Getting it Right for Every Child Wellbeing Indicators supporting children and young people to grow](#)

[The National Improvement Framework that sets out the vision and priorities for Scottish Education](#)

[The National Performance Framework which sets out measures to help identify progress against the Scottish Government's National Outcomes](#)

[The National Standards for Engagement which present good-practice principles designed to improve and guide the process of community engagement](#)

[The New Scots Integration Strategy which sets out an approach to support the vision of a welcoming Scotland](#)

[The No One Left Behind delivery plan which outlines the collective approach to delivering an employability system which is flexible, joined up and responsive](#)

[The Scottish Government Mental Health Strategy \(2017-2027\) which sets out a strategy to create a Scotland where people can get the right help at the right time, expect recovery, and fully enjoy their rights, free from discrimination and stigma](#)

[The United Nations Conventions of the Rights of the Child which sets out 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to](#)

[National Youth Work Strategy \(2021 - 2026\) which seeks to improve the life chances of young people in Scotland. \(This is currently being reviewed and re-written\). This link is to the previous strategy \(2014 - 2019\)](#)

[The Community Learning and Development Standards Council Scotland's Professional Development Strategy providing a focus for supporting practitioners, their employers, learning providers and national partners to work together to promote a 'learning culture'](#)

[The Scottish Government's Digital Policy which seeks to enable a shared vision of a modern, digital and collaborative government, around people](#)

['Forward' Scotland's Public Library Strategy 2021 - 2025 which seeks to progress the development and growth of libraries in Scotland](#)

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 Email: equalities@southlanarkshire.gov.uk

Report

14

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Equity – School Update
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the developments in supporting schools to close the poverty-related attainment gap
- ◆ provide an update on the upcoming changes to Scottish Attainment Challenge funding

2. Recommendation(s)

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

- (1) that the progress made with the Education Resources Equity Strategy and in supporting schools to close the poverty-related attainment gap, be noted; and
- (2) that the revised policy for allocating Scottish Attainment Challenge (SAC) funding from April 2022 be noted.

3. Background

3.1. It is an established fact that poverty has an impact on school attainment. The most recent figure (2020) indicates that 'just under 13,000 children in South Lanarkshire (23.1%) live in relative poverty once housing costs have been taken into account'. Campaign to End Child Poverty/ End Child Poverty Coalition (ECPC)

3.2. In Scotland, the relative poverty **of an area** is measured using the Scottish Index of Multiple Deprivation (SIMD). SIMD is a relative measure of deprivation across 6,976 small areas (called data zones). SIMD looks at the extent to which an area is deprived across seven domains: income, employment, education, health, access to services, crime and housing. SIMD is generally measured on a 1-10 scale, with the most deprived data zones in Scotland being allocated SIMD Decile 1 rating and the least deprived areas in Scotland being allocated and SIMD decile 10 rating.

3.3. Free School Meals (FSM) is commonly used as an additional measure to understand individual circumstances of families.

From 1 August 2021, children are eligible for free meals in school if families get:-

- ◆ Universal Credit (where monthly earned income is not more than £625)
- ◆ Income Support
- ◆ income-based Job Seeker's Allowance
- ◆ income-based Employment and Support Allowance

- ◆ support under Part VI of the Immigration and Asylum Act 1999

Children are also entitled to free school lunches if families get:-

- ◆ Child Tax Credit, but not Working Tax Credit, and income is less than £16,105
- ◆ both Child Tax Credit and Working Tax Credit and have an income of up to £7,500

3.4. The individual circumstances of families may be complex and not always covered by the measures above, for example, the impact of Covid which has led to some families' temporary loss of income.

3.5. In South Lanarkshire Council Schools

- ◆ 21% of learners live in SIMD1 or SIMD 2 areas.
- ◆ 20.6% are FSM Entitled (based on P4-7 pupils only)

3.6. 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.

4. Scottish Attainment Challenge

4.1. The Scottish Attainment Challenge is an umbrella term used to describe the full allocation of monies provided to schools to help tackle the poverty related attainment gap. There are two strands to the Scottish Attainment Challenge, one being the Schools' Programme (SAC) and the other being Pupil Equity Funding (PEF).

4.2. The Scottish Government started Pupil Equity Funding for all schools in 2017; providing additional funding directly to schools based on the number of pupils entitled to free school meals. For 2021-2022, South Lanarkshire Council schools have been allocated £10.4M in PEF money. This is allocated to 146 out of 148 SLC schools based on Scottish Government criteria and includes a 15% Pupil Premium uplift for this year only, to support recovery post Covid.

4.3. Schools have direct control over their PEF monies and how this is spent. Schools take into account their individual circumstances and context and consult with stakeholders and partners to ensure the monies are spent to secure maximum impact for the children and families in most need. All schools with Pupil Equity Funding submit two Profiles of Spend; one outlines how they intend to spend their allocation and the other outlines how they actually spent their allocation at year-end. Schools also report in more detail how they utilise their PEF via their School Improvement Plan. A mid-year update on progress and impact is given in November/December and a final impact report is outlined in schools' Standards and Quality Reports. These are scrutinised to ensure the money is being spent appropriately and is having sufficient impact for pupils affected by poverty.

4.4. 20 South Lanarkshire Schools are currently supported by funding from the SAC Programme. These schools are situated within some of the most deprived areas of the Council. Up until this point, schools have bid directly to the Scottish Government for a share of SAC Programme funding. In session 2021/22, a total of £1.8M was allocated to these 20 schools. There is a strict and rigorous process to bid for and to report on the use of SAC funding. This is currently led by the Scottish Government.

- 4.5. In the last year the Scottish Government has undertaken a national review of the Scottish Attainment Challenge and, on 23 November, announced a refresh of the Scottish Attainment Challenge funding.
- 4.6. The SAC Schools' Programme, in its current form, will cease from April 2022. This represents a change of national policy and was agreed by COSLA in November 2021. A new funding model will be in place from April 2022. Funding from the SAC Schools' Programme, along with funding from Challenge Authorities, will now be more evenly distributed across all local authorities in Scotland. South Lanarkshire Council will receive £1.47M central funding for session 2022/23. This will increase year on year until 2025/26 where the amount of funding will be £2.47M.
- 4.7. It is recognised that this new funding model and national policy will result in our existing 20 SAC schools losing this direct source of funding. These schools will continue to be supported through the new central allocation until June 2022, in order that exit plans can be prepared and implemented.
- 4.8. In terms of this new funding, model work has already begun to consult with stakeholders and plan ahead to how the central funding might be best used. It is likely that the first year will be a year of transition as we balance supporting our current SAC schools with planning some new approaches and interventions. This plan will be ready for April 2022 and will be shared in greater detail at a future Committee meeting.
- 4.9. All schools within South Lanarkshire Council will continue to receive direct funding through the allocation of PEF monies. These new allocations will be made available to schools in February 2022.

