



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 27 November 2023

Dear Member

Education Resources Committee

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

Date: Tuesday, 05 December 2023

Time: 10:00

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

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

Yours sincerely

Cleland Sneddon
Chief Executive

Members

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

Substitutes

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

External Members

Religious Representatives

Gillian Coulter, John Mulligan

Teacher Representatives

Jennifer Gaffney, Joan Lennon

Parent Council Representatives

Christine Hall, Naomi Baxter

BUSINESS

1 **Declaration of Interests**

- 2 **Minutes of Previous Meeting** 5 - 14
Minutes of the meeting of the Education Resources Committee held on 26 September 2023 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- 3 **Education Resources - Revenue Budget Monitoring 2023/2024** 15 - 18
Joint report dated 27 October 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2023/2024** 19 - 22
Joint report dated 16 November 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring - August and September 2023** 23 - 30
Joint report dated 26 October 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)

Item(s) for Decision

- 6 **Provision of LGBT+ Inclusive Education in South Lanarkshire Schools** 31 - 40
Report dated 14 November 2023 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Noting

- 7 **Primary Raising Attainment and ACEL Data** 41 - 50
Report dated 18 October 2023 by the Executive Director (Education Resources). (Copy attached)
- 8 **Secondary Raising Attainment Strategy** 51 - 62
Report dated 20 November 2023 by the Executive Director (Education Resources). (Copy attached)
- 9 **Summer Holiday Provision 2023 - Update** 63 - 70
Report dated 14 November 2023 by the Executive Director (Education Resources). (Copy attached)
- 10 **Pathfinders Initiative Care Experienced Children and Children on the Edges of Care** 71 - 116
Report dated 14 November 2023 by the Executive Director (Education Resources). (Copy attached)
- 11 **Update of the Education Resources Risk Register and Risk Control Plan** 117 - 134
Report dated 17 November 2023 by the Executive Director (Education Resources). (Copy attached)
- 12 **Education Resources - Notification of Contracts Awarded 1 April to 30 September 2023** 135 - 140
Report dated 6 November 2023 by the Executive Director (Education Resources). (Copy attached)

Urgent Business

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

For further information, please contact:-

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

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held via Confero and Committee Room 1, Council Offices, Almada Street, Hamilton on 26 September 2023

Chair:

Councillor Lynsey Hamilton

Councillors Present:

Councillor Alex Allison, Councillor John Anderson, Councillor Ross Clark, Councillor Margaret Cowie, Councillor Maureen Devlin (*substitute for Councillor Mo Razzaq*), Councillor Allan Falconer, Councillor Grant Ferguson, Councillor Elise Frame, Councillor Alistair Fulton, Councillor Mark Horsham, Councillor Cal Johnston-Dempsey, Councillor Gavin Keatt (Depute), Councillor Susan Kerr, Councillor Ross Lambie, Councillor Eileen Logan, Councillor Katy Loudon, Councillor Julia Marrs (*substitute for Councillor Geri Gray*), Councillor Ian McAllan, Councillor Mark McGeever, Councillor Graham Scott, Councillor Bert Thomson, Councillor David Watson

Councillors' Apologies:

Councillor Joe Fagan (ex officio), Councillor Geri Gray, Councillor Richard Lockhart, Councillor Mo Razzaq, Councillor Margaret B Walker

External Members Present:

Jennifer Gaffney, Christine Hall, Joan Lennon, John Mulligan

External Members' Apologies:

Naomi Baxter, Gillian Coulter, Dr Nagy Iskander

Attending:

Education Resources

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

Finance and Corporate Resources

L Harvey, Finance Manager (Resources); P MacRae, Administration Adviser; K McLeod, Administration Assistant; M Milne, Head of Personnel Services; L O'Hagan, Finance Manager (Strategy); M M Wilson, Legal Manager

Chair's Remarks

The Chair:-

- ♦ welcomed Jacqueline Wallace to the meeting and congratulated her on her recent appointment to the post of Head of Education (Primary and Early Years)
- ♦ referred to the decision of the Council, at its meeting held on 23 August 2023, that a report be submitted to a future meeting of the Education Resources Committee to allow for a full discussion on the Time for Inclusive Education (TIE) charity and its work to nurture a supporting environment in educational settings for LGBT young people

At the invitation of the Chair, the Executive Director (Education Resources) provided a brief update and confirmed that a report would be submitted to the next meeting of the Education Resources Committee

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Education Resources Committee held on 27 June 2023 were submitted for approval as a correct record.

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

3 Education Resources - Revenue Budget Monitoring 2023/2024

A joint report dated 23 August 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the actual expenditure measured against the revenue budget for the period 1 April to 11 August 2023 for Education Resources.

