



Council Offices, Almada Street  
Hamilton, ML3 0AA

Tuesday, 18 September 2018

Dear Member

## **Education Resources Committee**

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

**Date:** Tuesday, 24 April 2018

**Time:** 10:00

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

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

<b>Members are reminded to bring their fully charged tablets to the meeting</b>
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Yours sincerely

**Lindsay Freeland**  
**Chief Executive**

### **Members**

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

### **Substitutes**

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

### **External Members**

#### **Religious Representatives**

Gillian Coulter, Nagy Iskander, John Mulligan

#### **Teacher Representatives**

Andy Harvey, Ann Marie Hobson

#### **Parent Council Representatives**

Christine Hall, Hilary Kirby

## BUSINESS

- 1 Declaration of Interests
- 2 Minutes of Previous Meeting

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Monitoring Item(s)		
3	<b>Education Resources - Revenue Budget Monitoring 2017/2018</b> Joint report dated 21 March 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	15 - 18
4	<b>Education Resources - Capital Budget Monitoring 2017/2018</b> Joint report dated 21 February 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	19 - 22
5	<b>Education Resources - Workforce Monitoring - December 2017 to February 2018</b> Joint report dated 13 March 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)	23 - 28

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Item(s) for Decision		
6	<b>New Initiatives - Breakfast Clubs/Schools Support</b> Joint report dated 27 March 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)	29 - 34
7	<b>New Initiatives - School Holiday Lunch Clubs</b> Joint report dated 27 March 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)	35 - 40
8	<b>Enhanced Priorities for Allocation of the Paid Privilege Transport Scheme</b> Report dated 4 April 2018 by the Executive Director (Education Resources). (Copy attached)	41 - 44

<b>Item(s) for Noting</b>		
<b>9</b>	<b>Additional Teachers and Classroom Support</b> Report dated 12 March 2018 by the Executive Director (Education Resources). (Copy attached)	45 - 46
<b>10</b>	<b>Fair Funding to Achieve Excellence and Equity in Education - Consultation Analysis</b> Joint report dated 12 April 2018 by the Executive Directors (Education Resources) and (Finance and Corporate Resources). (Copy attached)	47 - 58
<b>11</b>	<b>Pupil Equality Funding Progress Update</b> Report dated 4 April 2018 by the Executive Director (Education Resources). (Copy attached)	59 - 64
<b>12</b>	<b>School Leaver Initial Destination Results 2016-17</b> Report dated 16 March 2018 by the Executive Director (Education Resources). (Copy attached)	65 - 72
<b>13</b>	<b>Equality and Inclusion Update</b> Report dated 4 April 2018 by the Executive Director (Education Resources). (Copy attached)	73 - 76
<b>14</b>	<b>Scottish Education Awards</b> Report dated 4 April 2018 by the Executive Director (Education Resources). (Copy attached)	77 - 80

<b>Urgent Business</b>		
<b>15</b>	<b>Urgent Business</b> Any other items of business which the Chair decides are urgent.	

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

Clerk Name: Lynn Paterson

Clerk Telephone: 01698 454669

Clerk Email: [lynn.paterson@southlanarkshire.gov.uk](mailto:lynn.paterson@southlanarkshire.gov.uk)



## EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 6 February 2018

### **Chair:**

Councillor Katy Loudon

### **Councillors Present:**

Alex Allison, Stephanie Callaghan, Margaret Cooper, Poppy Corbett, Margaret Cowie, Peter Craig (Depute), Isobel Dorman (*substitute for Councillor Anderson*), Fiona Dryburgh, Lynsey Hamilton, Mark Horsham, Monique McAdams, Ian McAllan, Mark McGeever (*substitute for Councillor Le Blond*), Jim McGuigan (*substitute for Councillor Fulton*), Julia Marrs, Lynne Nailon, Carol Nugent, Mo Razzaq, Graham Scott, Margaret B Walker, Sheena Wardhaugh, Jared Wark (*substitute for Councillor Harrow*), David Watson

### **Councillors' Apologies:**

John Anderson, Alistair Fulton, Ian Harrow, Ann Le Blond, Gladys Miller, John Ross(ex officio)

### **External Members Present:**

John Mulligan, Dr Nagy Iskander, Andy Harvey, Ann Marie Hobson

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

Gillian Coulter, Hilary Kirby, Susannah McIntosh

### **Attending:**

#### **Education Resources**

T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); M McDonald, Early Years Manager, Achievement and Attainment; S Nicolson, Head of Education (Curriculum, Learning and Teaching); V Quinn, Quality Manager; L Sherry, Head of Education (East Kilbride)

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

L Harvey, Finance Manager (Resources); E McPake, HR Business Partner; L O'Hagan, Finance Manager (Strategy); T Slater, Administration Officer

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### **Chair's Remarks**

The Chair welcomed Andy Harvey and Ann Marie Hobson, the newly appointed Teacher Representatives, to their first meeting of the Committee.

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### **1 Declaration of Interests**

No interests were declared.

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

The minutes of the meeting of the Education Resources Committee held on 14 November 2017 were submitted for approval as a correct record.

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

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### **3 Education Resources - Revenue Budget Monitoring 2017/2018**

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A joint report dated 17 January 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted comparing actual expenditure at 8 December 2017 against budgeted expenditure for 2017/2018 for Education Resources.

Details were provided on proposed budget virements to realign budgets.

**The Committee decided:**

- (1) that the underspend on the Education Resources' revenue budget of £0.213 million at 8 December 2017 be noted;
- (2) that the forecast to 31 March 2018 of an underspend position be noted; and
- (3) that the budget virements, as detailed in the appendix to the report, be approved.

*[Reference: Minutes of 14 November 2017 (Paragraph 3)]*

*Andy Harvey and Councillor Wark entered the meeting during this item of business*

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### **4 Education Resources - Capital Budget Monitoring 2017/2018**

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A joint report dated 3 January 2018 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted advising of the progress on Education Resources' capital programme 2017/2018 and summarising the expenditure position at 8 December 2017.

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

*[Reference: Minutes of 14 November 2017 (Paragraph 4)]*

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### **5 Education Resources - Workforce Monitoring - October and November 2017**

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A joint report dated 28 December 2017 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period October and November 2017:-

- ♦ attendance statistics
- ♦ occupational health
- ♦ accident/incident statistics
- ♦ disciplinary hearings, grievances and Dignity at Work cases
- ♦ analysis of leavers
- ♦ Staffing Watch as at 9 September 2017

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

*[Reference: Minutes of 14 November 2017 (Paragraph 5)]*

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### **6 Education Resources' Resource Plan 2017/2018**

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A report dated 11 January 2018 by the Executive Director (Education Resources) was submitted on the Education Resources' Resource Plan 2017/2018.

The Resource Plan for 2017/2018 outlined the:-

- ♦ objectives and actions for 2017/2018
- ♦ capital and revenue resources for 2017/2018
- ♦ organisational structure of the Resource

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

**The Committee recommended** that the Education Resources' Resource Plan for  
**to the Executive Committee:** 2017/2018 be approved.

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

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## **7 Review of Admissions Policy for Early Learning and Childcare Establishments**

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A report dated 16 January 2018 by the Executive Director (Education Resources) was submitted on a review of the policy for the admission of children into Early Years' establishments in South Lanarkshire.

Since 1996, the Council's Admissions Policy for Early Years' Establishments had been regularly reviewed to reflect changes in legislation and national policy development. On 1 September 2015, the Committee had noted the implementation of the delivery of 600 hours of free early learning and childcare arising from the Children and Young People (Scotland) Act 2014.

The last review of the Admissions Policy had been completed in March 2016 and implemented in May of that year.

A consultation exercise had been undertaken between November 2017 and January 2018 with a range of stakeholders to evaluate the impact of the current Admissions Policy in meeting the needs of individual children in the context of their family. The main priorities which had emerged from the consultation process were outlined in the report and the proposed revised Policy, attached as Appendix 1 to the report, had taken account of those priorities.

The Admissions Policy would be used for the allocation of an early learning and childcare place. Should Early Learning and Childcare establishments have sufficient places and employees, they might be able to offer additional hours, on a paid basis, to children within the Council's exemption criteria. Additional hours would be allocated in accordance with the following priorities:-

- |                   |                                                                                                                                                           |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Priority 1</b> | all children within Priority 1, as detailed in the Admissions Policy                                                                                      |
| <b>Priority 2</b> | children whose parents and/or carer were in employment or education                                                                                       |
| <b>Priority 3</b> | all children allocated a place in the nursery, including those children returning to nursery for a further year which included approved deferred children |
| <b>Priority 4</b> | all children resident outwith the Council area                                                                                                            |

To ensure greater consistency and equity, a new process for the allocation and approval of all places would be implemented in May 2018. This would involve a central meeting with nominated representatives of local authority and partner providers. Places would be considered across the 4 geographical localities of the Council and would be based on the information held in the Nursery Admissions Management System.

**The Committee recommended to the Executive Committee:**

- (1) that the priorities for admission to Early Years' establishments be revised as follows:-

**Children aged 0 to 3 years**

**Priority 1**

**1 (i)**

Children affected by abuse  
Children with additional support needs  
Looked after and accommodated children from birth up to 2 years old  
Children who at any time from the age of 2 years had been  
♦ looked after and accommodated;  
or  
♦ subject to a Kinship Care Order  
Children affected by domestic violence  
Children affected by substance misuse  
Children affected by a disability within the home  
2 year olds as required by relevant legislation from time to time applying

**1(ii)**

Eligible 2 year olds resident outwith South Lanarkshire Council area but within a catchment area of a primary school within the Council area

**Priority 2**

**2(i)**

Children aged 0 to 3 - new applications

**2(ii)**

New applications – eligible 2 year olds resident outwith South Lanarkshire Council area but within a catchment area of a primary school within the Council area

**Priority 3**

**3(i)**

Transfer applications – change in circumstances

**3(ii)**

Transfer applications – change in circumstances – eligible 2 year olds

**Children aged 3 to 5 years**

**Priority 1**

**1(i)**

Children affected by abuse  
Children with additional support needs  
Children who at any time had been  
♦ looked after and accommodated; or  
♦ subject to a Kinship Care Order  
Children affected by domestic violence  
Children affected by substance misuse  
Children affected by a disability within the home

**1(ii)**

Eligible 3 and 4 year olds resident outwith South Lanarkshire Council area but within a catchment area of a primary school within the Council area

**Priority 2**

**2(i)**

Children in their pre-school year – new applications

**2(ii)**

Approved deferred entry children - September to December birthdays

**2(iii)**

Transfer applications pre-school year children – change in circumstances

**2(iv)**

Children in their pre-school year resident outwith South Lanarkshire Council area but within a catchment area of a primary school within the Council area

**Priority 3**

**3(i)**

Children in their ante pre-school year – new applications

**3(ii)**

Transfer applications ante pre-school year – change in circumstances



resident outwith South Lanarkshire Council area but within a catchment area of a primary school within the Council area

#### **Priority 4**

##### **4(i)**

Transfer applications – parental choice

##### **4(ii)**

Transfer applications – parental choice – eligible 2 year olds resident outwith South Lanarkshire Council area but within a catchment areas of a primary school within the Council area

#### **Priority 5**

All children resident outwith South Lanarkshire area

##### **3(iii)**

Children in their ante pre-school year resident outwith South Lanarkshire Council area but within a catchment area of a primary school within the Council area

#### **Priority 4**

##### **4(i)**

Deferred entry children - September to December birthdays - parental choice

##### **4(ii)**

Transfer applications pre-school year children - parental choice

##### **4(iii)**

Transfer applications ante pre-school year – parental choice

##### **4(iv)**

Children resident outwith South Lanarkshire Council area but within a catchment area of a primary school within the Council area in 4(i), 4(ii) and 4(iii)

#### **Priority 5**

All children resident outwith the Council area

- ◆ Priorities 1 to 4 would apply to children who were resident within the Council area and those children who were considered catchment pupils for a Council primary school
- ◆ all children residing outwith the Council area, no matter the circumstances, would be considered priority 5
- ◆ eligible children would have access to Early Learning and Childcare regardless of age, gender, race, religion or need
- ◆ Early Learning and Childcare would be provided on a non-denominational basis
- ◆ children with an identified and supported need (Priority 1) might be offered a place as soon as they reached their qualifying birthday
- ◆ securing a place in a school nursery class would not guarantee a primary school place within the primary school
- ◆ children deferring entry from Primary 1 and staying at nursery where an additional year of funding had been agreed by the Council were considered returning children

- (2) that the revised Admissions Policy for the allocation of places to all Early Years' Establishments be implemented from the start of the new term in August 2018.

*[Reference: Minutes of 19 April 2016 (Paragraph 6) and Minutes of the Executive Committee of 11 May 2016 (Paragraph 16)]*

## **8 Update of Education Resources' Risk Register and Risk Control Plan**

A report dated 15 January 2018 by the Executive Director (Education Resources) was submitted on the systems and controls in place within Education Resources to control and minimise risks.

The Resource had followed Council guidance in developing, monitoring and updating their Risk Control Register on an ongoing basis. The Register had been developed to ensure that the Resource was fully aware of the main risks that it had, was able to prioritise those risks and had controls in place to eliminate or minimise the impact of risk.

The risks were scored in accordance with the Council's scoring mechanism which scored risks based on likelihood and impact of risk. This had resulted in risks being scored between 1 and 9 (low to 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 a quarterly basis to add any new risks and to review the scores of existing risks.

There were 4 residual risks identified within the Resource as falling within the high category score of 7 to 9 and those were monitored closely.

The top 4 risks for the Resource were detailed in Appendix 1 to the report.

**The Committee decided:** that the systems and controls in place to monitor risks within Education Resources be noted.

*[Reference: Minutes of 22 November 2016 (Paragraph 8)]*

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## **9 West Partnership Update**

A report dated 16 January 2018 by the Executive Director (Education Resources) was submitted on the progress of the West Partnership.

At its meeting on 8 November 2017, the Council's Executive Committee approved the agreed position between the Scottish Government and COSLA in relation to Education Improvement Collaboratives and officer participation in the West Partnership.

Information was provided on the development of the Initial Improvement Plan, attached as Appendix 1 to the report, which was required to be submitted to the Chief Inspector of Education Scotland by the end of January 2018 and focused on:-

- ◆ Improvement
- ◆ Early Learning and Childcare
- ◆ Learner Journey

Lead officers for the Partnership had been agreed and an overview of the work they had undertaken was provided in the report.

**The Committee decided:**

- (1) that the Initial Improvement Plan be noted; and
- (2) that progress updates to be submitted to future meetings of this Committee.