5. Participatory Budgeting

- 5.1. Participatory Budgeting (PB) is a way for stakeholders to have a direct say in how monies are spent. The Scottish Government and COSLA made a commitment that at least 1% of local government budgets in Scotland will be subject to participatory budgeting by the end of 2021. Each school was asked to commit a minimum of 5% of their PEF allocation to PB. During school session 2020/21, Head Teachers were briefed on the PB process and taken through training, which outlined expectations and timescales, signposted resources and outlined the support that will be given to support them with this activity. Head Teachers identified a staff member to lead/facilitate this activity in their school during session 2021/2022.
- 5.2. Schools undertook a rigorous consultation process with stakeholders led by a Participatory Budgeting Stakeholder Group in each school. Schools then engaged stakeholders in the voting process. A sample PB process for Lanark Grammar School is attached in Appendix 1.
- 5.3. Schools are now progressing with their spend, to ensure the minimum 5% is spent in full by the end of March 2022 in line with PEF guidelines. The Equity Team supports schools to navigate any challenges they face to ensure a full spend before the end of the financial year. Total PB spend amounts to £606,285. A PB update is reported at Area Committee meetings each quarter.

6. Closing the Poverty Related Attainment Gap

- 6.1. Teacher Professional Judgement based on Curriculum for Excellence levels, is gathered nationally each year for P1, P4, P7 and S3 in literacy and numeracy. For the last two academic years (2019/2020 and 2020/2021), this data has not been gathered for S3 due to the impacts of the Covid-19 pandemic. It was not collected in 2019/2020

for P1, P4 and P7 for the same reasons, but was gathered last year in 2020/2021 for these year groups.

- 6.2. There is no definitive way to measure the poverty-related attainment gap. However, for the purpose of tracking and monitoring across schools and the authority, it was decided, after consultation with Head Teachers, that the progress of the group of learners who reside within SIMD 1 and 2 plus any other learners registered for free school meals, will be measured against those learners residing in deciles 3 to 10 who are not eligible for free school meals. For monitoring purposes, teacher judgement levels of children's progress in P1, P4, P7 and S3 in literacy and numeracy are used as benchmarks.
- 6.3. Appendix 2 shows the progress SLC has made with closing the poverty-related attainment gap for literacy and numeracy using the measure outlined in section 6.2. Data shows that the gap in Literacy has closed significantly, however, the gap in numeracy has widened slightly after progress being made in previous years. Plans are in place to further support numeracy across our schools and is the subject of a separate Committee Report.
- 6.4. Appendix 3 shows the combined data across P1/4/7 for South Lanarkshire Council for session 2020/21, adapted from the Local Government Benchmarking Framework. This data can also be accessed on the Public Tableau Dashboard.
[School Information Dashboard - Primary | Tableau Public](#)
- 6.5. Numeracy in South Lanarkshire Council during the period 2020/2021, based on Curriculum for Excellence levels for P1/4/7 demonstrates that the aggregated attainment gap between the most and least deprived learners in Numeracy is currently 15.37% points. This is 1.44% points better than the National average and is the 8th best out of 32 Local Authorities in Scotland.
- 6.6. Literacy in South Lanarkshire Council during the period 2020/2021, based on Curriculum for Excellence levels for P1/4/7, demonstrates that the aggregated attainment gap between the most and least deprived learners in Literacy is currently 19.40% points. This is 1.26% points better than the National average and is the 8th best out of 32 Local Authorities in Scotland.
- 7. Cost of the School Day**
- 7.1. The concept of Cost of the School Day (CoSD) comes directly from the Tackling Child Poverty Delivery Plan, Every Child Every Chance. This plan aims to deliver the targets set out in the Child Poverty (Scotland) Act 2017.
- 7.2. Cost of the School Day remains a key focus for the Equity Team with the aspiration that the CoSD is reduced in all schools across South Lanarkshire Council and all schools are poverty aware, with a CoSD Policy in place.
- 7.3. Cost of the School Day Training for class teachers, equity leads, and school leaders was delivered to both primary and secondary colleagues in November 2021. Evaluations have been very positive. Highly effective practice from two schools; St John Ogilvie High School and Netherburn Primary School were featured in the new national Child Poverty Action Group (Scotland) Toolkit. These two schools will feature in the Cost of the School Day Good Practice CLPL session which will be delivered in February 2022. Education Resources' Equity Toolkit which will be developed in 2022 will include a dedicated Cost of the School Day section for schools.

7.4. As part of their focus on equity in education, the Scottish Government committed to “take steps to remove charges for core curriculum activities”. South Lanarkshire has received a total of £385,000 for the 2021-2022 academic year in order to support schools to achieve this. This means that all schools were given money to ensure that no child should be charged for any aspect of the core curriculum.

8. Additional Support for Schools

8.1. In Education Resources and council wide, it is our aim to support children and families to mitigate against poverty with a reach beyond schools' attainment. Staff in Education Resources have worked with others in the council, and partner agencies to help deliver supports which help families in poverty in the widest sense.

8.2. Challenge Poverty Week 4th – 8th October 2021

8.2.1 SLC took part in Poverty Alliance's Challenge Poverty Week. Schools were encouraged to take part in the week by sharing lessons, materials and ideas through the equity communication channels. Support available across the authority, such as Money Matters and the Community Wellbeing Outreach pilot was also promoted. Schools reported the materials and signposting were useful with many utilising and signposting them in their schools throughout the week.

8.3 Scottish Book Trust – Books for Christmas

8.3.1 The Equity Team worked in partnership with the Scottish Book Trust, who donated 2964 books to be distributed to children and young people across SLC affected by poverty. 2964 children and young people from 51 different establishments across SLC were gifted a book to take home before for Christmas. As a result of the success of the initiative, the Scottish Book Trust have gifted SLC additional books, which will be delivered and distributed to children and young people across SLC in January 2022.

8.4 SLC Winter Clothing and Sportswear Campaign 2021

8.4.1 With help from local supermarkets throughout South Lanarkshire, over 1100 coats/jackets and sportswear items were collected and redistributed to children and young people who needed them across SLC.

8.4.2 Education Resources were allocated £50,000 of Scottish Government funding in December 2021 to assist families with the purchase of winter clothing. The monies were distributed across all schools, based on free-school meal entitlement. Schools report this was very well received by families

8.5. Community Wellbeing Pilot

8.5.1 Education Resources are working in partnership with the Community Wellbeing Team to pilot an outreach model, which specifically supports families to access benefits and money advice, drawing on support from specialist services such as the Money Matters Advice Service and Benefits and Revenues Service where required.

8.5.2 Promotional material – a short animation, poster and flyer were developed to promote the new service and the video can be accessed via the following link: <https://www.youtube.com/watch?v=WQinxeharQI> Referral forms have been developed to allow customers to request support from the Wellbeing Team.

8.5.3 A phased approach has been taken to the introduction of the new service. All schools have been briefed and have communicated the service via their individual school communication channels. Appendix 4 outlines the impact of the pilot, as of 15 December 2021.

8.5.4 In person school support will be piloted at Calderside Academy from January 2022, where a member of the Community Wellbeing Team will base themselves in the school and work with staff to support families.

9. Next Steps

9.1. Schools will continue to be supported in tackling the closing of the poverty related attainment gap through training, direct support and work with the central team. The existing 20 SAC schools will be supported as we make the transition from one funding model to another.

9.2. SAC schools will be offered the opportunity to 'have their say' on the impact of their existing plans and how this expertise and knowledge can be best used within their own establishment and across the authority.

9.3. A Steering Group will be established to support planning and communication of the new strategy and central plans. The group will include members of both SAC and non-SAC establishments as well as key central staff.