As at 11 August 2023, there was a breakeven position against phased budget. However, areas of financial risk had been identified in respect of Education Resources' budget as follows:-

- ◆ cost of transport
- ◆ position taken by the Scottish Government to hold back funding for the maintenance of teacher numbers.

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

Following discussion, Councillor Logan, seconded by Councillor Watson, moved that the Committee ask the Chief Executive to write to the Cabinet Secretary for Education expressing concern regarding the Scottish Government's position in relation to holding back funding for the maintenance of teacher numbers and indicating that concerns related to the financial situation in which the Council found itself and the fact that the 2022 Census reflected an inflated level of teacher/support staff who were in place because of temporary funding invested by the Council and not because of Government baseline funding. This was accepted by the Committee.

The Committee decided:

- (1) that the breakeven position on Education Resources' revenue budget, as detailed in Appendix A of the report, be noted;
- (2) that the proposed budget virements be approved; and
- (3) that the Chief Executive write to the Cabinet Secretary expressing concern regarding the Scottish Government's position in relation to holding back funding for the maintenance of teacher numbers and indicating that concerns related to the financial situation in which the Council found itself and the fact that the 2022 Census reflected an inflated level of teacher/support staff who were in place because of temporary funding invested by the Council and not because of Government baseline funding.

In terms of Standing Order No 14, the Chair adjourned the meeting at 10.20am for a short period. The meeting reconvened at 10.37am without the attendance of Councillor Thomson

Councillors Frame and McGeever joined the meeting during consideration of the above item

4 Education Resources – Capital Budget Monitoring 2023-2024

A joint report dated 7 September 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted providing information on the progress of the capital programme for Education Resources for the period 1 April to 11 August 2023.

The 2023/2024 capital programme for Education Resources amounted to £19.333 million. This included budget amendments for 2023/2024 totalling a net increase of £0.286 million, identified since the last report to Committee. Those amendments were detailed in Appendix A to the report.

Anticipated spend to date was £5.824 million and spend to 11 August amounted to £5.433 million, resulting in spend being behind programme by £0.391 million. This related, in the main, to the new Wooddean Early Learning Centre.

The Committee decided: that the Education Resources' capital programme of £19.333 million, and expenditure to date of £5.433 million, be noted.

5 Education Resources – Workforce Monitoring – May to July 2023

A joint report dated 24 August 2023 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the following employee information for Education Resources for the period May to July 2023:-

- ◆ attendance statistics
- ◆ occupational health statistics
- ◆ accident/incident statistics
- ◆ discipline, grievance and Dignity at Work cases
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 10 June 2023

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

The Committee decided: that the report be noted.

[Reference: Minutes of 27 June 2023 (Paragraph 7)]

6 Education Resources – Resource Plan Quarter 4 Progress Report 2022/2023

A report dated 7 September 2023 by the Executive Director (Education Resources) was submitted on the Education Resource Plan Quarter 4 Progress Report 2022/2023 for the period 1 April 2022 to 31 March 2023.

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

Details were provided on:-

- ◆ progress against all Resource Plan measures, as detailed in the Quarter 4 Progress Report 2022/2023, attached as Appendix 2 of the report
- ◆ key achievements made by the Resource in the period April 2022 to March 2023

No measures had been classified as red or categorised as “report later” or “contextual” and no measures had changed allocation status from Quarter 2 to Quarter 4 .

The Committee decided:

- (1) that the Education Resource Plan Quarter 4 Progress Report 2022/2023, as summarised in paragraph 5.2 and attached as Appendix 2 of the report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3 of the report, be noted; and
- (3) that it be noted that no areas had been identified as requiring improvement or to be reported later.

[Reference: Minutes of 14 February 2023 (Paragraph 6)]

7 Underage Use of e-Cigarettes and Vaping

A report dated 5 September 2023 by the Executive Director (Education Resources) was submitted on work being undertaken by Education Resources to raise awareness among children and young people on the potential risk to their health through vaping and the environmental damage caused due to irresponsible discarding of those products.

At its meeting on 24 May 2023, the Council considered a motion regarding the health and environmental harm caused by the increasing use, particularly by young people, of Disposable Nicotine Vapour Products (vapes). In supporting the motion, in addition to calling for a ban on single use vapes due to their health and environmental harm, the Council agreed that a report be submitted to a future meeting of the appropriate Committee on:-

- ◆ issues which educational establishments were experiencing with vaping
- ◆ actions which the Council and its partners were taking, or could take, to reduce the use of vaping products among children and young people
- ◆ the potential use of a communications campaign to raise awareness of such issues

An action plan for schools and educational establishments was attached as Appendix 1 to the report. Details were given on proposals for:-

- ◆ key actions to be taken forward by Education Resources, in partnership with NHSL Public Health
- ◆ curriculum based activities on which Education Resources would take the lead
- ◆ actions for the Council and partner agencies

Officers responded to members' questions on the report.