*[Reference: Minutes of the Executive Committee of 8 November 2017 (Paragraph 11)]*

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## **10 Achievement of Curriculum for Excellence Levels 2016/2017**

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A report dated 16 January 2018 by the Executive Director (Education Resources) was submitted on the Curriculum for Excellence levels in literacy and numeracy at stages P1, P4, P7 and S3 across all South Lanarkshire schools.

The Scottish Government had published the Achievement of Curriculum for Excellence (CfE) Levels 2016/2017 which was based on teacher professional judgements as at June 2017. An analysis was provided on the results for South Lanarkshire, together with a comparison of the national level for the literacy organisers (reading, writing, listening and talking) and numeracy. The percentage of children who had achieved the expected CfE level relevant to their stage was reported.

Pupils who had long-term significant and complex additional support needs, which meant that they would be unlikely to progress through the CfE levels, were recorded as 'child following individual milestones'.

Judgement of having achieved a CfE level was not on a single assessment or piece of evidence, but rather on a holistic view of a child's achievements, although some schools used standardised assessments as part of that process for S1 to S3 pupils. Teacher judgement was also moderated, as outlined in the report.

A summary of the results, which showed that achievement in South Lanarkshire was above the national average in all organisers, was detailed in the appendices to the report.

Achievement of CfE levels would continue to be reported through the Resources' planning and reporting mechanisms, linked to both the Council Plan, 'Connect' and the Resource Plan.

### **The Committee decided:**

- (1) that the achievement of Curriculum for Excellence levels for 2016/2017, based on teacher judgement levels, be noted; and
- (2) that future reporting would take place through the Education Resources' planning and reporting mechanisms, linked to both the Council Plan, 'Connect' and the Resource Plan.

*[Reference: Minutes of 14 February 2017 (Paragraph 7)]*

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## **11 Literacy Strategy - Catch Up Literacy**

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A report dated 12 January 2018 by the Executive Director (Education Resources) was submitted on the progress of the Council's Literacy Strategy.

The Literacy Strategy, which was launched on 4 October 2012, was divided into sections which reflected the different groups that required to be targeted and the roles and responsibilities of various practitioners who were part of Education Resources.

A supplement to the Strategy entitled 'Literacy Practice and Approaches' was launched on 25 May 2015.

A Literacy Strategy Implementation Group was established to develop activities, approaches and resources that could be used to support the development of the Strategy. The Implementation Group now had sub groups which focused on key aspects of literacy, such as Early Years, Literacy Interventions, P1 Literacy Implementation, Secondary Implementation and Primary Implementation.

Information was provided on progress to date and future work which included:-

- ◆ the implementation of a pilot in 18 schools in 2017/2018 to receive intensive training and support
- ◆ a generic training programme offered to all primary schools
- ◆ partnership work with Catch Up Literacy, a widely acclaimed literacy intervention programme
- ◆ participation in Dyslexia Scotland's 'Dyslexia Ambassadors' Outreach Programme

**The Committee decided:** that the progress of the Council's Literacy Strategy and actions taken to improve the literacy skills of young people be noted.

*Councillor Cowie left the meeting after this item of business*

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## **12 Update on Vocational Programmes**

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A report dated 12 January 2018 by the Executive Director (Education Resources) was submitted providing an update on:-

- ◆ vocational programmes established to support young people 'at risk' of not achieving or sustaining a positive post school destination
- ◆ the Council's delivery of the Foundation Apprenticeship programme for school session 2018/2019

Work had been undertaken to consolidate and align the management of youth employability supports to Education Resources which allowed for a co-ordinated approach to service provision and a greater ability to use intelligence to target resources to the areas of greatest need effectively and quickly.

Funding from the Scottish Government and the European Social Fund (ESF) had also been aligned and matched to core Education funds to facilitate provision that met the needs of all 'at risk' young people across the country.

In partnership with colleagues from Skills Development Scotland (SDS), regular tracking and monitoring meetings were held to ensure that staff were aware of the needs of young people and there was provision to meet those needs. Aftercare support was also in place to support young people to sustain their positive destination and, if required, move to an alternative positive destination. Information was provided on the range of programmes planned for 2018/2019 which included:-

- ◆ ASPIRE (in school project)
- ◆ ASPIRE (post school project)
- ◆ Training for Trades
- ◆ GradU8

The Foundation Apprenticeship (FA) programme had been developed by SDS with support from the ESF. The objective of FAs was to help young people gain valuable, real-world work experience and access work-based learning while they were still at school. South Lanarkshire Council had successfully bid to deliver FAs as a lead provider from August 2018. Information was provided on the aim of the FA programme within South Lanarkshire, which was made up of the following 12 frameworks linked to industry needs and areas of growth, together with their benefit to young people and employers:-

- |                                             |                           |
|---------------------------------------------|---------------------------|
| ♦ social services and healthcare            | ♦ engineering             |
| ♦ social services children and young people | ♦ business skills         |
| ♦ civil engineering                         | ♦ creative digital media  |
| ♦ financial services                        | ♦ scientific technologies |
| ♦ software development                      | ♦ accountancy             |
| ♦ hardware/system support                   |                           |

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

*[Reference: Minutes of the Executive Committee of 6 December 2017 (Paragraph 15) and 31 January 2018 (Paragraph 9)]*

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### 13 Year of Young People 2018

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A report dated 11 January 2018 by the Executive Director (Education Resources) was submitted on the Year of Young People (YoYP) 2018.

Following an engagement process undertaken by young people in 2015/2016, the aim of YoYP 2018 'to inspire young people, celebrate their achievements, value their contribution to communities and create new opportunities for them to shine locally, nationally and globally' was established. This, together with 5 agreed objectives, would be achieved through various activities and events which focused on the following 6 themes:-

- ♦ Participation – how young people could influence public services and decisions that affected their lives
- ♦ Education – creating a stronger role for young people in shaping their learning
- ♦ Health and Wellbeing – supporting young people to lead healthier, active lives and providing opportunities to learn about and improve their mental health and resilience
- ♦ Equality and Discrimination – promoting the value of young Scots, challenging negative perceptions of young people and supporting young people to take leading roles in challenging discrimination in all its forms
- ♦ Enterprise and Regeneration – celebrating young people's role in innovation, entrepreneurship and the Scottish economy, as well as making Scotland a greener and more pleasant place to live
- ♦ Culture – celebrating young people's talent and contribution to Scottish culture and arts

To support the development of activity across Scotland, Young Scot had supported the call for young people to act as ambassadors to ensure that young people and organisations in communities were aware of YoYP 2018 activities and to lead on projects and activities within their area. There were 8 YoYP 2018 ambassadors in South Lanarkshire.

YoYP 2018 also coincided with the 20th anniversary of Universal Connections, the 21st birthday of South Lanarkshire Youth Council and the launch of the 6th South Lanarkshire Youth Strategy.

YoYP 2018 in South Lanarkshire would be launched on 14 March 2018 and information was provided on some of the events that would take place which would be promoted widely across the Council and partner organisations, through social media and on the Council's website.

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

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#### **14 World Book Day - 1 March 2018**

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A report dated 11 January 2018 by the Executive Director (Education Resources) was submitted on the plans to celebrate World Book Day on 1 March 2018.

Education Resources had a commitment to raise attainment in literacy and develop the reading and writing skills of children and young people.

Education Resources' staff had been invited to take part in a reading event to visit a nursery, school or youth learning centre to read to a group of children or young people. This would build on the work already taking place and enable staff to act as role models, be active participants in encouraging children and young people to read more widely, explore a range of books and develop a love of reading.

A number of schools were involved in the national 'Reading Challenge' which had been launched at St Andrew's and St Brides High School in East Kilbride by the First Minister.

**The Committee decided:** that the plans to celebrate World Book Day on 1 March 2018 be noted.

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#### **15 Urgent Business**

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There were no items of urgent business.

# Report

Report to: **Education Resources Committee**  
 Date of Meeting: **24 April 2018**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources - Revenue Budget Monitoring  
2017/2018**

## **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 2017 to 2 February 2018 for Education Resources
- ◆ provide a forecast for the year to 31 March 2018.

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

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

- (1) that an underspend of £506,000 on Education Resources' revenue budget as detailed in Appendix A of the report, and the forecast to 31 March 2018 of an underspend of £642,000 be noted.
- (2) that the proposed budget virements be approved.

## **3. Background**

3.1. This is the fourth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2017/2018.

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

## **4. Employee Implications**

4.1. None

## **5. Financial Implications**

5.1. As at 2 February 2018, there is an underspend of £506,000 against the phased budget and the forecast for the revenue budget to 31 March 2018 is an underspend position of £642,000. The underspend primarily reflects the 2017/2018 budgeted cost for teachers' pay award.

5.2. The outturn position also includes proposed transfers to reserves totalling £5.898m in respect of Early Years (£1.900m), GIRFEC (£0.224m), Pupil Equity Funding (£2.189m) and Children and Young People (£1.585m) to meet future years' commitments.

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

## **6. Other Implications**

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

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

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

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

21 March 2018

## **Link(s) to Council Values/Ambitions/Objectives**

♦ Accountable, Effective, Efficient and Transparent

## **Previous References**

♦ None

## **List of Background Papers**

♦ Financial ledger and budget monitoring results to 2 February 2018

## **Contact for Further Information**

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

Louise Harvey, Finance Manager (Resources)

Ext: 2658 (Tel: 01698 452658)

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



## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 2 February 2018 (No.12)

## Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year £000	Annual Forecast Variance £000	Budget Proportion 02/02/18 £000	Actual 02/02/18 £000	Variance 02/02/18 £000		% Variance 02/02/18	Note
Employee Costs	217,499	217,322	177	176,917	176,789	128	under	0.1%	1,a,b,d
Property Costs	23,679	22,975	704	20,644	20,131	513	under	2.5%	2,d
Supplies & Services	12,152	12,281	(129)	5,570	5,666	(96)	over	(1.7%)	a,d
Transport & Plant	10,021	10,713	(692)	8,095	8,663	(568)	over	(7.0%)	3,d
Administration Costs	1,256	1,349	(93)	1,123	1,159	(36)	over	(3.2%)	d
Payments to Other Bodies	14,595	14,204	391	9,504	9,374	130	under	1.4%	4,a,d
Payments to Contractors	32,183	32,403	(220)	24,096	24,199	(103)	over	(0.4%)	5,d
Transfer Payments	1,347	1,266	81	1,325	1,247	78	under	5.9%	c
Financing Charges	327	334	(7)	181	181	0	-	0.0%	d
<b>Total Controllable Exp.</b>	<b>313,059</b>	<b>312,847</b>	<b>212</b>	<b>247,455</b>	<b>247,409</b>	<b>46</b>	<b>Under</b>	<b>0.0%</b>	
<b>Total Controllable Inc.</b>	<b>(16,687)</b>	<b>(17,117)</b>	<b>430</b>	<b>(14,309)</b>	<b>(14,769)</b>	<b>460</b>	<b>over recovered-</b>	<b>(3.2%)</b>	<b>6,a,c,d</b>
<b>Net Controllable Exp.</b>	<b>296,372</b>	<b>295,730</b>	<b>642</b>	<b>233,146</b>	<b>232,640</b>	<b>506</b>	<b>under</b>	<b>0.2%</b>	

Variance Explanations

1. The underspend in employee costs reflects the profiling of the payment and funding of the teachers' pay award
2. The underspend on property costs relates to primarily to the cost of gas and water charges. .
3. The transport overspend reflects the demand and cost of providing ASN transport in schools.
4. This relates to a projected underspend in the cost of external placements reflecting the current level of demand.
5. The overspend in payments to contractors represents inflation costs greater than budget within the PPP contract.
6. The over recovery in income relates to Early Years fees due to increased flexibility for parents and more options to buy ELC hours.

Budget Virements

- a. Additional Income from external organisations. Net Effect £0.000m: Employee Costs £0.074m, Supplies and Services £0.021m, Payments to Other Bodies (£0.183m) and Income £0.088m.
- b. General Revenue Grant for Teachers' Induction Scheme 2017/18. Net Effect £2.213m: Employee Costs £2.213m.
- c. Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.299m, Income (£0.299m).
- d. Realignment of DMS. Net Effect £0.000m: Employee Costs £1.670m, Property (£0.645m), Supplies and Services £0.560m, Transport and Plant £0.673m, Administration Costs £0.043m, Payments to Other Bodies (£0.088m), Payments to Contractors £0.001m, Finance Charges (£0.001m) and Income (£2.213m).



# Report

Report to: **Education Resources Committee**  
 Date of Meeting: **24 April 2018**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources - Capital Budget Monitoring  
2017/2018**

## **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 2017 to 2 February 2018.

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

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

- (1) that the Education Resources' capital programme of £40.417 million, and expenditure to date of £23.903 million, be noted.

## **3. Background**

3.1. This is the fourth capital monitoring report presented to the Education Resources Committee for the financial year 2017/2018.

3.2. The budget reflects the approved programme for the year, as approved at the Council meeting on 16 February 2017, exceptions approved during 2016/17 and monies carried forward for projects from 2016/17. It also includes budget adjustments approved by the Executive Committee during 2017/2018 up to and including its meeting on 28 March 2018.

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

## **4. Employee Implications**

4.1. None

## **5. Financial Implications**

5.1. The total capital programme for Education Resources for 2017/2018 is £40.417 million.

5.2. Work has been ongoing to clarify the predicted spend position for this financial year and current estimates from Housing and Technical Resources suggest an outturn for Education Resources of £31.871 million. This is an underspend of £8.546 million and mainly relates to the expected timing of project spend within the Primary Schools' Modernisation Programme. Funding will carry forward into next financial year.

- 5.3. Anticipated spend to date was £28.091 million with £23.903 million of expenditure being incurred (59.14% of full budget). This represents a position of £4.188 million behind profile. This is mainly due to timing of spend on the Council's Primary Schools' Modernisation Programme.
- 5.4. During the construction phase of various projects in the Primary Schools' Modernisation Programme there have been technical issues encountered which have delayed work programmes and have led to a reduction in spend in the current financial year. These projects are progressing in line with the completion dates agreed with Education Resources. The timing of receipt of external funding in relation to schools has also contributed to the requirement to carry funds forward.
- 6. Other Implications**
- 6.1. The main risk associated with the Council's Capital Programme is an overspend. The risk has been assessed as low given the detailed project management plans prepared and monitored for each project. The risk of an overspend is managed through four weekly Investment Management Meetings.
- 6.2. There are no implications for sustainability in terms of the information contained in this report.
- 7. Equality Impact Assessment and Consultation Arrangements**
- 7.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 7.2. There is also no requirement to undertake any consultation in terms of the information contained in the report.