9.4. A plan for the new SAC funding model will be written in consultation with stakeholders and in accordance with Scottish Government guidelines, once published.

10. Employee Implications

10.1. None.

11. Financial Implications

11.1. All Pupil Equity funding will be allocated directly to schools. Funding allocations will continue to be monitored through the Equity Governance structure already established. This ensures appropriate spend and accountability within Scottish Government timescales.

12. Climate Change, Sustainability and Environmental Implications

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

13. Other Implications

13.1 There are no direct risks associated with this report which is provided for information only.

14. Equality Impact Assessment and Consultation Arrangements

14.1 There is no requirement to carry out an Equality Impact Assessment or to consult on the contents of this report.

14.2. Consultation will take place with our Head Teachers and our Professional Associations.

Tony McDaid

Executive Director (Education Resources)

13 January 2022

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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Participatory Budgeting in Clydesdale



LANARK GRAMMAR SCHOOL

An overview of the Participatory Budgeting process in our school

Water Fountains and Reusable Bottles

Rationale

When talking to our pupils about the cost of the school day, access to free drinking water came up early on. Pupils felt that if you didn't have a water bottle, you would have to buy water from the canteen for 70p. Over the week this would build up. Those who bring a bottle from home are also only able to fill up their bottle in the street area.

Outcomes

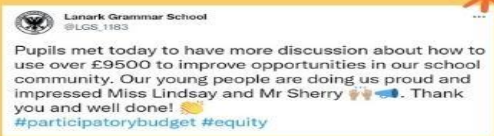
All pupils will have access to top up drinking water bottles throughout the school day, removing the need to purchase bottled water. Pupils who need a reusable water bottle can also collect one, removing this cost and supporting our school's sustainability agenda. As any pupil can use the school reusable water bottles, there will be no stigma or identification of the PEF pupils for whom this will have the biggest impact.

Measures

Reduced spend on bottled water.
Increased observation of pupils using reusable water bottles throughout the school day.
Positive feedback from pupils and parents on the removal of the financial cost of buying water throughout the school day.

Description of the process

- Step 1** – Collected ideas from pupil focus groups
- Step 2** – Gathered suggestions from parents via email
- Step 3** – Phone conversations with parents to develop ideas
- Step 4** – Link with Rigside Primary School: DHT attended and spoke with parents at school drop off / pick up times along with the lead teacher from Rigside.
- Step 5** – Pupil focus group finalised the options and prepared the vote via google form



Quote from a pupil –
 “It’s good to be asked about something that makes a difference in your own school.”

Voting Process

Pupils made a PowerPoint letting everyone know the pros and cons of each idea and this went out on social media and through email along with a Google Form to let people have their say.

It's now time for the parents, pupils and staff of LGS to vote on how we spend over £9,500 of our budget.
 An email is on its way to parents with some more details about the 5 options.
 Vote by following the link below by 6th of October.

Vote Counting and Announcement

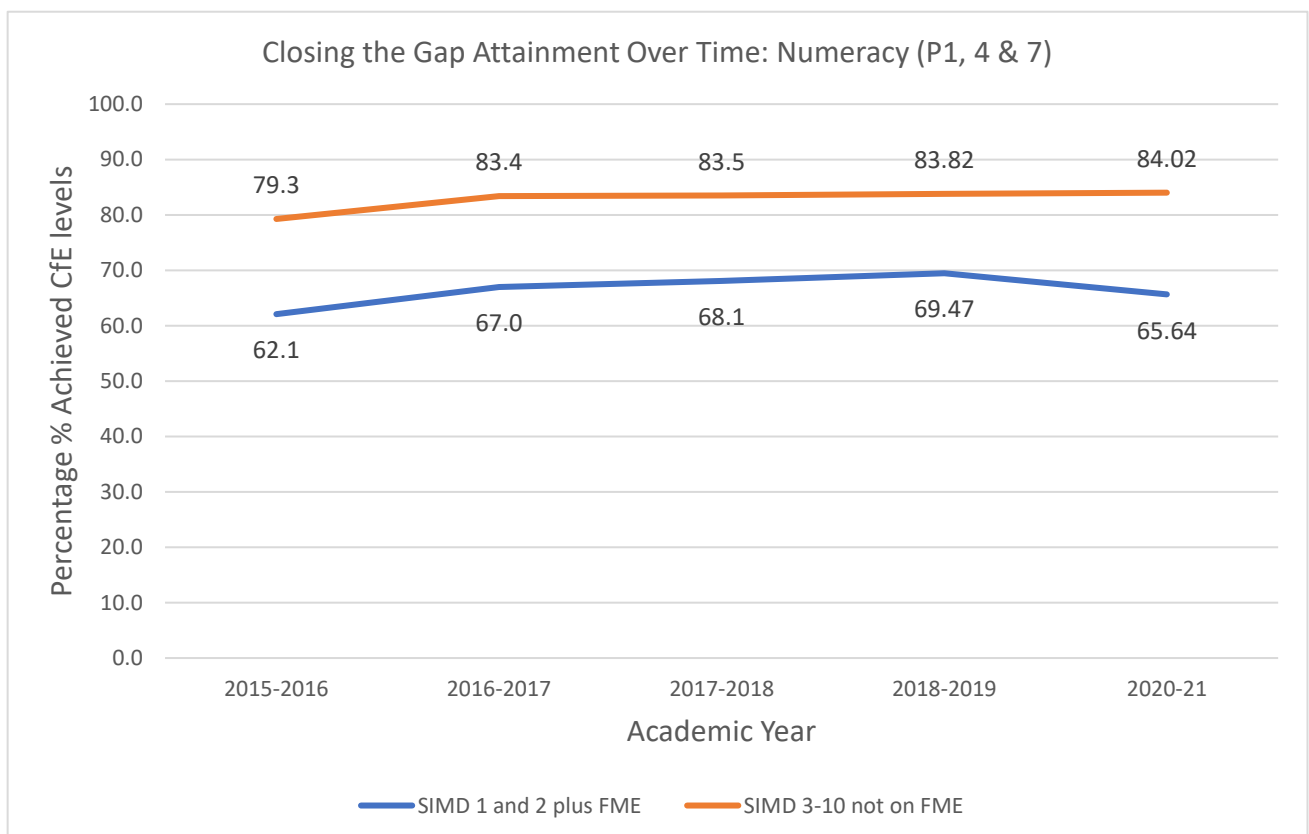
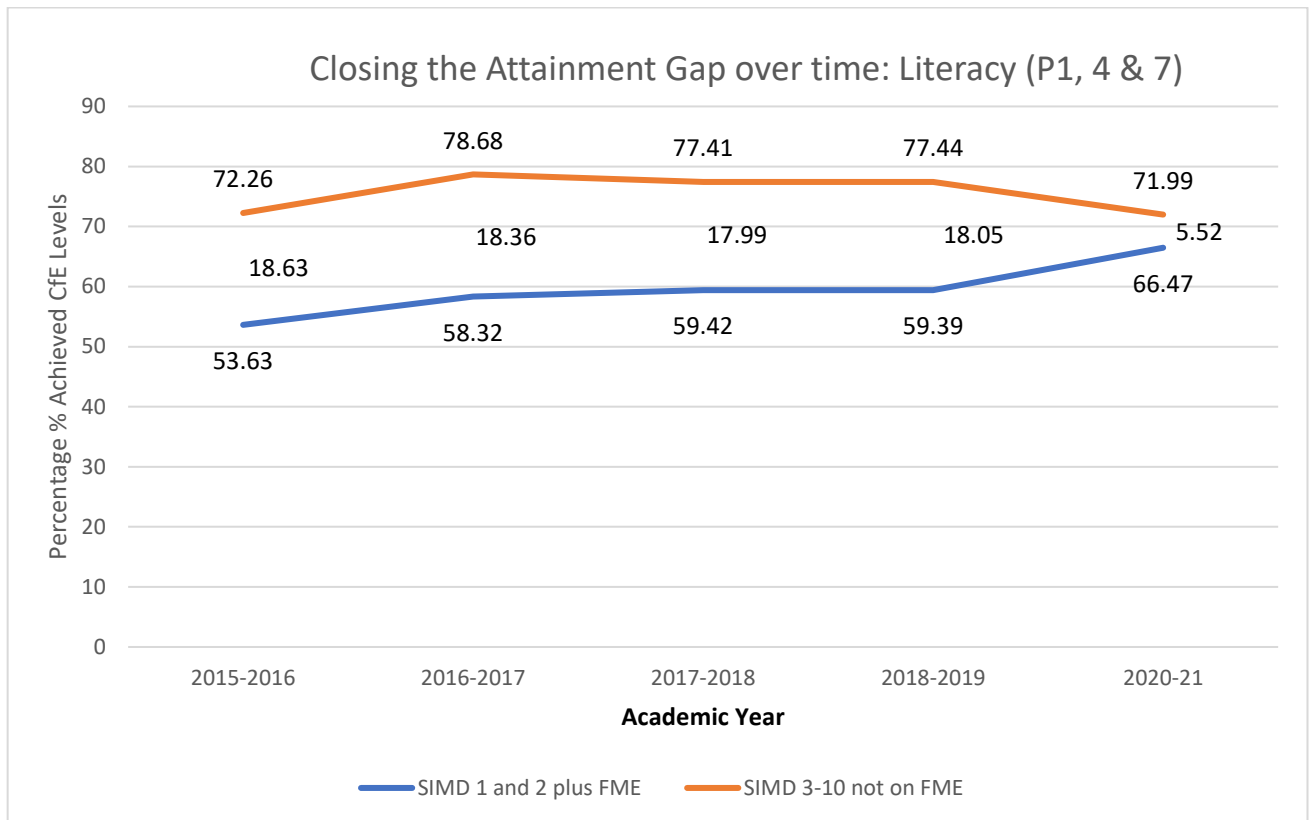
When the votes were in, the results were shared on Twitter and by email.