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

**Tony McDaid**  
**Executive Director (Education Resources)**  
21 February 2018

**Link(s) to Council Values/Ambitions/Objectives**

- ◆ Value: Accountable, Effective, Efficient and Transparent

**Previous References**

- ◆ Council meeting, 16 February 2017
- ◆ Executive Committee, 28 March 2018

**List of Background Papers**

- ◆ Financial ledger to 2 February 2018

**Contact for Further Information**

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

Lorraine O'Hagan, Finance Manager (Strategy)

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**South Lanarkshire Council  
Capital Expenditure 2017-18  
Education Resources Programme  
For Period 1 April 2017 – 2 February 2018**

<b><u>Education Resources</u></b>	<b>Budget £000</b>	<b>Budget b/f £000</b>	<b>Total Original Budget £000</b>	<b>Budget Adjustments £000</b>	<b>Slippage/ Acceleration £000</b>	<b>Total Budget £000</b>	<b>Budget to Date £000</b>	<b>Actual Expenditure £000</b>
Primary School Modernisation Programme	36,952	(4,822)	32,130	4,882	(2,390)	34,622	25,608	20,850
ICT Developments	1,750	893	2,643	0	(943)	1,700	1,683	1,048
Other	1,647	441	2,088	2,007	0	4,095	800	2,005
<b>TOTAL</b>	<b>40,349</b>	<b>(3,488)</b>	<b>36,861</b>	<b>6,889</b>	<b>(3,333)</b>	<b>40,417</b>	<b>28,091</b>	<b>23,903</b>



# Report

5

Report to: **Education Resources Committee**  
 Date of Meeting: **24 April 2018**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources – Workforce Monitoring –  
December 2017 to February 2018**

## 1 Purpose of Report

1.1 The purpose of the report is to:-

- ◆ provide employment information for December 2017 to February 2018 relating to Education Resources.

## 2 Recommendation(s)

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

(1) that the following employment information for December 2017 to February 2018 relating to Education Resources be noted:-

- ◆ attendance statistics
- ◆ occupational health
- ◆ accident/incident statistics
- ◆ discipline, grievance and dignity at work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 9 December 2017

## 3 Background

3.1 As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for December 2017 to February 2018.

## 4 Monitoring Statistics

### 4.1 Attendance Statistics (Appendix 1)

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

The Resource absence figure for February 2018 was 4.0%, which represents an increase of 0.1% when compared to the previous month and is 1.0% lower than the Council-wide figure. Compared to February 2017, the resource absence figure has decreased by 0.4%.

Based on the absence figures at February 2018 and annual trends, the projected annual average absence for the Resource for 2017/2018 is 3.3%, compared to a Council-wide average figure of 4.2%.

For the financial year 2017/2018, the projected average days lost per employee equates to 7.6 days, compared with the overall figure for the Council of 10.0 days per employee.

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

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 374 referrals were made this period, a decrease of 2 when compared with the same period last year.

#### **4.3 Accident/Incident Statistics**

There were 148 accidents/incidents recorded within the Resource this period, a decrease of 32 when compared to the same period last year.

On further analysis of this data, 128 reports relate to physical incidents (86% of the total number reported). The staff and Resource continue to use the "Promoting Positive Behaviour and Relationships" Information Pack. The mandatory Learn Online module that was developed is available and all staff will complete this.

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

The Education Operating Procedure is issued annually at the start of each session.

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

There were 6 disciplinary hearings held within the Resource this period, which represents an increase of 3 when compared with the same period last year. One grievance hearing was held within the Resource this period which is an increase of 1 when compared with the same period last year. No dignity at work hearings were held within the Resource this period, which represents no change when compared with the same period last year.

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

There were 68 leavers in the Resource this period. This figure has increased by 38 when compared with the same period last year. Exit interviews were held with 14 employees.

### **5 Staffing Watch (Appendix 3)**

#### **5.1** There has been an increase of 39 in the number of employees in post from 9 September 2017 to 9 December 2017.

### **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 Other Implications**

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

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

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

**Tony McDaid**

**Executive Director (Education Resources)**

**Paul Manning**

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

13 March 2018

## **Link(s) to Council Values/Ambitions/Objectives**

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

## **Previous References**

- ◆ Education Resources Committee – 6 February 2018

## **List of Background Papers**

- ◆ Monitoring information provided by Finance and Corporate Resources

## **Contact for Further Information**

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

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E-mail: [Janet.McLuckie@southlanarkshire.gcsx.gov.uk](mailto:Janet.McLuckie@southlanarkshire.gcsx.gov.uk)

**ABSENCE TRENDS - 2015/2016, 2016/2017 & 2017/2018**  
**Education Resources**

APT&C				Teachers				Resource Total				Council Wide							
	2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018		2015 / 2016	2016 / 2017	2017 / 2018				
April	4.2	3.4	4.0	April	2.6	2.9	2.1	April	3.2	3.1	2.9	April	3.8	4.3	3.9				
May	4.3	3.8	4.7	May	2.9	3.1	2.7	May	3.5	3.4	3.5	May	3.9	4.4	4.2				
June	3.6	3.8	3.6	June	2.2	2.4	2.2	June	2.8	3.0	2.8	June	3.5	4.1	3.9				
July	2.6	2.9	2.1	July	1.2	1.2	0.8	July	1.8	1.9	1.3	July	2.9	3.3	3.0				
August	3.1	3.0	2.7	August	1.5	1.4	1.0	August	2.2	2.0	1.7	August	3.3	3.6	3.2				
September	4.6	3.7	4.3	September	2.6	2.4	2.2	September	3.4	2.9	3.0	September	3.8	4.1	4.0				
October	4.5	4.2	4.6	October	2.8	2.9	2.4	October	3.5	3.4	3.3	October	4.1	4.4	4.1				
November	5.4	5.4	5.0	November	3.8	3.1	3.5	November	4.5	4.0	4.1	November	4.7	4.9	4.8				
December	5.0	5.4	5.3	December	4.2	3.2	3.8	December	4.5	4.1	4.4	December	4.7	4.9	5.1				
January	4.6	4.7	5.2	January	4.0	2.8	3.0	January	4.3	3.6	3.9	January	4.6	4.5	5.0				
February	4.7	5.5	5.5	February	4.2	3.7	3.0	February	4.4	4.4	4.0	February	5.0	5.0	5.0				
March	4.9	5.6		March	4.3	3.4		March	4.5	4.3		March	5.2	4.7					
Annual Average	4.3	4.3	4.4	Annual Average	3.0	2.7	2.5	Annual Average	3.6	3.3	3.3	Annual Average	4.1	4.4	4.2				
Average Apr-Feb	4.2	4.2	4.3	Average Apr-Feb	2.9	2.6	2.4	Average Apr-Feb	3.5	3.3	3.2	Average Apr-Feb	4.0	4.3	4.2				
No of Employees at 28 February 2018				2589	No of Employees at 28 February 2018				3717	No of Employees at 28 February 2018				6306	No of Employees at 28 February 2018				14926

For the financial year 2017/18, the projected average days lost per employee equates to 7.6 days.

## EDUCATION RESOURCES

	Dec-Feb 2016-2017	Dec-Feb 2017-2018
<b>MEDICAL EXAMINATIONS</b>		
Number of Employees Attending	107	89
<b>EMPLOYEE COUNSELLING SERVICE</b>		
Total Number of Referrals	44	35
<b>PHYSIOTHERAPY SERVICE</b>		
Total Number of Referrals	120	139
<b>REFERRALS TO EMPLOYEE SUPPORT OFFICER</b>	86	91
<b>REFERRALS TO COGNITIVE BEHAVIOUR THERAPY</b>	19	20
<b>TOTAL</b>	<b>376</b>	<b>374</b>

CAUSE OF ACCIDENTS/INCIDENTS	Dec-Feb 2016-2017	Dec-Feb 2017-2018
Specified Injuries*	1	1
Over 7 day absences	2	2
Minor	4	4
Near Miss	0	1
Violent Incident: Physical****	154	128
Violent Incident: Verbal*****	19	12
<b>Total Accidents/Incidents</b>	<b>180</b>	<b>148</b>

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

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

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

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

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

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

RECORD OF DISCIPLINARY HEARINGS	Dec-Feb 2016-2017	Dec-Feb 2017-2018
Total Number of Hearings	3	6

## Time Taken to Convene Hearing Dec 2017 - Feb 2018

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

RECORD OF GRIEVANCE HEARINGS	Dec-Feb 2016-2017	Dec-Feb 2017-2018
Number of Grievances	0	1
Still in Progress	0	1

RECORD OF DIGNITY AT WORK	Dec-Feb 2016-2017	Dec-Feb 2017-2018
Number of Incidents	0	0

ANALYSIS OF REASONS FOR LEAVING	Dec-Feb 2016-2017	Dec-Feb 2017-2018
Career Advancement	0	5
Poor Relationship with Manager/Colleagues	0	2
Personal Reasons	1	0
Travelling Difficulties	0	2
Dissatisfaction With Terms and Conditions	0	1
Other	2	4
<b>Number of Exit Interviews conducted</b>	<b>3</b>	<b>14</b>

<b>Total Number of Leavers Eligible for Exit Interview</b>	<b>30</b>	<b>68</b>
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<b>Percentage of interviews conducted</b>	<b>10%</b>	<b>21%</b>
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**JOINT STAFFING WATCH RETURN  
EDUCATION RESOURCES**

**1. As at 9 December 2017**

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	681	59	2230	650	3620				
	Other	126	80	369	1870	2445				
	Total Employees	807	139	2599	2520	6065				
	*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	0	0	0	0	0	0	4.6	3324	3328.6
Other	1	1058.46	458.97	86.09	21	14.00	4	58.44	9.6	1711.56

**1. As at 9 September 2017**

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	680	58	2235	649	3622				
	Other	127	71	358	1848	2404				
	Total Employees	807	129	2593	2497	6026				
	*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	0	0	0	0	0	0	4.6	3328.2	3332.8
Other	1	1037.51	448.5	86.07	19	14.00	4	56.94	10.6	1677.62

# Report

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources)</b> <b>Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>New Initiatives – Breakfast Clubs/Schools Support</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise Committee of the new initiative to pilot the implementation of free breakfast clubs in a number of primary schools, to commence in 2018/2019
- ◆ seek approval for an increase in staffing levels for the duration of the pilot and, as required, for School Support Assistants.

## 2. Recommendation(s)

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

- (1) that the arrangements to pilot the implementation of free breakfast clubs in some schools during 2018/2019, as detailed in the report be approved;
- (2) that the arrangements for additional staffing requirements for the breakfast clubs, as outlined in paragraph 7.5 of the report, be approved; and
- (3) that the Executive Director (Education Resources), in consultation with the Head of Personnel, be authorised to approve increases to the staffing establishment of School Support Assistants, as outlined in paragraph 7.8 of the report.

## 3. Background

3.1. On 28 February 2018, the Executive Committee considered a report on the Overall Position of the Revenue Budget 2018/2019 and Savings Proposals. This report proposed a number of New Initiatives for 2018/2019, one of which was to pilot implementation of free breakfast clubs in a number of primary schools. It was agreed that £0.225 million be allocated in 2018/2019 for this purpose.

- 3.2. A school breakfast club is a provision for children to eat a healthy breakfast in a safe environment before the start of the school day. Nationally, the introduction of breakfast clubs has mainly been driven by concerns that a proportion of pupils are not eating breakfast and arriving at school hungry, which may impact negatively on their wellbeing, learning and behaviour.
- 3.3. The role of breakfast clubs is wider than the provision of food. They also provide a calm and safe environment before school, help develop social skills and provide the opportunity for additional learning. Attending a breakfast club may also assist pupils to arrive at school on time, encourage attendance, and be ready to learn when the formal school day begins.

The Children's Food Trust identifies the main aims of breakfast clubs are as follows:-

- provision of food at the start of the day
  - improving pupils' education
  - meeting the social needs of children and improving social skills
  - improving school relations with parents
- 3.4. Breakfast clubs are generally considered to enhance wellbeing, academic performance and behaviour, especially for children whose parents might not otherwise be able to afford to provide them with regular meals.
- 3.5. This report provides details of the Council's current breakfast clubs, the proposed pilot to expand the provision of breakfast clubs and the evaluation process for existing and the proposed pilot breakfast clubs, which will shape the format of the future full rollout.

#### **4. Current Breakfast Clubs' Provision**

- 4.1. Currently, there are 45 primary schools within the Council area which provide breakfast club provision and these are supported in a range of ways including:-
- 26 schools operating through arrangements between Facilities Services and the school/ parents/Head Teachers
  - 5 schools receive funding/food from an external provider
  - 3 schools are partly supported financially by the NHS
  - 4 schools are operated by a local charity
  - 7 schools are operated by private contractors (out of school care companies)

#### **5. Pilot Programme of Breakfast Club Provision**

- 5.1. In order to ensure the successful implementation of breakfast clubs across the full Council area, a pilot will be introduced during school session 2018/2019. The proposals for the pilot scheme have been formulated by senior officers from Education, Community and Enterprise and Finance and Corporate Resources and takes into account some of the existing formats.
- 5.2. The pilot programme will include up to 40 schools and will be allocated across rural, urban, ASN and mainstream schools and within each of the four geographical localities. It will also consider areas of identified deprivation.
- 5.3. 5 schools will commence the initial stage of the pilot between the Easter and summer period 2018, before scaling up to 40 schools during school session 2018/2019. The initial 5 schools have been identified based on Free School Meal entitlement statistics across localities
- St Blane's Primary School, Blantyre
  - Robert Owen Memorial Primary School, Lanark

- St Bride's Primary School, Cambuslang
- Rigside Primary School, Rigside
- Castlefield Primary School, East Kilbride