Participatory Budgeting Results

Category	Value
Quiet Speakers	150
Water Fountains and Reusable Bottles	160
Outdoor Learning	150
Quiet Space	130
Uniform Fund	80

Impact

Appendix 2 SLC Poverty-related Attainment Gap Graphs (using SIMD 1 and 2 plus FSM v SIMD 3-10 with no FSM)



Appendix 3 Local Government Benchmarking Framework

Fig 9: Literacy Attainment Gap between the least deprived and most deprived pupils (P1,4,7 Combined)

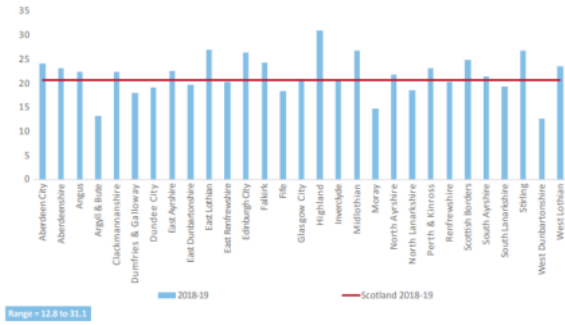
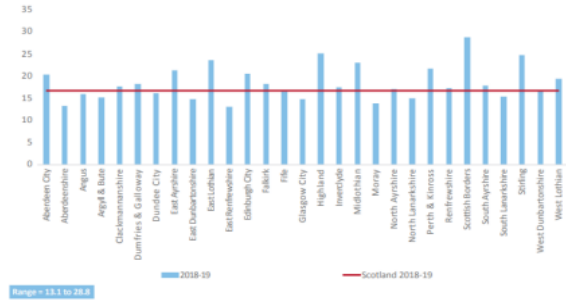


Fig 10: Numeracy Attainment Gap between the least deprived and most deprived pupils (P1,4,7 Combined)



Source: Achievement of Curriculum for Excellence (CfE), Scottish Government

Appendix 4 Community Wellbeing Pilot Impact

Recorded impact of the pilot, as of the 15th of December 2021:

Type of Contact	Total	Comment
Family Incoming Calls	72	Total 170 contacts - 136 (80%) since 8/11/21 - response to pupil post letters. Most popular contact type - online self-referral (55%)
Family Self-Referral	94	
Family Other Referrals (email etc)	4	
Education Incoming Calls	25	Total 59 contacts with 16 (26%) of all referrals from one primary school. Volumes still low given the feedback about families needing help. It should be noted that some family self-referrals note source as 'teacher'
Education 3 rd Party Referral Form	33	
Education Other (email etc)	1	
Appointments Made	46	From 233 contacts 46 appointments made (crisis managed and then follow up triage) with 6 (crisis & triage) completed at 1st contact.
Appointments Completed	51	
Service Requests	460	All enquiries undertaken including signposting, enquiry resolution etc

- Total number of 'Families in Crisis (no money, no food or fuel)' who have been helped by the CWO Pilot = 72
- Families who have been referred to the Money Matters Advice Service benefits advice = 86
- Families who have been referred to the Money Matters Advice Service money advice = 27
- Families who have been referred to Home Energy Scotland = 61
- Families who have been referred to Housing = 5
- Families who have been referred to Social Work = 13
- Families who have been referred to SLC Leisure and Culture = 5
- Families who have been referred to SPT (Travel) = 10 card/disability)
- Families who have been referred to Scottish Welfare Fund = 42
- Families who have been referred to Benefits and Revenues = 53
- Families who have been referred to other services including repeat contact = 170
- Total amount of families who have had assistance = 473

- Total Debt Managed = £34,767.92
- Total Financial Gain = £10,273.99*

* Only includes monetary value with CWO action e.g. DHP, HES, CG, CCG, Food pack/warm clothing value. Excludes any benefits pending award with MMAS assistance

Report

15

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	COVID19 Guidance Update for Schools and Educational Settings (5 January 2022)
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the impact of the updated Scottish Government guidance published in January 2022 in response to the Omicron variant for schools and educational settings.

2. Recommendation(s)

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

- (1) the Scottish Government guidance for schools and educational settings, published on the 5 January 2022 in light of the emergence of the Omicron variant and the key mitigations highlighted in appendix 1, be noted;
- (2) that the further changes to the self-isolation policy that came into effect on 6 January 2022 along with the need for children, young people and staff to continue to implement and strictly observe the health mitigation; be noted, and
- (3) that the efforts of staff in schools and educational settings to adapt to the changing guidance when they returned from their Christmas and new year break and in being agile and flexible to enact these changes to help ensure the safety and wellbeing of children, young people and staff, be noted.