- 5.4. Understanding the current working arrangements of breakfast clubs and working with the community, are key components of the pilot. Consequently, the pilot will explore the option of supporting a local charitable organisation to deliver breakfast clubs in identified schools. This will allow the Council to compare the cost effectiveness and efficiency of Council and third sector delivery models.
- 5.5. Where the pilot is being delivered by the Council, a critical path for implementation is required for each school and will be based upon clearly identified common principles. These principles include:
- all new breakfast clubs would open from 8.15am to 8.45am and provide breakfast e.g. menu (cereal, toast, fruit juice/yoghurt/milk) only (no activities)
  - the Facilities Assistant (janitor) would continue to provide an adult presence in the school yard to ensure a safe route to and from the breakfast club from 8.15am. As the Facilities Assistant (janitor) starts at 7.30am, there is no requirement to change shift pattern
  - the Facilities Assistant (cook in charge) would prepare and serve breakfast items to pupils from 8.15am to 8.45am. As the Facilities Assistant (cook in charge) starts at 8.00am, there is no requirement to change shift pattern
- 5.6. Initial feedback from some existing breakfast clubs, highlight the significant burden placed upon the school leaders who are required to act as supervisors. In order to alleviate this issue, the pilot will recruit supervisors to create a safe, secure environment to support children and to deal with any day to day issues that may arise.
- 5.7. As part of the pilot, there will be no change to the current transport times or arrangements and no change to school crossing provision. As this service is additional to the core Education provision, the assumption is that parents/carers will be required to take their children to school if they want them to attend the breakfast club. The pilot will identify whether the lack of transport/crossing patrollers acts as a barrier to attendance.
- 5.8. The projected uptake is based on the average uptake at the Council's current clubs in operation – at 23 per club. Some of these clubs are at a cost to parents and it is acknowledged that this may restrict the current uptake. However, Community and Enterprise Resources advise that even for free provision, the average uptake remains around 23 pupils per morning.
- 5.9. It is intended that all other existing breakfast club arrangements, including their opening times and charging models, would remain unchanged for session 2018/19. This will allow engagement with current providers to help understand the range of delivery options and inform the implementation for breakfast clubs across the full primary school estate.
- 5.10. The proposed timeline for the pilot is shown below:-
- |                                                          |                   |
|----------------------------------------------------------|-------------------|
| ▪ Introduction of breakfast club in five schools         | April to May 2018 |
| ▪ Introduction of breakfast club in a further 35 schools | From August 2018  |
| ▪ Initial evaluation of breakfast club pilot             | December 2018     |
| ▪ Final evaluation of breakfast club pilot               | April 2019        |

**6. Evaluation Process for Existing and Pilot Breakfast Clubs**

- 6.1. It is anticipated that the pilot project would provide information on uptake levels, accessibility (including ASN children), transport requirements/requests, rural and urban school matters and capacity issues in the larger schools. The evaluation process will also include discussions with organisers of the existing provision. This will allow a full proposal to be formed for the financial year 2019/2020 (commencing August 2019).
- 6.2. As noted in paragraph 5.10, an initial evaluation will be carried out in December 2018, with an update report submitted to the Executive Committee in February 2019. This will report on any demand pressures as well as any barriers to attendance. Thereafter, a final evaluation will take place up to the Spring Break in April 2019, and a further report will be submitted to the Executive Committee in May 2019, with recommendations for the full rollout commencing in August 2019.
- 6.3. The 40 pilot breakfast clubs would continue until such time as the final evaluation is made and a recommendation made to the Executive Committee.

**7. Employee Implications**

- 7.1. Appropriate supervision is an essential element of the breakfast club provision. An identified supervisor is currently required for breakfast clubs. In those current clubs that are not operated by the Council, the supervisor is the lessee and in the breakfast clubs provided by the Council, the Head Teacher or nominated member of education staff is the supervisor, mostly on a voluntary basis. The supervisor's role is to ensure a safe, secure environment and deal with any issues that may arise.
- 7.2. The supervisor role can be supplemented by other adult presence. The adult presence can assist with meeting adult/pupil ratios and support the day to day organising of the service. Adult presence could include parent helpers and volunteers or employees from Facilities Services.



- 7.3. As detailed at paragraph 5.5, the Facilities Assistant (cook in charge) starts at 8.00am and there is no requirement to change shift pattern. The support by Catering and Cleaning employees will be detailed within a report to the Community and Enterprise Resources Committee.
- 7.4. The pilot has assumed that there will be on average 1.5 FTE designated employees (school support assistants) who will be responsible for supervision. Other adult presence has been assumed at no cost. Volunteers from the Parent Forum or the Parent Council would be asked to meet the role of adult presence. The pilot will identify whether this works, or what is required to make it work – this may involve differing arrangements across schools, depending on local needs/demand. This will form part of the feedback from the 40 schools in the pilot.
- 7.5. This is an additional staffing requirement and therefore, will not be met from existing staff/budgets. However, it may be accommodated by adding to existing/current contracts in place. Summary of additional proposed hours:

Post (Education)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Total Annual Costs	Total Gross Cost inc on costs 30.3%
School Support Assistant (Total Costs)	60 x 45 mins per day	Grade 1 Level 1-3	SCP 20- 27	£8.74 – £9.69	£89,409 - £99,127.20	£116,500.20 - £129,163.20

\*40 schools involved in the Pilot, at 1.5 SSA per 45 minutes in the morning per day. This equates to 3 hours 45 mins per 1FTE per week, for term time provision.

- 7.6 The proposed staffing requirements are based on the 40 proposed pilot schools. There is currently provision in 45 establishments and scope in the future, once the results of the pilot are available, to expand the breakfast clubs.
- 7.7 Any volunteers fulfilling the role of adult presence will require to complete the requirements of the Protecting Vulnerable Groups (PVG) Scheme in advance.
- 7.8 Given the need for flexibility in the school support staffing establishment, Education Resources will complete a staffing exercise to reconcile anticipated requirements for the forthcoming school year based on school rolls, placing and other requests, expected leave requirements and projected breakfast and lunch club provision. This will form the basis of a report to request any change to the staffing establishment, which will be approved by the Head of Personnel. This will also allow for quick changes to established staffing levels required through changing needs as the pilot develops.

## **8. Financial Implications**

- 8.1. As detailed in section 5.10, the implementation is based on a phased approach with the pilot commencing its rollout in April/May 2018. All of the 40 pilot schools would then be in place by August 2018. The total predicted cost for the pilot initiative is £0.097m.
- 8.2. This is lower than the budget allocation of £0.225m but gives flexibility in terms of uptake levels which could affect the costs incurred for food and supervision. In addition, any transport and School Crossing Patroller requirements, if identified, could be met from this.

## **9. Other implications**

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

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

- 10.1. An equality impact assessment is being undertaken.
- 10.2. The requirement to complete a strategic environmental assessment is being considered.
- 10.3. Consultation with stakeholders will take place during the pilot phase in order to help inform any proposed roll out.

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

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

27 March 2018

### **Link(s) to Council Values/Ambitions/Objectives**

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

### **Previous References**

- Executive Committee 28 February 2018 –Overall Position of Revenue Budget 2018/19 and Savings Proposals

### **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

7

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>New Initiatives – School Holiday Lunch Clubs</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to

- ◆ advise Committee of the new initiative to pilot school holiday lunch clubs, to commence in 2018/2019
- ◆ seek approval to increase the establishment for the duration of the pilot

## 2. Recommendation(s)

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

- (1) that the arrangements to pilot school holiday lunch clubs within Neighbourhood Planning Areas, as detailed in the report, be approved.
- (2) that the requirement for additional staffing hours, as detailed in paragraph 7 of the report, for Active Breaks/Youth Group Workers and a temporary post of Youth Worker, for the lunch club provision, be approved

## 3. Background

- 3.1. On 28 February 2018, the Executive Committee considered a report on the Overall Position of the Revenue Budget 2018/2019 and Savings Proposals. This report proposed a number of New Initiatives for 2018/2019, one of which was to develop pilot Holiday Lunch Clubs.
- 3.2. In 2018/2019, £0.225 million has been allocated to develop pilot Holiday Lunch Clubs in primary schools within the Neighbourhood Planning Areas (Strutherhill; Whitlawburn and Springhall; and the Burnbank, Udston and Hillhouse areas).
- 3.3. It is acknowledged that the school summer holidays can be a challenging time for low-income families: children who benefit from free school lunches often miss meals and go hungry once their school closes for the holidays. The Welsh Local Government evaluation of the Food and Fun Holiday Enrichment Programme 2016 states '*Missing meals, a sedentary lifestyle and social isolation in the school holidays reinforces existing health inequalities and undermines the success of free school lunch policies.*'
- 3.4. The school holiday lunch clubs aim to prevent children going hungry in the summer holidays and improve children's health and promote learning through a programme of fun and engaging activities.
- 3.5. This report provides information on the proposed pilot for school holiday lunch clubs (Section 4), and the evaluation process on the pilot (Section 5).

- 3.6. Section 6 details the financial implications of the pilot in 2018/2019. The results of the pilot will shape the format proposed going forward. Section 7 confirms the employee implications for the pilot.
- 4. Pilot Programme of School Holiday Lunch Clubs**
- 4.1. It is proposed that an initial pilot be introduced during the summer holidays in 2018. This would cover the 4 weeks of July and the first 2 weeks in August and involve 4 establishments.
- 4.2. The Council will use internal resources to create pilot clubs in 3 (of the 9) primary schools in the 3 Neighbourhood Planning Areas. Udston Primary School and Glenlee Primary School in Burnbank, Udston and Hillhouse and St Anthony's Primary School in Whitlawburn and Springhall. The aim is to create a hub arrangement where children from all schools in the local area would congregate in the one place. This would minimise the fixed costs of the venture, and would also assess whether children would be willing/able to travel to the hub.
- 4.3. For the fourth establishment, the pilot will explore the option of supporting a local charitable organisation to deliver a holiday lunch club in Strutherhill Neighbourhood Planning Area. As understanding the current working arrangements of breakfast clubs and working with the community are key components of the pilot, this will allow the Council to compare the cost effectiveness and efficiency of Council and third sector delivery models.
- 4.4. Information from other councils who provide this type of service during the holiday period indicates that the inclusion of activities helps to increase the uptake and ensures it is not portrayed as being about lunch provision only.
- 4.5. As a result, the proposal is that the club would last for 4 hours (suggested 10am to 2pm) on each weekday (Monday to Friday) and would include activities which could range from various sports to arts and crafts. It may also include an element of reading for pleasure to maintain momentum in terms of attainment during the holiday period. Lunch will be served at some point over the 4 hour period, and will be dependent on the activities involved.
- 4.6. The Youth, Family and Community Learning Service will lead the programme in order to ensure appropriate support continues through the holiday period for children who require it. The costs of the pilot include a youth worker, for a 1 year fixed contract. This would be reviewed if a full rollout is approved. The Youth Worker will be required to liaise with schools, set up and adjust the programme as required, plan, develop and oversee the activities being provided and support the evaluation of the pilot.
- 4.7. It is proposed that the menu would be the same as the current term time school menu.
- 4.8. The projected uptake is based on information received from other councils who run holiday lunch clubs – an estimate of 65 children per club has been assumed. At this level, it requires 4 Active Breaks/ Youth Group Worker (on a ratio of 1:17), who can manage activities over differing age ranges.
- 4.9. As part of the pilot, there will be no transport or school crossing patroller provision assumed. As this service is open to all, and is not a core service, the assumption is that parents/carers will be required to take their children to the Holiday Lunch Club – the pilot will identify whether the lack of transport/crossing patrollers is a barrier to attendance.

- 4.10. The proposal is for the full Holiday Lunch Club to run over the School Holiday periods throughout the year: 6 weeks in Summer, 1 week in October and 2 weeks at Easter. However, the results of the pilot will shape how this is taken forward.
- 4.11. Once the pilot is complete, the results will be reported back to Committee and will include the uptake levels and the impact on costs moving forward. It will allow proposals to be formed on whether it is appropriate to provide the service in all schools. The results of the pilot will influence the number of schools involved in the full rollout.
- 4.12. The proposed timeline is shown below:-
- Pilots in each Neighbourhood Planning Area July/August 2018
  - Initial evaluation and feedback to Executive Committee November 2018
  - If approved, full roll out of Holiday Lunch Clubs commence Spring Break 2019

## **5. Evaluation Process for Pilot Holiday Lunch Clubs**

- 5.1. It is anticipated that the pilot project would provide information on demand/attendance, accessibility (including ASN children), transport requirements/requests, suitability/success of activities, any transport requests, success/attendance at rural versus urban schools and capacity issues across the cluster areas and whether the children we want to benefit are actually attending. A key component of the evaluation will be feedback gathered from the children and families. This feedback will be central to the long-term strategy and roll out.
- 5.2. This will allow a full proposal to be formed for the financial year 2019/2020, including how many establishments the Holiday Lunch Clubs would operate in, and the capacity of each.
- 5.3. An initial evaluation will be carried out in September 2018, with feedback to Executive Committee in November 2018 and a firm proposal will be made to Executive Committee in February 2019, including recommendations for the full rollout commencing Spring Break 2019.

## **6. Financial Implications**

- 6.1. As detailed in section 4.2, the pilot is based on holiday lunch club provision in each of the Council's 3 Neighbourhood Planning Areas. The pilot costs also include the appointment of a Youth Worker on a 12 months fixed term contract as detailed in section 4.6. The total predicted cost for the pilot initiative is £0.068m.
- 6.2. There remains scope within the budget allocation of £0.225m to extend or change how this service is being provided, collating the experience gained over the summer period. This would enable the provision to be scaled up, as required, and provides flexibility around uptake levels.

## **7. Employee Implications**

- 7.1. The pilot has assumed that there will be 4 Active Breaks/Youth Workers in each hub (school). These will be provided by Education Resources or South Lanarkshire Leisure and Culture Ltd, dependent on the activity being organised.
- 7.2. The pilot will identify the correct mix and number of staff required and will form part of the feedback.
- 7.3. Catering and cleaning staff will be required to support this venture and the staffing requirements for this will be presented to the Community and Enterprise Resources for approval.

7.4 The employee implications for running the pilot are detailed in the table below:-

Post (Education)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Total Annual Costs	Total Gross Cost inc on costs 30.3%
Active Breaks/ Youth Group Worker	12 posts @20 hours*	Grade 1 Level 1-4	Scp 20 – 31	£8.74 - £10.28	£18,878.40- £22,204.80	£24,598.08- £28,932.85
Youth Worker	1 post	Grade 1 Level 1- 4	Scp 20 - 31	£8.74 - £10.28	£15,949.63 - £18,759.97	£20,782.37 - £24,444.24

\*3 schools involved in the clubs, 4 Active Breaks/Youth Group Worker for 4 hours per day, 5 days per week for 9 weeks of the school holidays - Easter, Summer and October.

## **8 Risk and Sustainability**

8.1 When the proposals are further developed, details of all parties involved who will supply foods etc, including roles and responsibilities, will be passed to the Risk and Insurance Section to allow final consideration of insurance requirements.

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

9.1 The work on completing equality impact assessments is currently underway.

9.2 The requirement to complete a strategic environmental assessment is being considered.

9.3 Consultation with stakeholders will take place during the pilot phase in order to help inform any proposed roll out.

**Tony McDaid**

**Executive Director (Education Resources)**

**Paul Manning**

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

27 March 2018

## **Link(s) to Council Values/Ambitions/Objectives**

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

**Previous References**

- Executive Committee – 28 February 2018 - Overall Position of Revenue Budget 2018/19 and Savings Proposals

**List of Background Papers**

None

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# Report

8

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Enhanced priorities for allocation of the Paid Privilege Transport Scheme</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ seek approval to amend the current priorities for paid privilege transport to allow pupils with free school meal entitlement to have a higher priority for allocation, to be implemented from the 2018 school session

## 2. Recommendation(s)

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

- (1) with effect from the 2018 school session, pupils with free school meal entitlement, be considered as a priority 3 for the purposes of allocation of paid privilege transport where available, be approved; and
- (2) that the revised priorities, as detailed in paragraph 4 of the report, be endorsed and referred to the Executive Committee for approval.