3. Background

3.1. The Scottish Government published on 5 January 2022 revised guidance on reducing the risks from COVID-19 in schools. The revised guidance superseded that in place during 2021. Following the emergence of the Omicron variant, the national Advisory Sub-Group on Education and Children's Issues, as well as senior clinicians, published new guidance based upon the latest clinical and public health assessment of the pandemic.

[Coronavirus \(COVID-19\): guidance on reducing the risks in schools - gov.scot \(www.gov.scot\).](https://www.gov.scot/Coronavirus-(COVID-19)-guidance-on-reducing-the-risks-in-schools)

3.2. The Scottish Government Advisory Sub-Group on Education and Children's Issues advised in August 2021 that local authorities should adopt a "precautionary, staged approach to the removal of mitigations".

3.3. It is worth highlighting that during the period from the start of the new academic year in August 2021, a range of restrictions remained in place for schools and educational

settings, which includes visitors to schools including parents/carers and in avoiding assemblies and other large gatherings.

- 3.4. With the safety and wellbeing of staff and learners continuing to be a priority, all local authorities were asked to implement the new guidance and to strengthen mitigations as part of a society-wide drive to minimise the spread of the virus when schools reopened after the Christmas and new year break.
- 3.5. Health and safety sits at the heart of the Council's approach and plans, with risk assessments already in place, had to be amended accordingly. Infection prevention and control measures like sanitisers continue to be available at the entrances and in all appropriate areas across schools. The message about the importance of regular washing of hands continues to be a public health message which has been shared with schools and educational settings.
- 3.6. Enhanced cleaning routines continue to be undertaken and clear signage is in place throughout school buildings to reinforce the infection prevention and control measures.

4. Information Update and new Guidance for Schools (5 January 2022)

- 4.1. It is widely recognised that the pandemic continues to bring fresh challenges not only for those who work in education, but also across the NHS, social care, other critical services and businesses in a climate where absences are significantly greater than normal.
- 4.2. The First Minister gave an update in the Scottish Parliament about the impact of the virus on 5 January 2022. In this update we also heard of the changes to self-isolation periods which are based on scientific and medical advice and the notice that they would be effective from midnight on 5 January 2021. A summary of the key mitigations for reference is provided in Appendix 1.
- 4.3. The guidance on 5 January 2022 supplemented significantly the guidance provided for schools on 17 December 2021 which were introduced following the emergence of the Omicron variant.
- 4.4. The changes to self-isolation guidance are summarised below and we will work closely with NHSL to amend the current set of letters that they provide to our schools and educational settings. These changes are effective from the start of the school day on Thursday, 6 January 2022.
 - (1) **Positive cases** are advised to self-isolate for 10 days. However, if the individual returns two consecutive negative LFD tests taken at least 24 hours apart with the first test no earlier than day 6 they may end isolation before the end of the 10-day period if they have no fever.
 - (2) **Close contacts** who are fully vaccinated, having received 3 doses of the vaccination (plus 14 days) or are aged under 18 years and 4 months, can take daily LFD tests for 7 days instead of isolation - provided the tests are negative and they remain without symptoms. If someone has not received 3 doses of the vaccination, they will need to book a PCR test and even if this is a negative result, they will need to isolate for 10 days.
 - (3) **Advice on confirmatory PCR tests** where people test positive on a lateral flow device (LFD) test they are now not advised to get a PCR test to confirm infection, but to follow isolation advice as it applies to them as a positive case (see point 1)

– there is an exception for people who may be eligible for the Self-Isolation Support Grant who are advised to take a PCR test to ensure they can confirm their infection to be potentially eligible for financial support.

- 4.5. These changes and this approach were brought in to achieve a 'more proportionate, more sustainable and less restrictive' response to the pandemic. In addition, Education Resources worked in partnership with NHSL Public health to produce a new set of 'information letters' for parents/carers on the self-isolation rules when there is a positive Covid-19 case and these were issued on 11 January 2022.
- 4.6. However, it is important that in all of our schools and educational settings, we continue with our established risk assessments and infection prevention control measures, including distancing where appropriate, the wearing of masks and undertaking regular LFD tests (as per Scottish Government guidance) to help keep everyone as safe as possible.
- 4.7. Education Resources and Corporate Personnel continue to monitor the pattern of absences in schools and services and for management action to be taken to provide cover wherever possible noting that, as a mitigation, the Council had agreed previously to employ and deploy extra teaching staff.

5. Testing

- 5.1. All staff and secondary aged pupils were strongly encouraged to continue, their twice weekly at home Lateral Flow Device testing prior to the start and to enter their results, positive or negative, into the NHS portal. LFD test kits are available free from schools and local pharmacies.

6. Minimise Contacts / Groupings

- 6.1. Minimising contacts through the use of groupings should be introduced in indoor spaces to help reduce the vectors of transmission. As part of a strengthened approach to minimising contacts, schools are to avoid bringing children and young people together in large groups and, for example, this means there will be no large assemblies for an initial period. Headteachers are empowered to make decisions about the best approach for their individual school.
- 6.2. Preliminary examinations remain permitted provided they are held in accordance with the guidance and risk assessed.
- 6.3. Paragraphs 29 to 36 provide details on the restrictions still in place with regard to school visitors. It is imperative that all such visitors to schools should be agreed in advance and arrangements made appropriately. Noting that Parent Council and Parent Teacher Association meetings should not meet on school premises, and virtual meetings should take place instead.

7. Face-Coverings

- 7.1. Face coverings continue to be worn by adults wherever they cannot keep a 2m distance from other adults and/or children and young people (unless exempt) :-

Adults

- ◆ All adults in communal areas of primary schools and early years establishments
- ◆ Parents and other visitors including parents at drop-off and pick-up.
- ◆ Early Learning and Childcare staff do not need to wear face coverings when interacting with nursery children.

Pupils

- ◆ All pupils in secondary schools are expected to wear a face-covering during class and in communal areas.

School transport

- ◆ In line with the current arrangements for public transport, **only young people aged 12 and over and adults** are required to wear face-coverings on school transport. (previously aged 5 and above).

8. Ventilation and Heating

- 8.1. Previous guidance on ventilation continues to apply. Housing and Technical Resources have been undertaking targeted and sample CO² monitoring, with assistance from school staff with on-going monitoring of classrooms and learning and teaching areas.
- 8.2. Local Authorities were tasked with completing this work by the start of the October break, wherever possible, subject to any issues regarding the supply of CO² monitors. A one-day assessment of CO² monitoring in all school teaching spaces took place prior to 11 October 2021.
- 8.3. The Council has undertaken to continue a programme of monitoring CO² levels in learning spaces through the remainder of the school year, until June 2022, and further guidance will be provided directly to schools on this by Housing and Technical Resources by the end of January 2022.
- 8.4. In addition, and in line with the updated guidance of January 2022, the Council has made arrangements to purchase more CO² monitors for all schools and early learning centres to enable them to conduct assessments for a minimum of one full day a week under normal occupancy.
- 8.5. Education Resources and Housing and Technical Resources will continue to work together and to take forward any recommendations and actions in relation to heating and ventilation.

9. Vaccinations

- 9.1. The uptake of the vaccinations of those children aged between 12 and 15 years of age in line with JCVI guidance, is

Covid Vaccination Uptake (12 - 15 Years Old)		
Within Scotland	Within NHS Lanarkshire	Within South Lanarkshire
66.2%	62.3%	66.8%

Date of data 18/1/22

- 9.2. All 16–17-year-olds can now get their COVID-19 vaccine appointment through advertised channels.

10. Keeping People Safe

- 10.1. The essence of the approach by the Council, its partners and through the leadership in our schools and those on the front-line like teachers, support staff, early years workers, janitors, cleaners, catering staff and others is to keep people safe.
- 10.2. The challenge in adapting to the mitigations, the changes to self-isolation rules and in implementing the new guidance at short notice should not be under-estimated.

Some major challenges in applying and adapting to the ever-changing landscape due to omicron and the pandemic still lie ahead and none more so in trying to keep schools and nurseries open when staff absences are rising. It is a credit to the staff in our schools that we were able to open all schools on 5 January 2022.

- 10.3. However, at the time of writing this report and whilst the mitigations remain in place for schools and educational settings, there is also hope that, with the continued roll-out of the vaccination programme, there is some light with the numbers of learners and staff absences beginning to show some improvement.
- 10.4. A jointly agreed protocol is still in place with NHS Lanarkshire Public Health for reporting on and acting quickly to any health-related matter which may impact on a school or educational setting.
- 10.5. Ongoing communication and engagement with stakeholders, including headteachers of primary, secondary and additional support needs schools, early years, representatives of the professional associations and unions, continues to take place and information shared on the guidance and changes to self-isolation rules, including revised risk assessments during January 2021.
- 10.6. The preventative measures which have been taken in our schools and educational settings will hopefully continue to take to mitigate against the spread of the coronavirus, in the coming months.

11. Next Steps

- 11.1. The Scottish Government will continue to keep under review the position for schools and educational settings. Noting also that the Care Inspectorate published guidance on 11 January 2022 on adult to child ratios to address potential staff absence and this will be reviewed on 18 February 2022.

12. Employee Implications

- 12.1. There no pending employee implications arising from the recommendations in this report. However, Education Resources continue, in partnership with Personnel Services, to monitor staff absences and the cover requirements required to help keep schools open.

13. Financial Implications

- 13.1. There are no financial implications arising from the recommendations in this report.

14. Climate Change, Sustainability and Environmental Implications

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

15. Other Implications

- 15.1. The requirement to update risk assessments is set out in the Scottish Government guidance and steps have been taken to do this as the safety and wellbeing of all adults, children and young people is paramount.

16. Equality Impact Assessment and Consultation Arrangements

- 16.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to equality impact assessment.
- 16.2. Consultation and engagement has taken place with a wide range of stakeholders in order to provide schools, educational settings, parents/carers, families, staff, the

professional associations and trades unions with information on the implications of the new guidance.

Tony McDaid
Executive Director (Education Resources)

20 January 2022

Link(s) to Council Values/Ambitions/Objectives

- Increase achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References

Education Resources Committee – August 2021

List of Background Papers

[Coronavirus \(COVID-19\): guidance on reducing the risks in schools - gov.scot \(www.gov.scot\).](https://www.gov.scot/Topics/education/learning/learning-improvement/COVID-19/guidance-reducing-risks-schools)

Contact for Further Information

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

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Education Operations Service Manager
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Appendix 1

A summary of the key mitigations in the revised guidance on reducing the risks from COVID-19 in schools (Version 7.2: 5 January 2022)

The table below summarises the current approach for key mitigations:

Mitigation	Status
Risk assessment	Retain
Encouragement of vaccination	Retain (note updated eligibility following JCVI advice)
Environmental cleaning	Retain
Hand and respiratory hygiene	Retain
PPE in specific circumstances	Retain
Face coverings in communal areas	Retain
Face coverings in secondary classrooms	Retain
Physical distancing for adults	Retain
One-way systems	Retain
Staggered drop-off and pick-up	Retain
Staggered start and stop times/ break and lunch times	Retain
Restrictions on assemblies	Retain
Support for people in the highest risk groups	Retain
Support for pregnant staff	Retain
2x weekly at-home asymptomatic testing	Retain
Outbreak management	Retain
Self-isolation, contact tracing and testing for adults 18+	Update in line with latest advice
Self-isolation, contact tracing and testing for U18s	Update in line with latest advice

Mitigation	Status
Minimise contacts	Proportionate reintroduction
Ventilation	Strengthen
Restrictions on school visitors	Proportionate reintroduction
Restrictions on Drama, Music, PE and Dance	Not required
School Transport	Retain
Limits on school trips	Proportionate reintroduction
Readiness and assurance	Retain
Residential accommodation	Retain

Report

16

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Celebrating Success – COSLA Quality Awards
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise on the range of high quality work that continues to take place in schools and services throughout South Lanarkshire despite the challenges of the pandemic

2. Recommendation(s)

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

- (1) that the nominations from schools and educational settings for the COSLA Quality Awards as highlighted in Appendix 1, be noted;
- (2) that it be noted that the Early Years, Equality and Diversity nomination is progressing to the final stage of the Awards; and
- (3) that at this time, when faced with unprecedented challenges due to the pandemic, it be noted that the ongoing work that has been and is making a difference to the lives of learners and families should be recognised and celebrated

3. Background

3.1. The wider achievements and the learner journeys of children and young people, as well as the good work undertaken by teachers and staff is something that the Council, through Education Resources, believes should continue to be recognised during the COVID-19 pandemic.

3.2. We recognise the role education has in making a difference to the lives of young people. The commitment of many staff across the Council to work together in the best interests of communities is strong evidence of what we can achieve when faced with adversity.

3.3.1 Staff throughout the Education service, working beside colleagues from other Resources, have played a pivotal role in adapting to the challenges faced during this pandemic. There are numerous examples where the commitment of staff has been heart-warming, courageous, and quite outstanding on many fronts.

4 Celebrating and recognising success

4.1. The COSLA Awards provide an opportunity to recognise and celebrate the success of some of the work taking place by staff across South Lanarkshire.

- 4.2. Appendix 1 provides details on the submissions that have been made under the specific categories for the COSLA Awards.
- 4.3. In this paragraph we provide a summary of the submissions which have been made under the specific categories for the COSLA Awards. The Committee is asked to note the wide range of best practice and the impact this work has though our schools and services across South Lanarkshire.
- 4.4. The Early Years project has reached the final stage of the COSLA Awards.

Category 1: Service Innovation and Improvement

Title of Project: Early Years: equality and diversity issues for LGBT+ parents and children in early years settings. Practitioners were taught how to understand how their own interactions can either facilitate, passively endorse, or actively challenge and disrupt stereotypical thinking in children's play, for example, regarding gender inequality.

Category 1: Service Innovation and Improvement

Title of Project: Gradu8: the GradU8 programme delivers a range of vocational qualifications to young people in the senior phase. In 2020 the service piloted the delivery of the new SDS Foundation Apprenticeship at SCQF levels 4 and 5 as part of the programme. The winter leavers programme was delivered 3 days a week in partnership with First Steps Rural Connections in Lanark. SDS have recognised this success and have recently begun a procurement process for other LAs and colleges to deliver in this manner, recognising the benefits to targeted groups of learners, identifying the SLC model as good practice.