## 3. Background

- 3.1. On 1 February 2010, the Executive Committee approved income generation on dedicated school transport contracts through the introduction of a paid privilege transport scheme. In addition, the privilege scheme has been refined to take account of priority situations.
- 3.2. Currently, paid privilege transport places are only provided where there is spare capacity on an existing dedicated school contract.
- 3.3. Privilege transport operates from the existing designated pick up and drop off points and is not provided where a service bus is used on the school run.
- 3.4. Privilege transport may be withdrawn at short notice in order to cater for an eligible child, and is only valid for the school session for which it is granted. Applications will be held on file and reviewed each year depending on the number of spare seats available.
- 3.5. The average cost of running school transport within South Lanarkshire is £3.62 per day, however, privilege transport is subsidised and charged at a rate of £1 per day.
- 3.6. The current priorities for the allocation of paid privilege transport places are:-
  - **Priority 1** - pupils whose family circumstances have been disrupted due to a health condition which affects their immediate carer. In these circumstances, supporting documentation from an appropriate agency such as the NHS or Social Work must be provided.

- **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 supporting documentation from an appropriate agency such as the NHS or Social Work must be provided.
- **Priority 3** - pupils whose permanent home address is within the catchment area. Privilege places will be issued to pupils who live furthest away from the school until all the places have been allocated.
- **Priority 4** - pupils whose permanent home address is outwith the catchment area. Places will be issued to pupils who live furthest away from the school until all the places have been allocated.

#### 4. **Proposals**

4.1. It is proposed to give consideration to families on low income and to change the priorities for the allocation of paid privilege transport to include the following:-

- Where pupils are entitled to free school meals they will now be considered priority 3 for allocation of places where available.
- All other priorities will follow on from the proposed changes within their current order and there will now be 5 priorities within the allocation process of paid privilege transport places.

Therefore the revised priorities for allocation would be as follows:-

- **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.

4.2. This proposal would be implemented from school session 2018 following ratification at a future Executive Committee meeting due to this proposed change being a change to existing policy.

#### 5. **Employee Implications**

5.1. None

#### 6. **Financial Implications**

6.1. None

#### 7. **Other Implications for the Council**

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

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

**8. Equality Impact Assessment and Consultation Arrangements**

8.1. An equality impact assessment has been undertaken.

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

**Tony McDaid**

**Executive Director (Education Resources)**

4 April 2018

**Link(s) to Council Values/Ambitions/Objectives**

- Raise educational achievement and attainment
- Achieve efficient and effective use of resources

**Previous References**

None

**List of Background Papers**

None

**Contact for Further Information**

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# Report

9

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources)</b> <b>Executive Director (Finance and Corporate Resources)</b>

**Subject: Additional Teachers and Classroom Support**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise Committee of the implementation plans and employee implications associated with the new initiative for additional teachers and classroom support.

## 2. Recommendation(s)

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

- (1) that the arrangements to recruit additional teachers and school support assistants be noted;
- (2) that the posts to be added to the Education Resources' establishments, as detailed in paragraph 5.1, of the report be noted.

## 3. Background

3.1. At its meeting on 28 February 2018, the Executive Committee approved £3m funding to introduce additional teachers and School Support Assistants within Education Resources. This funding is intended to cover 2 years costs for these additional posts.

## 4. Additional Posts

- 4.1. Additional teachers will allow the pupil teacher ratio to be maintained, and also support pupils with additional support needs (ASN) through more ASN teachers in mainstream schools and more support assistants to reflect growth in the demand for these services.
- 4.2. The funding will allow the recruitment of an additional 17 teachers in the secondary sector, a further 15 teachers to support ASN across the 15 bases and the employment of 33 school support assistants who would be employed on a term time basis (26.7 fte).
- 4.3. Class configuration exercises and placing request exercises is ongoing, and this may change the teacher requirement.

## **5. Employee Implications**

5.1. Details of additional employee requirements are listed below:

<b>Post title</b>	<b>Number of posts (FTE)</b>	<b>Annual salary</b>	<b>Gross costs (including on-costs 30.3%)</b>
Teacher	32	£22,641 - £36,840	£944,032 - £1,536,064
School Support Assistants	26.7	£15,950 - £18,759	£554,902 - £652,627
Total Costs			£1,498,934 - £2,188,691

## **6. Financial Implications**

6.1. A sum of £1.2m has been set aside in 2018/2019 to cover the part year costs of the additional teachers and school support assistants from August 2018 to March 2019. It is proposed that £1.8m be set aside to cover the full year costs into 2019/2020. The total funding of £3m provides some sustainability to meeting the costs of these additional posts and allows time to build permanency into the Council's financial strategy.

## **7. Other Implications**

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

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

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

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

**Tony McDaid**

**Executive Director (Education Resources)**

**Paul Manning**

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

**12 March 2018**

### **Link(s) to Council Values/Ambitions/Objectives**

♦ Accountable, Effective, Efficient and Transparent

### **Previous References**

♦ South Lanarkshire Council, 28 February 2018

### **List of Background Papers**

♦ Local Government Finance (Scotland) Order 2018

### **Contact for Further Information**

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

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# Report

10

Report to: **Education Resources Committee**  
 Date of Meeting: **24 April 2018**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Fair Funding to Achieve Excellence in Education - Consultation Analysis**

## 1. Purpose of Report

1.1. The purpose of the report is to

- ◆ advise Committee on the recently published analysis of responses to the consultation on Fair Funding to Achieve Excellence and Equity in Education.

## 2. Recommendation(s)

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

- (1) that the summary of the analysis of responses to the consultation on Fair Funding to Achieve Excellence and Equity in Education be noted

## 3. Background

- 3.1. In June 2017, the Scottish Government published its response to its consultation on Education Governance, providing the direction for the Next Steps on how the Government's vision for Schools will be taken forward.
- 3.2. As part of this response, the Scottish Government launched a subsequent consultation on the funding for Education going forward. This "Fair Funding to Achieve Excellence and Equity in Education" consultation required responses to be submitted in October 2017.
- 3.3. On 27 September 2017, the Executive Committee approved a response to the consultation, on behalf of South Lanarkshire Council, which was submitted to the Scottish Government. A copy of the response is attached as appendix to the report, for information.
- 3.4. In late February 2018, the Scottish Government published an analysis of the consultation responses. This paper was written by Rocket Science Ltd, rather than the Scottish Government, and it does not point to any conclusions, next steps or actions that will arise from the exercise. The report is simply an attempt to analyse responses received on the consultation.
- 3.5. A separate consultation has since taken place (January 2018) in relation to the Education Bill 2018. This exercise specifically stated that The Government will be reporting on the outcome of the Fair Funding consultation in summer 2018. It is expected that the outcomes of the Fair Funding and Education Bill consultation will feature in the final draft of the Bill expected later in this parliamentary year.

- 3.6. The Analysis advises that 85 written responses to the consultation were received, from local authorities, head teacher/teachers, parents, other organisations, and individuals. In addition, six focus groups were conducted with head teachers across Scotland.
- 3.7. The analysis is provided under 3 main headings, which reflects the main themes of the consultation. The analysis provided on each of these themes are covered in the remaining sections of this report.
- Advantages and disadvantages of the current system (section 4)
  - Future Systems of Funding (section 5)
  - Support and systems needed to implement change (section 6)

#### **4. Advantages and disadvantages of the current funding system**

4.1. The following advantages and disadvantages were highlighted in the analysis :

- an advantage to the current system is the involvement of local authorities in school funding ( this was the most prevalent advantage noted)
- Devolved School Management (DSM) was seen to provide head teachers with a degree of control over funding. The level of support from Local Authorities was seen as a major advantage
- there is frustration over the lack of transparency and the variation in the level of flexibility and autonomy granted to head teachers across areas
- there was some agreement that bureaucracy within the current system was a major disadvantage including reporting mechanisms from different funding sources and burdensome procurement processes
- there were concerns about the heavy workload currently facing head teachers
- there was some agreement that the time involved in completing certain tasks under DSM schemes is preventing head teachers from focusing on attainment within schools

#### **5. Future systems of funding**

5.1. Comments received on future systems of funding are as follows :

- in general, the view was that a Pupil Equity Fund (PEF) type approach to school funding would bring a range of benefits. Some responses stated concerns that PEF led to a silo approach, and put integration at risk
- there were anxieties about exactly how money should be allocated. The use of free school meals was queried, suggesting a more sophisticated method was needed
- many felt that the level of control under DSM was insufficient to effect change
- many felt that head teachers should have control over staffing, staffing structures and educational resources
- whilst some argued that head teachers should be responsible for dealing with additional support needs, concern was raised over the cost of specialist service provision
- agreement that head teachers should not be responsible for utilities and building maintenance
- main elements of funding identified as unsuitable for inclusion in a standard, Scotland wide approach was ASN, Building Maintenance and Transport
- Some respondents said that a one size fits all would reduce flexibility for local needs
- increasing funding powers at a school level was seen to improve the responsiveness of schools to local challenges



- overall, respondents identified many more possible disadvantages to allocating a greater proportion of funding directly to schools than advantages. Head Teachers' view was that this would not be possible without more business admin support
- allocating a greater proportion of funding directly to clusters was not supported by teachers, as this was considered a layer of bureaucracy and complexity
- respondents felt the role of the Regional Improvement Collaboratives was unclear with concerns around the extensive geographical scale of these collaboratives. Many respondents set out disadvantages of distributing funds to RICs.

## **6. Support and systems needed to implement change**

6.1. Comments received in relation to support systems needed to implement change were as follows:-

- wide agreement that head teachers required support to deal with tasks that did not relate to teaching including administration, financial management, HR and building maintenance issues
- most respondents argued that schools should have an 'in-house' business manager and financial management duties should be completed by a professional with appropriate competencies and expertise
- concerns about the level of accountability that head teachers will face under a more devolved funding system, particularly if parent/pupils disagreed with decisions
- most felt that accountability for funding decisions should lie at the local authority level
- training - there was little appetite from head teachers for training as they felt that such tasks should be carried out by someone trained in the relevant field
- some felt that access to evidence based research on what interventions worked would help in school funding management

## **7. Employee Implications**

7.1. There are no direct employee implications from this report

## **8. Financial Implications**

8.1. There are no direct financial implications from this report.

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

12 April 2018

## **Link(s) to Council Values/Ambitions/Objectives**

- Accountable, effective, efficient and transparent

**Previous References**

- Executive Committee – 27 September 2017

**List of Background Papers**

- Education Governance: Fair Funding to Achieve Excellence and Equity in Education

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## Consultation Response.

### Q 1 What are the advantages of the current system of funding schools?

In understanding the proposed changes to the system it will be imperative that we understand how the scope of delegated responsibility to Head Teachers operates alongside the funding provided and those retained by the council. Councils will still be responsible for some aspects of school spend, and sufficient funding of that must be retained by the Council.

**Current Model Benefits:** One of the primary advantages of the currently system of funding in Scottish Councils is the relative predictability and consistency of approach in determining the level of funds available for local authorities. This then directly applies to the funding available for Schools.

Whilst changes to funding levels have been experienced at whole Council level, the Council is able to make considered decisions around the funding that each of its services receive and more importantly, the reasons for that funding. Schools can be protected from grant movement, where the reasons to do that are supported by the Council's plans. For example, in the last 2 years, the level of savings required by the Council has been £43m. Only £4m of savings has been taken from Education services (10%), despite Education holding 48% of the Council's budget.

That element of local decision making is a key feature of the current funding arrangement employed for all Council services, and the current funding model allows that local decision making.

Locally, decisions can be taken on the level of spend needed in any particular service area, and locally, the implications of that decision can be made. The council currently opts to spend £25m on ASN, £1.1m on Quality Improvement Services and £3m on Youth Services. These decisions on what we spend our money on are fuelled by an understanding of what services are needed to make a difference. That is a key advantage of being able to make decisions locally as an Authority.

**DSM** – Through the DSM scheme Head Teachers can already influence the spending in schools.

**Monitoring and Management of Funds:** A benefit of the current system is that consistent controls can be put in place to support Head Teachers from the "centre", in terms of financial management. Support is provided to schools to help manage and control spending. The consultation is unclear on the level of control at council level to manage financial issues such as unexpected pressures, or how schools would be expected to manage such issues.

Economies of scale can also be gained from adopting consistent approaches to current and new initiatives

### What are the disadvantages of the current system of funding schools?

A perceived disadvantage of the currently system is a lack of transparency of Funding. This is challengeable. Councils are required to be democratically accountable to their citizens and Councils can defend the level of spend made on all areas of business, including schools. Information regarding local authority expenditure on Education is reported in a range of statistical returns.

The current funding model for Councils is arrived at by applying a range of criteria feeding into a GAE calculation. The number of pupils in a Council area, the number of schools, the level of deprivation, the number of children in receipt of free meals are all taken into account at arriving at a GAE level for each council.

This GAE then features in the overall allocation of funds for councils, but not on a pound for pound basis, as GAE levels were frozen over 10 years ago. Since then there has been overall changes in the level of funding available for councils, and therefore more funds are allocated over and above the GAE levels.

It is accepted that the GAE does not represent a target or budget for spend on certain areas – it's a tool to allocate a fixed quantum of money. Therefore any comparison of councils spending levels to GAE calculations is flawed. For 2017/18 SLC's GAE level for education is £265m, whilst the comparable budget allocated for education is £306m.

Moving to a Fair Funding model may allow a better understanding of how funds area allocated, but this will remove all links to how other local government services are funded, and also to the link between councils own budgets and education spend.

## **Q 2 What are the benefits to Head Teachers of the current Devolved School Management schemes**

As the consultation acknowledges, the current DSM system already allows a devolution of control to Head Teachers. Current the councils DSM scheme devolves £37m of controllable spend to Head Teachers (12% of total school budgets).

There are a number of advantages for Head Teachers in respect of the current model of DSM:

- Transparent basis for allocations based on pupil roll;
- Compliance framework in place, including a clear audit trail;
- Economies of scale based on LA negotiation e.g. Our IT managed contract, procurement catalogue;
- 'Best value' undertaken centrally through procurement;
- Clear guidance in respect of overspend/carry forward;
- Flexibility to move allocations to meet local needs;
- Facility to delegate/devolve budgets;
- Able to target funding to School Improvement Plan projects;

**What are the barriers that Head Teachers currently face in exercising their responsibilities under DSM? How could these be removed?**

The key barriers, other than the ongoing requirement to find savings, are

largely as a result of the need for compliance where measures in place to ensure that spend is well-managed :

- Carry-forward: limits to carry-forwards make it difficult to accrue funds for larger projects over the longer term;
- Complex financial reports: a large number of budget lines are used and it is not always clear what each is used for in practice. It is not always easy to get clear up-to-date reports. This is offset by high quality support from LA officers.
- Procurement processes can, at times, prove problematic. It is recognised, however, that such processes ensure that schools operate within appropriate legal and policy requirements.
- Restrictions in respect of virement of budget savings e.g. if absence cover cannot be provided, the saving cannot always be spent in other areas. It is recognised that these measures are in place to protect aspects of the service.

**Q 3 How can funding for schools be best targeted to support excellence and equity for all?**

The principles behind a fair funding model are undeniable. The aims overall around supporting excellence and equity, being fair and transparent are key aspirations for any funding approach.

In reality, the concerns highlighted in the consultation paper around variations on spend, and transparency benefit from further local awareness of how school budgets are established.

Councils do not attempt to conceal how budgets are approved and already Councils aim to support excellence in schools. It is acknowledged that budgets are managed on a rollover basis, taking last year's spend as a starting position to consider what is needed for the coming year.

The overall funding model for Local Government ensures decisions can be taken at a local level to meet local need. Different areas will have different needs and priorities. This may lead to differing benchmarks around spend per pupil, but this can be explained by more than simply some councils choosing not to allocate as much funding to education than others.

Benchmarks do not tell a story around efficiency or outcome. Higher level of spend in some areas does equate to better service, or outcomes.

Examples such as the level of maintenance spend required will be dependent on the condition of assets. If Councils have invested in their estate the level of spend in schools will be lower. This is not a negative position.

Whilst benchmarks can be used as can openers for understanding how we compare to others, it is only useful if you can understand the reasons for the differences. Collaboration with others can help understand how others deliver excellent services, and we can learn from that, however, individual needs and priorities will still have to play a part in resources allocation.

A model where schools are able to influence how money is targeted is positive. However, further information is needed to understand how mandatory funding levels will work alongside schools being afforded more influence on how

money is spent.

To ensure consistency and allow for effective planning there would be a need to minimise year on year movements in funding at school level – ideally the funding model would include a cushion to restrict the potential for year on year movements.

Timing of allocations to individual schools would also need to allow sufficient time for planning, recruitment and delivery if the aims of the Fair Finding models are to be achieved.

A critical issue is the allocation of budget to tackle inequity. In order to do this fairly, a robust system of allocating funding, along with clear accountabilities is required: it is noted that PEF was allocated on the basis of FME uptake, yet the stated purpose of the funding is to address the attainment gap measured against SIMD. Anomalies between FME eligibility and uptake, along with anomalies in relation to SIMD can result in anomalies – and further inequity - in respect of the allocation of funding.

**Q 4 What elements of school spending should head - teachers be responsible for managing and why?**

In considering a response to this question there is a direct link to the previous question in that funding allocated on the basis of tackling inequity must be used for the stated purpose with robust accountabilities in place. In answering this question, there would need to be context around how budgets are allocated and the operating frameworks to be considered e.g. LA procurement/management structures etc.

Fundamentally, Head Teachers should have control and accountability in relation to those aspects of funding that impact on learning and teaching and upon the delivery of the service. In some cases there is a clear and direct link: staff training and professional development; staff absence cover; learning and teaching materials, specialist equipment, resources and consumables (including ICT resources for learning and teaching). In some cases there is a less clear link: out of school activities and associated transport costs; some aspects of additional support services; accreditation of courses/activities e.g. Duke of Edinburgh Awards Scheme. Some other aspects which are perhaps less directly relevant might be around furniture and fittings – particularly in relation to specialist accommodation e.g. nurture spaces, STEM areas etc.

A substantial proportion of the running costs relate to wages: whilst staffing levels and management structures could be argued as a fundamental aspect that should be under the HTs control, issues in respect of SNCT agreements and risk assessment (financial and educational) in relation to plans that deviate significantly from existing models would need to be addressed.

**What elements of school spending should Head Teachers not be responsible for and why?**

It is suggested that areas where Head Teachers should not be responsible include aspects of provision which do not require educational input, such as:

- Utilities; building maintenance/upkeep; administrative/support services costs; kitchens/catering; janitorial;

The Council has heavily invested in capital spend in education facilities, and it is key that the investment is protected, and the quality of schools is maintained. Whether responsibility for that is devolved or not, funding needs to be available to protect that investment.

There are also areas where economies of scale benefit schools and therefore they should take support from councils such as;

- core ICT contract including infrastructure, technical support/maintenance;
- utilities;
- reprographics equipment;
- transport;
- Procurement catalogue.

Controls should also be in place to protect spending where allocations are based upon pupil need such as;

- core specialist services/ASN supports/access to wider provision

Head Teachers should not be able to unilaterally enter commitments or contracts on behalf of the council, for example;

- Staffing/employment rights, staffing surpluses or procurement. Liability and responsibility must sit together.

### **What elements of school spending are not suitable for inclusion in a standardised, Scotland Wide approach and why?**

There may be a negative impact on funding available and on the value for money that can be achieved if there is a standard, one size fits all approach applied to allocate funding, and to spending, where currently factors such as geographic implications and rurality are taken into account. eg impact of rurality on college travel expenses; requirement to retain a cover pool in remote areas vs more densely populated areas; requirement to provide additional supports in areas of multiple deprivation or where there is relatively low demand in an isolated area.

Diversity in respect of population density, rurality, deprivation, access to colleges, businesses, sports facilities, cultural centres, other schools etc. all mean that a standardised approach to providing equity may not be always be appropriate to deliver desired outcomes.

Costs such as maintenance and upkeep will vary widely depending on the level of prior investment by the LA.

**Q 5 What would be the advantages of an approach where the current system of funding schools is largely retained, with a greater proportion of funding allocated directly to :**

- **Schools**
- **Clusters**
- **Regional improvement collaboratives**

The advantage of retaining the current systems is covered at question 1. However, the advantages of extending the level of funding to schools, clusters and regional collaboratives will depend on the obligations or restrictions that follow the funding. The advantages can only be explored fully when the details of the new funding system is made available.

Details around how spend is to be controlled and how, and who Head Teachers will be accountable to will form the advantages of such a system. Information around the function of clusters and Regional Improvement Collaboratives will also help define the advantages of the system.

**What would be the dis -advantages of an approach where the current system of funding schools is largely retained, with a greater proportion of funding allocated directly to :**

- **Schools**
- **Clusters**
- **Regional improvement collaboratives**

**Risk to changing the Funding Model:** Firstly, a key consideration of changing any funding system is understanding and appreciating the real impact of the changes financially. Changing formulas, or introducing any mandated top slicing or allocation methods may mean that current services provided elsewhere in education may have to be reduced (unless the overall quantum of funds available increases). Until there is better defined options it is hard to assess the overall impact on what is currently delivered for pupils.

Without the details of what the new model may look like, it is hard to establish the overall impact on the level of funds that SLC schools will have going forwards, and what restrictions there will be on those funds. Currently, the primary measure of deprivation is the Scottish Index of Multiple Deprivation (SIMD) which is calculated based on data zones. Overall SLC accounted for 6.18% of Scottish data zones in 2016, but only 5.94% of the 15% most deprived data zones. How, and what data is used will influence the level of funds available.

Whilst the theory of fairness across Scotland is understood, it is the risk to the decisions already taken locally to this point that should be considered.

**Overall Funds Available:** Secondly, the overall quantum of funds available is a key issue here – if the overall spend on schools is to stay the same, but more funds will be diverted to those most in need, then others will lose funds. As part of a funding model, there needs to be the control that core funding is available across the board that is sufficient to deliver a core service. Through introduction of tiers (local, cluster and Regional), will additional bureaucratic costs being incurred and therefore there is less to deliver excellence in schools?

Fundamentally, there needs to be consideration of how much it costs to run schools the way that we want them to be run and ensure that there is enough funds in the system to do that. If that's not the case, a Fair Funding model will fail to deliver on its ambitions.

**Head Teacher Decisions** – through a fair funding model, there is the possibility that Head Teachers may choose to invest their funding in ways not reflecting the perspective of other schools. This may jeopardise the idea of “fairness”. Support and controls are needed to provide the proper



environment for decision making in line with the intended policy.

**Q 6 The SG education governance reforms will empower Head Teachers to make more decision about resources at their school. What support will Head Teachers require to enable them to fulfil these responsibilities effectively?**

With devolvement of additional funding comes a level of accountability that will have to be accompanied by support for Head Teachers. Whilst operating as business managers already forms part of their current role, Head Teachers will require to have stronger skills and support in financial management.

Accountability for ensuring best value and value for money will be a key concern, as will understanding how options appraisal can feature as part of decision making. Support on how to make procurement work better for them has been a key feature of the PEF funding, and will only increase through higher levels of funding.

How that support is provided to Head Teachers needs to be clarified, including the role of Business Manager. The role of the Local Authority, cluster set up and Regional Collaborations will impact on how Head Teachers make decisions and the skills and support they need.

Financially, how that support is funded will be key. Funding decisions, and allocating more to schools need to allow for increased levels of support for Head Teachers.

**Q 7 What factors should be taken into accounts in devising accountability and reporting measures to support greater responsibility for funding decision at school level?**

This is an area where there's a need for a careful balance between accountability for best use of resources and flexibility to allow teachers and Head Teachers to exercise their own judgement. There needs to be a level of clarity in respect of where the accountabilities lie, the level of detail in reporting, and a mechanism for addressing concerns. There needs to be clear instruction on who is responsible for budget management and for performance.

The issues faced by Head Teachers and local prioritisation of funding decisions need to be addressed in the support and guidance provided, for example supporting a strong parental lobby in respect of a single issue might sit in tension with a wider need to address a national agenda. Whilst HTs can make those decisions, there are still questions over how are they arbitrated in the event of complaints being made – particularly where parents/pupils disagree with spending decisions.

**Q 8 Do you have any other comments about fair funding for schools?**

**Link to changes to Education Governance :** Currently, without knowing the detailed method of funding allocation, it is not possible to confirm that the ambitions and demands of Education Governance changes can be met from the funding available. This should become clearer when the methodology is agreed, and it will be important that the Scottish Government and councils work together to ensure that the funding is sufficient to meet the expected outcomes. The established joint Cosla / Scottish Government / Council Settlement and Distribution Group is the ideal place for that consideration.

**Impact for Councils :** The outcome of this consultation, and the funding allocations that will result will affect the funds that schools receive to deliver services. The paper does not specifically state what this will look like. Depending on how the funding of schools is taken forwards, the funding that councils get will change, either through more direct funding for schools, or through direction on how much funding councils will pass through to schools. The amount of non-ringfenced funding that councils have to deliver other services may also be affected. Again, the paper does not provide detail of the detailed proposed methodology, and therefore there is no way to estimate the overall impact at this stage. It is important that councils are able to comment on the actual impacts to budgets when the detailed funding methodology is prepared. Again, the Settlement and Distribution Group would be the ideal place to do this.

**Protection of Budgets –** from a whole council perspective, the protection and ring fencing of budgets from the council's overall pot will lead to the need to a smaller pot of funding under the council's direct influence.

Councils currently are given grant and make decisions (including investing in education) to do what is right of the local area. As education funding becomes ring fenced, this can mean that there is a reduced council budget to absorb funding pressures (such as pay awards, and pension changes), and any reduction in grants ring fencing budgets will result in more service impact for non ring-fenced services, some of which are statutory.

As an example, if the funding for education was ring fenced this would reduce the council's overall controllable budget from £673m to £407m. Covering budget gaps 2017/18 equates to an average 2.8% cuts across services. If education is removed, this increases the cuts to almost 5%.

# Report

**11**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Pupil Equity Funding - Progress Update</b>
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## **1. Purpose of Report**

1.1. The purpose of this report is to:-

- ♦ provide an update on Pupil Equity Funding (PEF) as an element of the Scottish Government Attainment Fund.

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

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

- (1) that the support to schools in the implementation of Pupil Equity Funding be noted.

## **3. Background**

- 3.1. The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 in recognition of the difference in attainment of young people from backgrounds of deprivation when compared to young people from more affluent backgrounds (based on Scottish Index of Multiple Deprivation - SIMD), known as the 'poverty related attainment gap'.
- 3.2. In late 2016, an announcement was made by the Scottish Government that, from April 2017, an additional £120m would be provided through the Attainment Scotland Fund directly to Head Teachers to reduce the poverty related attainment gap. This is known as 'Pupil Equity Funding' (PEF).
- 3.3. PEF was provided in addition to the existing SAC funding provided by the Scottish Government.
- 3.4. National Operational Guidance on the PEF was formally provided in March 2017. This national guidance was intended to help schools plan how they will most effectively invest their PEF allocation to improve educational outcomes. Local Authorities were asked to provide supplementary guidance to schools.
- 3.5. Education Resources issued local operational guidance to Head Teachers, which supplements the national advice in relation to operation of the funding and is in line with good governance arrangements.

## **Pupil Equity Funding Allocation**

- 4.1. All publicly funded primary, secondary and ASN schools in Scotland received £1,200 in 2017/2018 and again in 2018/2019 for each child in Primary 1 to S3, or equivalent, who is registered for free school meals under the national eligibility criteria.
- 4.2. Head Teachers were advised directly by the Scottish Government of the level of funding available to their schools. The 2017/2018 funding was made available to schools to spend from 1 April 2017. The 2018/2019 funding is available to spend from 1 April 2018.
- 4.3. The 2017/18 funding total for South Lanarkshire schools was £7,867,200. £5,888,400 for Primary establishments, £1,717,200 for Secondary establishments and £261,600 for Additional Support Needs establishments.
- 4.4. The 2018/19 funding total for South Lanarkshire schools is £7,988,400 and the Scottish Government have committed to similar levels of allocation until the end of this parliament. Funding is based on a spend during the school year (1 August to 31 July).

## **5. Implementing Pupil Equity Funding – Support for Schools**

### **5.1. Guidance**

The Council's supplementary guidance to schools provided advice in relation to 4 phases identified in the implementation of PEF:-

1. Identify the gap
2. Planning for Improvement
3. Intervention
4. Self-Evaluation

### **5.2. Tracking/Monitoring and Benchmarking**

Schools were provided with tools and training to support tracking and monitoring of the progress of pupils and this support is ongoing and will continue next session. Guidance was also provided in respect of benchmarking in order to allow the impact of school plans to be measured.