Category 1: Service Innovation and Improvement

Title of Project: Digital Support for Teachers and Learners: In response to lockdown, blended learning and recovery, the SLC Education digital team supported teachers and learners in a number of ways for example, the staff learning and access to digital learning devices by young people.

Category 1: Service Innovation and Improvement

Title of Project: Instrumental Music Service: members of the IMS learned how to audio/video edit to produce and recreate the events and concerts that young people would benefit from pre-Covid. Each performance project was accessible and inclusive by design. [The IMS YouTube Channel](#) was inaugurated in May 2020 and hosts 36 video performances to date.

Category 2: Achieving Better Outcomes in Partnership

Title of Project: Partnership working with Money Matters: In partnership with Money Matters Biggar High School, St John Ogilvie High School and Rigside Primary featured in the Child Poverty Action Group Scotland's (CPAG) new "[Talking About Costs and Money at School](#)" national resource. These schools were identified as having good practice in relation to Cost of the School Day.

Category 2: Achieving Better Outcomes in Partnership

Title of Project: Rooftop Nursery EK – developed in partnership with shopping centre, their architects/construction and SLC: A feature of the new nursery is the creative roof top garden external play area which has been recognised by SG as innovative practice. The facility actively supports walking to the nursery but also is located in close proximity to both East Kilbride Bus Station and the Railway Station.

Category 5: Just Transition to a Net Zero Economy

Title of Project: COP 26: The Climate Emergency Newsroom (CEN) is a project developed in partnership between South Lanarkshire Council Education Resources and Glasgow University. For the first 2 weeks of November, 80 S6 learners from 17 South Lanarkshire secondary schools were based in a temporary newsroom in Glasgow city to report on the news from and the events surrounding COP26 and produced regular news blogs.

6. Employee Implications

6.1. None

7. Financial Implications

7.1. None

8. Climate Change, Sustainability and Environmental Implications

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

9. Other Implications

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

10. Equality Impact Assessment and Consultation Arrangements

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

10.2. This report provides an update on celebrating success which can be widely shared.

Tony McDaid
Executive Director (Education Resources)

20 January 2022

Link(s) to Council Values/Ambitions/Objectives

◆ Increase achievement, raise educational attainment and support lifelong learning

Previous References

◆ Education Resources Committee – 18 August 2020

List of Background Papers

COSLA Awards conditions and categories for nominations

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:- Des Dickson, Education Resources, Operations Manager
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**Possible COSLA Awards nominations
Education Resources**

Category 1: Service Innovation and Improvement

Title of Project: Gradu8

Summary: Education's GradU8 programme delivers a range of vocational qualifications to young people in the senior phase. In 2020 the service piloted the delivery of the new SDS Foundation Apprenticeship at SCQF levels 4 and 5 as part of the programme. This included delivery within the mainstream programme which is delivered once a week from August to April and with a focused group of targeted winter leavers. The winter leavers programme was delivered 3 days a week in partnership with First Steps Rural Connections in Lanark and was planned to be delivered between August and December. The impact of the pandemic meant that significant challenges had to be addressed to deliver the programme safely with social distancing observed. Due to the impact of covid on attendance the programme was extended post-Christmas to ensure that all young people were supported to achieve their qualification. The FA at level 4/5 was designed by SDS to be delivered across the school year and the council had to seek permission to deliver over a shorter period to meet the needs of these pupils. SDS have recognised this success and have recently begun a procurement process for other LAs and colleges to deliver in this manner, recognising the benefits to targeted groups of learners and identifying the SLC model as good practice.

Category 1: Service Innovation and Improvement

Title of Project: Early Years

Summary: David Dick ELC Peripatetic teacher undertook a project to address equality and diversity issues for LGBT+ parents and children in early years settings.

The project took the form of training early years practitioners to analyse their learning environments, critique the resources available to the children and to identify the ways in which LGBT+ parent's experiences are erased from everyday playroom discourse.

Practitioners were taught how to understand how their own interactions can either facilitate, passively endorse, or actively challenge and disrupt stereotypical thinking in children's play, for example, regarding gender inequality.

Parents participated via information evenings and their views and questions were actively sought. Storybooks were bought which brought visibility to a diverse range of family structures and this allowed children to expand their worldview of what a family can contain.

A family in the setting who identified as LGBT+ praised the setting as their child had never seen their family unit represented before in an educational setting. In this way, the setting began to expand its perception of what inclusion and policy guidance like GIRFEC can mean. Parents, practitioners, and children responded very positively to the project, which has now become embedded practice in the setting. The project was recognised by Scottish Government as being innovative and David has been invited to share learning and practice within SLC but also by invitation from others who have heard about the work.

Category 1: Service Innovation and Improvement

Title of Project: Digital Support for Teachers and Learners

Summary: In response to lockdown, blended learning and recovery, the SLC Education digital team supported teachers and learners in a number of ways.

- The Staff Learning Centre site was originally created to support Continuity of Learning and this has now evolved into a site that is updated with resources and source of training materials with an extensive digital section.
- Weekly webinars providing training in digital tools were delivered during lockdown and these continue, tailored to suit the everchanging needs of teachers. These are recorded and stored on the site for teachers to revisit/review as necessary.

During lockdown, these covered a range of topics including:

- Google Classroom
- Google sheets
- Guardian Email Summaries
- Read & Write chrome extensions
- Equatio
- Google meet
- Prep for Blended Learning
- Accessibility tools
- Microsoft Teams
- Google Forms
- Live Video conferencing – using Micosoft Teams
- Live Video conferencing – using Google Meet
- Use of Chromebooks for distance and Hybrid learning
- Effective feedback – in person, at a distance and remotely
- Creating instructional videos

The ongoing webinars are now focussed on teaching pedagogy and learning using digital tools, rather than how to use the tool itself.

- Digital tools, apps and software were identified to support learning and teaching and these have been purchased centrally. This was in response to meeting needs of learners and schools, for example, Texthelp Read and Write, a tool supporting literacy access for learners and Schoolcloud, a platform to host online parent/carer consultation conversations. The first phase of training for both of these is now underway.
- A family learning centre website was created to provide parents/carers with access to support for learners working at home and this continues to be reviewed and updated with our new DO seeking feedback from families on how this can support them.

We have worked in partnership with RM Education, Google, Schoolcloud and a few others. However, the success of the training programme is mainly due to the commitment of those involved as teachers across SLC have engaged in training, shared their own areas of expertise and committed to ongoing professional learning enabling many of our teachers to become Google trainers and Educators.

Category 1: Service Innovation and Improvement

Title of Project: Instrumental Music Service

Summary: Our Online Showcasing profile has increased exponentially throughout the pandemic allowing us to reach school, local and national communities in a way that we have never before. We have achieved this through our innovative approach to learning and teaching where the IMS has incorporated the use of Digital Technology to provide pupils with an opportunity to learn, to lead, to work collegiately and to perform.

In the comfort of their own homes, pupils could access quality resources on Google Classroom, and were trained on how to audio and video record their work. A team from the IMS learned how to audio/video edit to produce and recreate the events and concerts that young people would benefit from pre-Covid. Each performance project was accessible and inclusive by design. **The IMS YouTube Channel** was inaugurated in May 2020 and hosts 36 video performances to date. IMS concerts have been streamed into classrooms all across SLC, as well as SLC offices, Residential and private homes. The IMS have engaged with pupils, teachers, school leaders, council leaders, music sector ambassadors such as HITS, MEPG, SAME as well as a few national celebrities. The design framework of our digital delivery has ensured a continued progression pathway for learners as well as having enormous benefits to the positive health and wellbeing of children and young people.

Category 2: Achieving Better Outcomes in Partnership

Title of Project: Partnership working with Money Matters

Summary: An agreement was reached between Education Resources and Money Matters where, in return for advertising their services through school Newsletters and social media, Money Matters agreed to prioritise referrals which came from Head Teachers. This has had a great impact for some families who didn't know where to go to for help. Money Matters have also undertaken direct work with schools, for example Hamilton Grammar, due to their increased visibility within the Service. This has included, producing videos for parents on how to maximise their income and seek advice/support on things like benefits/debt.

Biggar High School, St John Ogilvie High School and Rigsid Primary featured in the Child Poverty Action Group Scotland's (CPAG) new "[Talking About Costs and Money at School](#)" national resource. These schools were identified as having good practice in relation to Cost of the School Day and their communication around this with pupils and families. St John Ogilvie High School and Rigsid Primary School also presented their work at a recent CPAG national event. St John Ogilvie's Cost of the School Day lessons generated particular interest and are being shared nationally.

Category 2: Achieving Better Outcomes in Partnership

Title of Project: Rooftop Nursery EK – developed in partnership with shopping centre, their architects/construction and SLC.

Summary: The 1140 hours expansion programme contributed to the Council's Economic Regeneration Priority of sustaining and improving Town Centres. East Kilbride Shopping Centre.

Like many other Tier 2 Centres throughout Scotland, in recent years have suffered from economic decline and the number of vacant retail properties has grown significantly. During and post COVID a number of major retailers are closing their outlets.

The Council entered into partnership with the owners of the Shopping Centre and have taken a long lease of a former night club premise within the centre. Here we have established the new **Rooftop ELC**, which serves a wide population.

The facility actively supports walking to the nursery but also is located in close proximity to both East Kilbride Bus Station and the Railway Station.

A key facility of the new nursery is the creative roof top garden external play area which has been recognised by SG as innovative practice.

Within South Lanarkshire, the Scottish Government's 1140 Hours Programme has been implemented in every community and this has significantly increased the opportunity for early learning and child care and employment opportunities throughout the Council area.

Category 5: Just Transition to a Net Zero Economy

Title of Project: COP 26

Summary: The Climate Emergency Newsroom (CEN) is a project developed in partnership between South Lanarkshire Council Education Resources and Glasgow University. For the first 2 weeks of November, 80 S6 learners from 17 South Lanarkshire secondary schools were based in a temporary newsroom in Glasgow city to report on the news from and the events surrounding COP26. Creating content for a blog aimed at primary school learners, the young people of the CEN worked dynamically to cover all the main news stories and outcomes from the summit with a view to bringing COP26 into the classrooms of all of our South Lanarkshire children.

The Blog can be accessed here: climateemergency.news

And the Twitter feed can be followed at [@cen_climatenews](https://twitter.com/cen_climatenews)

Report

17

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Notification of Contracts Awarded: 1 April to 30 September 2021
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide notification in line with Standing Orders on Contracts to Committee of all contracts awarded by Education Resources during the period 1 April 2021 to 30 September 2021

2. Recommendation(s)

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

- (1) that details of the contracts awarded be noted.

3. Background

3.1. It is a requirement of Clauses 21.8 and 22.5 of the Standing Orders on Contracts that details of the acceptance of all tenders above £50,000 be reported retrospectively to the relevant Committee for noting, other than those under Clause 21.3 where the award is not the lowest in a price only tender, or costs exceed the approved financial provision. In these instances, a report is submitted to the appropriate Committee and subsequent authority to award is granted by that Committee.

4. Contract Awards

4.1. A full list of contracts covering the period 1 April 2021 to 31 September 2021, on the basis of lowest offer and/or most economically advantageous offer submitted, is provided at Appendix 1.

5. Employee Implications

5.1. Contracts management, including performance appraisal, will be undertaken by both the main service user and the Procurement Team.

6. Financial Implications

6.1. Appropriate budgetary provision is available for each of the contracts awarded.

7. Climate Change, Sustainability and Environmental Implications

7.1. There are no significant climate change, sustainability or environmental issues in connection with the recommendations contained within this report

8. Other Implications

8.1. There are no direct risks in terms of the information contained in this report.

9. Equality Impact Assessment and Consultation Arrangements

9.1 This report does not introduce a new policy, function or strategy nor 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 this report.

Tony McDaid
Executive Director (Education Resources)

20 January 2022

Link(s) to Council Values/Ambitions/Objectives

◆ Value: Accountable, effective, efficient and transparent

List of Background Papers

◆ Standing Orders on Contracts

Contact for Further Information

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

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Education Resources

Contracts Awarded by Education Resources over £50,000 in value

Contractor	Value of Contract Awarded	Date of Award	Brief Description	Contract Period
The Nurture Group Network Ltd.	£200,000	14/05/2021	Supply of Nurture UK Emotional and Behavioural Interventions, Training and Resources	14/05/2021 - 13/05/2023
20 framework contractors	£157,011.32	11/06/2021-05/08/2021	Passenger Transport Services Framework PTS Mini Competition PTS 001 2021	16/08/2021 – 24/06/2022
27 framework contractors	£1,807,666.46	07/07/2021-12/08/2021	Passenger Transport Services Framework PTS Mini Competition PTS 002 2021	16/08/2021 – 24/06/2022
8 framework contractors	£390,414.66	27/07/2021-30/07/2021	Passenger Transport Services Framework PTS Mini Competition PTS 003 2021	16/08/2021 – 24/06/2022
6 framework contractors	£426,306.80	27/07/2021-29/07/2021	Passenger Transport Services Framework PTS Mini Competition PTS 004 2021	16/08/2021 – 24/06/2022
Various contractors: <ul style="list-style-type: none"> • Deborah Clark • Anne McGlinchey • Elaine McDade T/A Toddler Town • Ashley Matthews Childminding Services • Nicola Gibb T/A Nanny Nicola • Eleanor Mitchell • Julie’s childminding 	£143,500,000 (PSA total value)	16/07/2021	Early Learning and Childcare – Phase 4	01/04/2020 – 31/07/2030

GL Education Group Ltd.	£300,000	12/08/2021	Provision of Literacy, Numeracy, Health and Wellbeing Educational Assessment Resources	01/08/2021 - 31/07/2024
Various contractors: <ul style="list-style-type: none"> • Action for Children Services Ltd • Joyce MacLeod • Liber8 Lanarkshire Ltd. • Lifelink • Place2Be • Teentalk Scotland Ltd. • Therapeutic Counselling Services Ltd. • Scottish Marriage Care T/A The Spark • Wellbeing Scotland • Your Potential Counselling Services Ltd. 	£938,000	27/08/2021	Provision for Counselling Services in Schools	27/08/2021 - 30/06/2022
TextHelp Ltd.	£127,300	24/09/2021	Read and Write Platform	01/10/2021 - 30/09/2023 (30/09/2025)
Hamilton College	£143,500,000 (PSA total value)	06/09/2021	Early Learning and Childcare – Phase 4	01/04/2020 – 31/07/2030