### **5.3. Assessment/Moderation**

Schools have been provided with ongoing support to assess pupil learning and moderate teacher professional judgements. In addition to the work already undertaken in this respect, schools have also been supported with the introduction of The Scottish National Standardised Assessments (SNSA). These assessments are aligned to Curriculum for Excellence and report progress in skills for reading, writing (Tools for Writing) and numeracy at primaries 1, 4 and 7 and secondary 3. The assessments provide individual, diagnostic reports on each pupil's progress which supply information to identify strengths and individual development needs. The assessments, alongside moderated teacher professional judgements, should help schools monitor progress particularly in relation to those affected by the poverty related attainment gap.

### **5.4. School Improvement Planning**

Planning and consultation for the use of PEF takes place within the normal School Improvement Planning Cycle. School Improvement Plans were adapted for 2017/2018 in order to include a section relating to PEF and facilitate strategic planning for it. This section of the school improvement plan template has been revised for the 2018/2019 Improvement Planning cycle to simplify and streamline the reporting process.

5.5. Governance

Internal audit scrutinised the advice provided to schools and its application. A further audit tool was provided to schools to allow structured reflection in respect of their initial planning to support effective implementation.

5.6. Finance and Procurement

Advice and guidance was also provided in respect of: financial management; procurement; staffing; other services and central teams providing support in the implementation of the PEF funding. Education Resources has been working closely with colleagues in Procurement to ensure legal compliance, to reduce bureaucracy and to support Head Teachers.

5.7. Staffing (2017/2018)

The annual staffing exercise for August 2017 was updated to provide the facility for Head Teachers to use PEF to fund additional staffing. An additional 45FTE teachers were recruited through PEF as well as 40FTE School Support Assistants. In addition, the following non teaching staff supported schools and was funded through PEF; 0.5FTE Psychologists; 0.4FTE Librarians; 1.2FTE Early Years' Workers and 0.4FTE Active Breaks staff.

**6. Implementing Pupil Equity Funding – Progress (2017/2018 allocation)**

6.1. Schools are able to allocate finance to support both whole school and more targeted activity. Schools identified the young people in their establishments who may be experiencing barriers to learning for deprivation based reasons. Schools then spent Scottish Government allocated PEF on interventions appropriate to these targeted groups as appropriate to the local context of the school.

6.2. Head Teachers identified a broad range of activities, interventions and supports in response to their local context. These can be classified using a number of categories. These include Literacy, Numeracy, Health and Wellbeing and staffing which account for the largest spends, as well as others such as parental engagement, outdoor learning, breakfast clubs etc. A breakdown of the categories used has been provided below

Categories	No of Schools Covering Project
Accessibility for excursions	1
Awards	3
Breakfast Clubs	7
Drama	3
Developing the Young Workforce	3
Early Intervention	1
Pupil Engagement	7
Extra Curricular	17
Family Learning	29
Health and Wellbeing	63
Homework	6
ICT	31
Intervention	19
Literacy	86
Music	1
Numeracy	76

Outdoor Learning	7
Parental engagement	6
Physical Activity	2
Resources	21
Science	3
Staff Training	23
Staffing	48
Transition	1

The fundamental purpose of the spend was to address identified need in relation to learner engagement, attendance and exclusion and participation in order to secure improvements in Literacy, Numeracy, Health and Wellbeing in line with National Improvement Framework priorities.

- 6.3. The forecast spend to March 2018 by Head Teachers in January 2018 was £5.678m. From the initial allocation, this leaves a total carry forward of £2.190m. It is planned to spend the remaining funding between April and June 2018. The overall spend is carefully monitored by Finance Services and schools are supported to ensure good governance of funding.

## **7. Implementing Pupil Equity Funding – Next Steps**

- 7.1. Education Resources will continue to support schools to strategically plan for, and report on, their PEF spends using the School Improvement Planning and Standard and Quality Reporting templates as a vehicle to support this. Education Resources' School Improvement Planning and Standards and Quality reporting templates are aligned to reflect guidance from Education Scotland and will continue to reflect the evolution of national guidance.
- 7.2. Education Resources will continue to support schools' understanding on the use of data to inform future planning in respect of closing the attainment gap. This will include continuing to support effective tracking and monitoring which will assist schools in monitoring their attainment and in ascertaining the extent to which those most affected by the poverty related attainment gap have been supported to improve.

## **8. Employee Implications**

- 8.1. Responsibility for the use of PEF has been devolved directly to Head Teachers rather than through Education Resources.
- 8.2. Additional staffing has been supported by PEF funding as outlined in section 5.7.

## **9. Financial Implications**

- 9.1. Based on forecasts from Head Teachers in relation to the 2017/18 allocation of £7.868m, it is anticipated that £5.678m will be spend by the end of March 2018 leaving a carry forward balance of £2.190m.
- 9.2. The carry forward element will be added to the new 2018/2019 allocation of £7.988m and Head Teachers will ensure all of the carry forward element of £2.190m will be spent by the end of June 2018 in line with PEF guidance.

## **10. Other Implications**

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

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

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

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

4 April 2018

### **Link(s) to Council Values/Ambitions/Objectives**

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

### **Previous References**

- ♦ Education Resource Committee, 5 September 2017

### **List of Background Papers**

- ♦ National Operating Guidance – Pupil Equity Funding

### **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:- Stewart Nicolson, Head of Education

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# Report

**12**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>School Leaver Initial Destination Results 2016/2017</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ♦ provide an update on the 2016/2017 School Leaver Initial Destination survey results produced by Skills Development Scotland (SDS).

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

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

- (1) that the outcome from the initial survey on destinations for the 2016/2017 school leavers' cohort and the planned next steps be noted.

## **3. Background**

- 3.1. Each year the key outcomes from analysis of the School Leaver Initial Destination Results (SLDR) for South Lanarkshire are reported, together with some comment on issues arising or implications for the Council and its partners.
- 3.2. As part of the development work for the participation measure introduced last year, it was agreed that Skills Development Scotland would continue to supply school leaver destination data to the Scottish Government's Education Analysis Unit (SGEAS) for their annual national statistics publication and to update Insight, the online benchmarking tool for Scottish local authorities and secondary schools.
- 3.3. The 2016/2017 cohort includes leavers from publicly funded secondary schools who left school between 21 September 2016 and 19 September 2017. This report is based on status information held on the shared dataset which is updated on an ongoing basis. The figures are taken as a snapshot in early October 2017.
- 3.4. South Lanarkshire Council has a strong "Opportunities for All" partnership" group and the partners work closely together to ensure that all school leavers are supported into learning or employment post-school and when this is not achievable, that other supports are put in place to meet the individual needs of the young people through bespoke programmes. The partnership includes Skills Development Scotland, VASLan, South Lanarkshire College, New College Lanarkshire, the Regional DYW group and representatives from across the Council Resources (Education/Regeneration/Housing/Social Work/Regeneration and Corporate).
- 3.5. Through the Council's employability review and the introduction of the Aspire programme, work has taken place to consolidate and align the management of Youth

Employability supports to Education Resources. This allows for a centralised approach to service provision and a greater ability to use intelligence to target resources to the areas of greatest need effectively and quickly.

- 3.6. The funding sources from the Scottish Government and the European Social Fund (ESF) have also been aligned and matched to core Education funds to facilitate provision that meets the needs of all 'at risk' young people across the authority. Previously, the targeted supports were only available to the Data Zone areas which included six of the secondary establishments, due to restrictions of ESF funding. The revised structure and changes to the funding criteria now allows the offer of identified services to all secondary establishments and all young people identified as requiring support to enter and sustain a positive destination until the age of 19.

#### 4. Highlights

- 4.1. A total of 3,367 young people left school in South Lanarkshire in 2016-2017 and this year South Lanarkshire was ranked 5<sup>th</sup> for positive destinations in relation to all local authorities. It is also the 3<sup>rd</sup> consecutive year that the South Lanarkshire figure has been greater than the Scottish average (see appendix 1). This year also sees the highest figure recorded for South Lanarkshire since the information has been collected. In summary:
- The positive destination rate for South Lanarkshire is 95.8%. This sits above the national average (93.7%)
  - The unemployed (seeking) rate for South Lanarkshire is 2.8%. This sits below the national average (4.5%)
  - The unemployed (not seeking) rate for South Lanarkshire is 1.2%. This sits below the national average (1.4%)
  - The unconfirmed rate for South Lanarkshire is 0.02%. This sits below the national average (0.4%)
- 4.2. With regards the 140 young people who were recorded as being in a negative destination at the time of the survey, we have held a planning and support meeting for all of these young people. Where required, we have involved partners and the young people's parents/ carers to put in place actions to support the young person towards a positive destination of employment or learning. Where this was not possible, there is an ongoing tracking and review process of each individual's needs and an offer of employability supports when the time is right.
- 4.3. The table below shows the positive destination outcome for each of the 4 localities across South Lanarkshire and highlights that all 4 areas were above the national average. This is the first year this has been achieved.

Year	Clydesdale Positive %	Cambuslang/ Rutherglen Positive %	Hamilton/ Blantyre Positive %	EK/ Strathaven Positive %	South Lanarkshire Positive %	National Positive %
2014/15	83.7	94.0	94.6	94.3	93.0	92.9
2015/16	93.6	93.0	93.5	95.6	94.1	93.3
2016/17	97.1	95.9	95.5	96.1	95.8	93.7

4.4. The table below shows the destination recorded for the school leavers.

Initial Destination	Number	%
Employed	705	20.9
Higher Education	1523	45.2
Further Education	782	23.2
Training	79	2.4
Activity Agreement	122	3.6
Voluntary Work	16	0.5
Unemployed Not Seeking	40	1.2
Unemployed Seeking	94	2.8
Unknown	6	0.2
	<b>3367</b>	<b>100</b>

## **5. Tackling Poverty and Inequalities - “Closing the Gap”**

- 5.1. The Council Plan and Local Outcome Improvement Plan has highlighted the need for all services to target resources towards tackling poverty and reducing inequalities and to strive to close the gap in outcomes for children and families from the 30% most deprived areas. This target is also at the heart of the Children’s Service Plan and key targets have been identified to achieve a reduction in the gap between school leavers from the most deprived localities and their peers across the local authority. Youth Employability provision has been targeted to young people from the 30% most deprived areas. Over the last two years, some strong progress has been made.
- 5.2. In 2016-2017, the South Lanarkshire figure of positive destinations achieved by the young people in the 30% most deprived areas was 93%. This is the highest figure recorded since figures became available and it is above the national average of 90.3%, for the 30% most deprived areas. (Appendix 2)

## **6. Care Experienced Young People**

- 6.1. Care experienced young people are not a homogenous group; they are individuals with their own personalities, needs, experiences and aspirations. What they have in common is that life has not been easy for them and many of these young people experience difficulties during their school years which can lead to challenges in making an effective transition from school to a positive post-school destination.
- 6.2. These young people are less likely than their peers to go on to further or higher education, training or to find employment. Despite recent improvements in leaver destinations for young people in general, the outcomes for this group have shown slower improvement.
- 6.3. There is a multi-agency care experienced tracking and monitoring group which works to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required.
- 6.4. Reasons for young people not sustaining a positive destination are linked to the complex life challenges the young people face and often changes in their care placement. Joint work takes place with Social Work to try and minimise disruption and maintain the young person in employment or training.

- 6.5. The figures are low, so it is difficult to do comparison by percentages, the local records show that 37 care experienced young people left school in this recorded cohort and their outcomes are as follows.

<b>Destination</b>	<b>Looked After Children (at Home)</b>	<b>Looked After Children (away from home)</b>	<b>Totals</b>
Employment	4	2	6
Higher Education	0	1	1
Further Education	5	4	9
Training	0	1	1
Activity Agreement	11	5	16
Voluntary Work	0	0	0
Unemployed not seeking	3	0	3
Unemployed seeking	1	0	1
Unconfirmed	0	0	0
<b>Totals</b>	<b>24</b>	<b>13</b>	<b>37</b>

## **7. Next Steps**

- 7.1. Further develop the tracking and monitoring of employability support packages for care experienced young people, with a particular focus on the supports required for young people who are looked after at home.
- 7.2. Continue to make connections and develop early intervention supports through the developments of the expanded senior phase curriculum and the action plan for the improvements in the Developing the Young Workforce action plan.
- 7.3. Further expand the number of young people who are engaged in the Foundation Apprenticeships programme.
- 7.4. Work to secure funding from the Scottish Government and the European Social Fund to deliver the wide range of targeted provision required to meet the individual needs of young people.
- 7.5. Further develop the joint work with Youth Justice Services to ensure every young person has a bespoke package of support as required to achieve and sustain a positive destination post school.
- 7.6. Develop an employer engagement action plan to further expand the work placements and job opportunities for our young people. This will be within the Council and across the partners and local employers.

## **8. Employee Implications**

- 8.1. There are no direct employee implications.

## **9. Financial Implications**

- 9.1. There are no other financial implications arising from this report.

## **10. Other Implications**

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

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

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

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

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

**Tony McDaid**

**Executive Director (Education Resources)**

16 March 2018

### **Link(s) to Council Values/Ambitions/Objectives**

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

### **Previous References**

None

### **List of Background Papers**

None

### **Contact for Further Information**

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

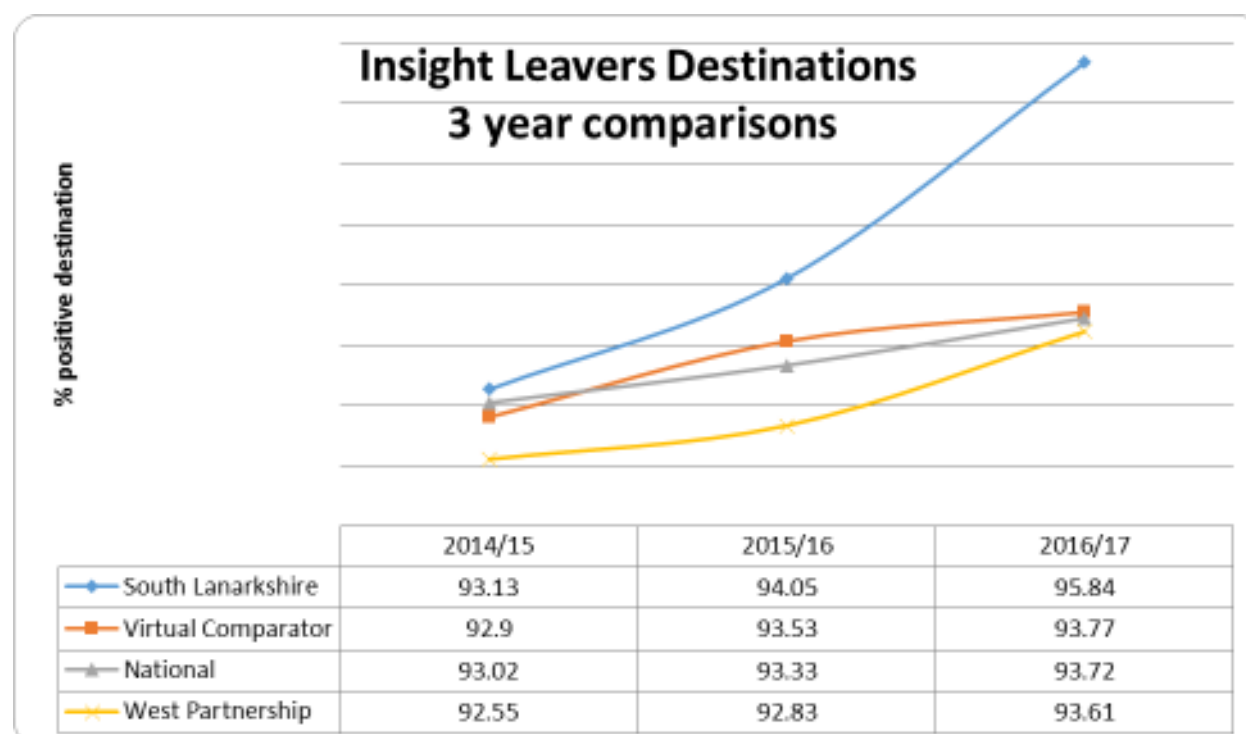
Stewart Nicolson, Head of Education (Curriculum and Assessment)

Ext: 4475 (Tel: 01698 454475)

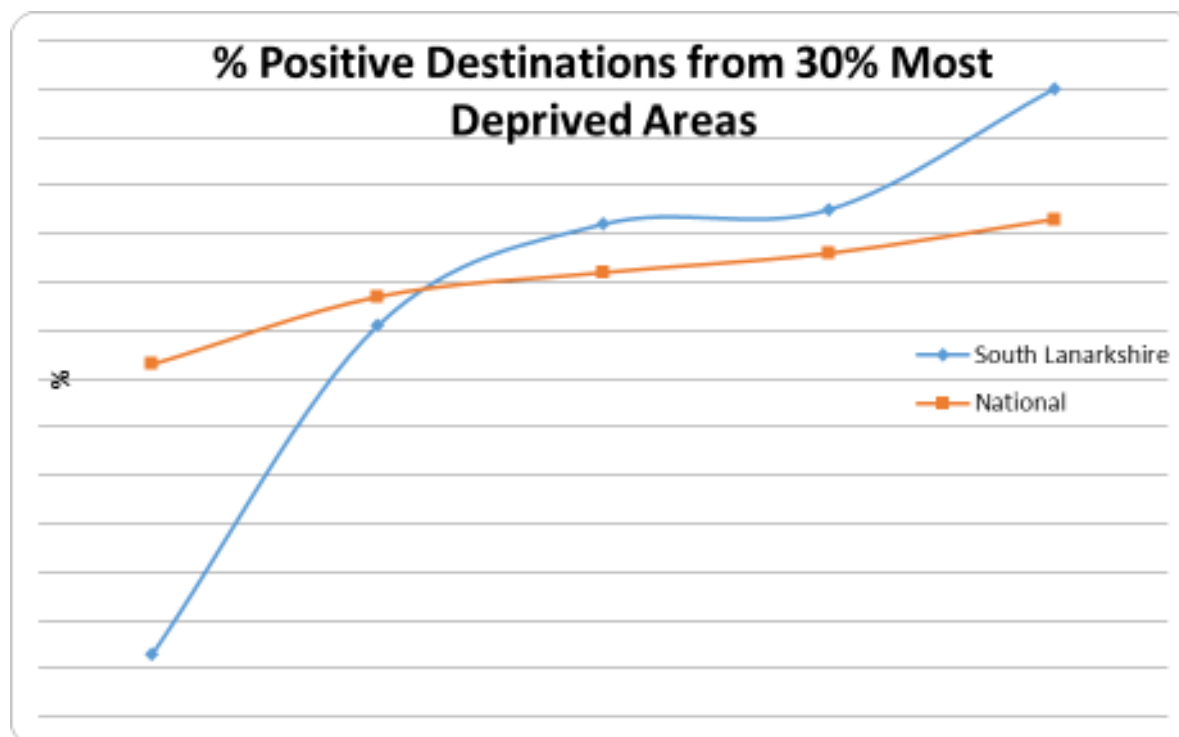
E-mail: [stewart.nicolson@southlanarkshire.gsx.gov.uk](mailto:stewart.nicolson@southlanarkshire.gsx.gov.uk)

## 3 Year Comparison

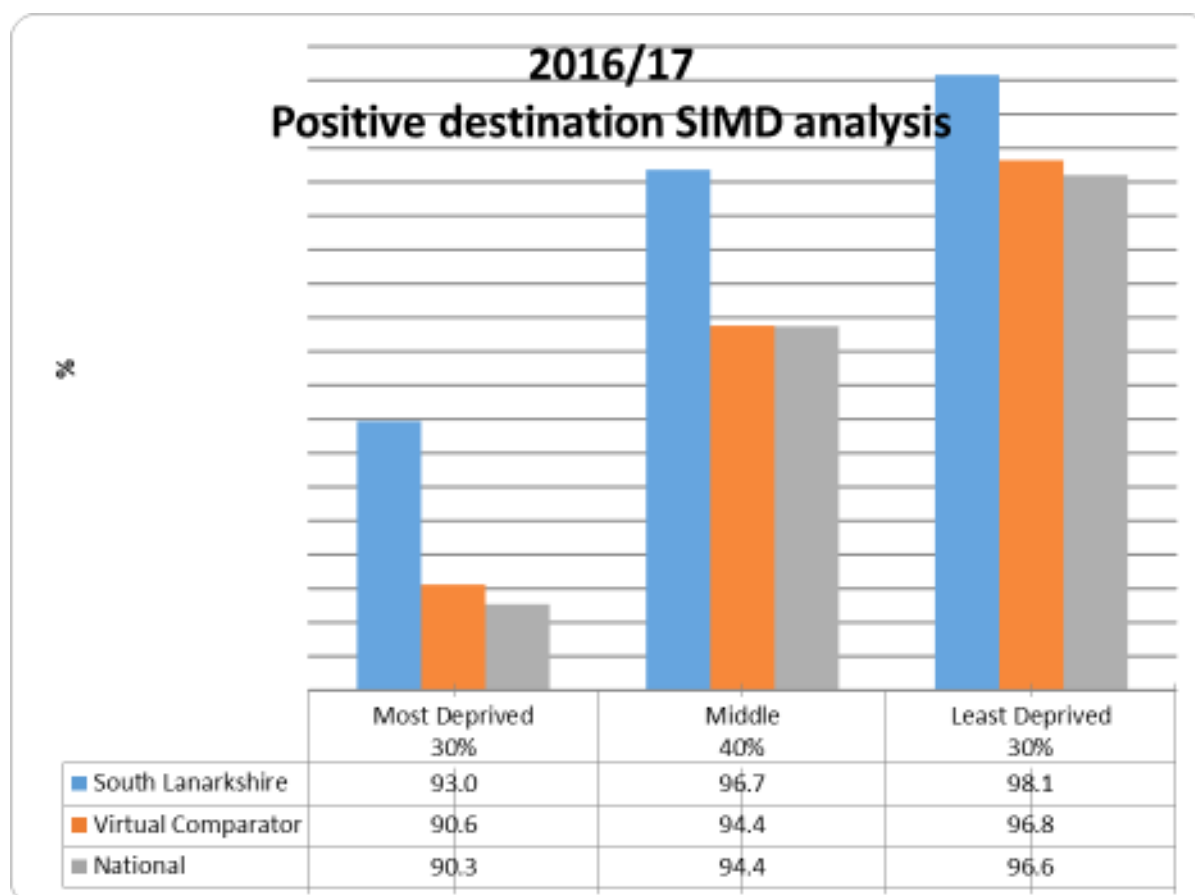
The chart below shows 3 year comparison with SLC, Virtual Comparator, National figure and West Partnership



## Positive Destination from 30% Most Deprived Areas



The difference in South Lanarkshire between the 30% most deprived areas and all other leavers is 4.5% and this is a smaller gap than the national average of 5.2%. The following table shows the progress made over the last 3 years and comparisons with the national and our comparator authorities.







# Report

**13**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Equality and Inclusion Update</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the developments around the Equality and Inclusion agenda within Education Resources.

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

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

- (1) that the contents of this report be noted.

## **3. Background**

- 3.1. Equality and Inclusion is a key policy within Education Resources. It ensures that the actions of the Council meet the legislative requirements of a number of Acts passed by Government to make certain that children and young people with additional support needs and disabilities are able to participate fully in educational activities and enjoy all aspects of their time in school and nursery.
- 3.2. South Lanarkshire Education Resources has been developing practice in Equality and Inclusion since the advent of the Additional Support for Learning (Scotland) Act 2004. This practice is rooted in the resolve to make South Lanarkshire schools and establishments welcoming and accessible for all children.
- 3.3. A key aspect of Inclusion and Equality is that all children should have the chance to be educated within their community. In particular, the Scottish Government has re-emphasised the “presumption to mainstream” which was initially set out in the Standards in Scotland’s Schools Act 2000. This presumption to mainstream sets out that as far as possible, children should be educated together in mainstream schools to foster a sense of belonging within communities and break down the barriers to prejudice.
- 3.4. The focus of our development work has been on ensuring that inclusion and equality continues to be at the heart of our work in our schools, services and throughout Education Resources. This is demonstrated by a shared belief that all learners should be included and treated equally.

#### **4. Recent Developments**

- 4.1. The good practice that has developed over the last number of years has been collated and set out within a new resource for schools, establishments and partners. This resource is called the “Framework for Inclusion and Equality”.
- 4.2 The Framework is a large binder with a series of chapters covering all principal aspects of Inclusion and Equality within education. It gives clear and straightforward advice to heads of establishments on subjects such as Staged Intervention; which is a graded approach to meeting additional support needs in all establishments. It covers key aspects of practice such as solution oriented meetings, partnership working and the use of “How Good is Our School 4” to monitor the quality of Inclusion within establishments.
- 4.3 The Framework is available in hard copy and also as a digital version on the Intranet and the Government’s Glow website. Copies have been made available in the Members’ Areas. It includes thirty “Practice Guides” on a variety of subjects that have been identified as areas in which heads have often required support and advice in order to make correct choices around managing situations. The aim of having the Framework in a digital version is to ensure that new topics and practice guides can be created so that all establishments across our Council area work to the same key principles.
- 4.4 The Framework was launched in March 2018 and has been greeted with enthusiasm by practitioners and also by partner agencies who can use the information in the Framework to understand the way Education Resources will approach issues and situations.

#### **5. Next Steps**

- 5.1. Now that there is an easily accessible resource in which the most appropriate and up to date advice can be stored for heads, managers and practitioners, there has already been a request for Inclusive Education Service to produce further practice guides on other subjects related to Inclusion and Equality. The Framework was designed to be an evolving resource which can respond to new initiatives and changes in Government policy.
- 5.2 A key guide, which will be developed over the next few months and will sit within the Framework, is one which reflects the Government’s code of practice on information sharing. This is to be outlined in the forthcoming Children and Young People (Information Sharing) (Scotland) Bill which will make its way through Parliament in the next few months.

#### **6. Employee Implications**

- 6.1 None

#### **7. Financial Implications**

- 7.1. None

#### **8. Other Implications**

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

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

- 9.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and therefore, no impact assessment is required.
- 9.2. The views of stakeholders have helped to shape and influence the development of the “Framework for Inclusion and Equality” resource pack and on how it should be made available in hard copy format and also accessible electronically.

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

4 April 2018

### **Link(s) to Council Values/Ambitions/Objectives**

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

### **Previous References**

None

### **List of Background Papers**

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

**14**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>24 April 2018</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Scottish Education Awards 2018 - Celebrating Success</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ♦ advise of the success of Trinity High School on reaching the final of the Scottish Education Awards which will take place in June 2018.

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

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

- (1) that the success of Trinity High School in reaching the final of the 2018 Scottish Education Awards be noted.

## **3. Background**

- 3.1 The Scottish Education Awards celebrate the hard work and success which takes place in Scottish education.
- 3.2 The Scottish Education Awards were first launched in November 2001 by the Scottish Government and the Scottish Daily Record, with the specific aims of celebrating the successes and recognising the achievements taking place within Scottish education.
- 3.3 Winners this year will be announced at an awards ceremony set to take place at the Doubletree by Hilton Glasgow Central on Wednesday 6 June 2018.
- 3.4 The launch of this year's Scottish Education Awards took place at Sanderson High School, East Kilbride as they were Award winners in 2017 in the category, 'Employability Across Learning'. The award recognised the excellent work they do in terms of developing the life and work skills of young people and in securing employment with business partners.

## **4. Raising Attainment and Celebrating Success**

- 4.1 A key priority for Education Resources is to raise attainment, close the equity gap, and to celebrate the success and achievements of young people and employees.
- 4.2 Nurseries, schools, youth learning centres and other services are actively involved in celebrating the wider achievements and success of children and young people on a regular basis.

- 4.3 Celebrating the wider achievements and success of young people throughout South Lanarkshire helps to build confidence, develop their self-esteem and to inspire them to do their best.
- 4.4 In raising attainment and celebrating success we are helping to develop successful learners and supporting them to be responsible citizens and effective contributors to the life of their school and local community.
- 4.5 The Scottish Education Awards judges have recognised the excellent work that is ongoing at Trinity High School, Rutherglen and have selected them as one of three finalists in the 'Raising Literacy' award category.
- 4.6 The Education Resources Committee is invited to note this achievement by Trinity High School for the work they have undertaken with staff, pupils, parents and the wider community to raise literacy.
- 5. Employee Implications**
- 5.1. None
- 6. Financial Implications**
- 6.1. There are no financial implications arising from this report.
- 7. Other Implications**
- 7.1. There are no implications for sustainability or risk in terms of the information contained within this report.
- 8. Equality Impact Assessment and Consultation Arrangements**
- 8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.
- 8.2. Education Resources will continue to support establishments and services to recognise and publicise the achievements and success stories of children, young people, schools, services and employees.

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

4 April 2018

**Link(s) to Council Values/Ambitions/Objectives**

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

**Previous References**

- Education Resources Committee – September 2017

**List of Background Papers**

- Scottish Education Awards 2018 – <http://www.scottisheducationawards.org.uk/>

**Contact for Further Information**

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

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