The Committee decided:

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

[Reference: Minutes of South Lanarkshire Council of 24 May 2023 (Paragraph 8)]

8 Youth, Family and Community Learning Service Multiply Adult Numeracy Initiative

A report dated 5 September 2023 by the Executive Director (Education Resources) was submitted on the allocated Multiply Funds for Youth, Family and Community Learning and of the planned delivery model and associated staffing requirements, including the need to appoint to posts as a matter of urgency.

The UK Shared Prosperity Fund (UKSPF) formed part of the UK Government's Levelling Up Strategy funding, targeted at areas identified as most in need, and was the main intended replacement for European Union Structural Funds. Within the overall budget, a sum of money had been ringfenced to fund the Multiply adult numeracy initiative and each area was required to invest a ring-fenced amount to fund local Multiply interventions.

Details were given on the priorities for which the Council's Youth, Family and Community Learning Service (YFCLS) would deliver interventions.

Details were also given on the Youth, Family and Community Learning Service's planned delivery of the 'Numbers Count' project, a key feature of which would be the delivery of specific interventions to engage parents to support their own and their child's learning. Inputs would be designed to attract learners from Scottish Index of Multiple Deprivation (SIMD) areas into financial literacy programmes to better understand daily life challenges.

All programmes would be monitored using agreed YFCLS and partnership measures. Learner progress and impact would be monitored and recorded respectively through an existing suite of measures.

To support the Multiply project, it was proposed that the following posts be added to the establishment until 31 March 2025:-

Post	Proposed Number of Posts (FTE) Permanent	Grade	SCP Range	Annual Salary
Team Leader	1.0	Grade 3 Level 4	SCP 72-74	£40,275 to £41,115
YFCL Officer	4.0	Grade 3 Level 2	SCP 63-65	£35,530 to £36,498

The cost of YFCLS supporting the delivery of Multiply amounted to £0.481 million over 2023/2024 and 2024/2025. This included staffing costs of £0.368 million to 31 March 2025 and equipment and other resources of £0.113 million. Those costs would be met from the Shared Prosperity Funding for this project.

The Committee decided:

- (1) that the requirement to have posts added to the establishment to meet the additionality purpose of the UK Shared Prosperity Fund be noted;
- (2) that the proposed additional posts and the financial costs detailed in Sections 6 and 7 respectively of the report be approved and that the posts be added, on a temporary basis to 31 March 2025, to the Youth, Family and Community Learning Service establishment to deliver the 'Numbers Count' project; and

- (3) that the continued commitment to vulnerable learners and the actions to develop their skills and confidence through Youth, Family and Community Learning Service activities be noted.

9 School Holiday Dates 2024/2025

A report dated 7 September 2023 by the Executive Director (Education Resources) was submitted on the proposed holiday arrangements for schools in South Lanarkshire for session 2024/2025. A range of stakeholders, including Parent Councils and employee trades unions, had been consulted on the proposals.

The Committee decided: that the following school holidays for session 2024/2025 be approved:-

Session 2024/2025

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

Lanark schools to observe 5 and 6 June 2025

Schools to close at 2.30 pm on last day of Terms 1 and 2

Schools to close at 1pm on last day of Term 3

Proposed in-service days 2 dates for teachers' in-service training in August 2025 still to be confirmed.

[Reference: Minutes of 15 November 2022 (Paragraph 9)]

10 Accounts Commission – Early Learning and Childcare – Progress on Delivery of the 1140 Hours Expansion

A report dated 7 September 2023 by the Executive Director (Education Resources) was submitted on the findings of the report published by the Accounts Commission on 1 June 2023 on the progress of delivery of the 1140 hours expansion of early learning and childcare (ELC).

The focus of the Accounts Commission's assessment was based on:-

- ◆ progress which the Scottish Government and councils had made in addressing the main risks to expanding funded ELC
- ◆ progress which the Scottish Government had made on planning how to assess the effectiveness of the expansion

The Accounts Commission had identified gaps in the data available on funded ELC and their potential impact as an area for action. It had published a recommendation for the Scottish Government and councils and a number of recommendations for the Scottish Government alone around:-

- ◆ review and collection of data
- ◆ development of long term workforce plans for the sector
- ◆ urgent implementation of a process for monitoring progress with providers paying the living wage to staff delivering funded ELC
- ◆ capturing and considering children's views as part of future evaluation of the policy
- ◆ improvement of planning for and implementation of future policies by working with stakeholders to make plans to gather the necessary data for managing and planning services at an early stage

There were no immediate specific action points for the Council given its investment to expand both early and childcare infrastructure and workforce to meet, wherever possible, the needs of parents/carers and families across South Lanarkshire.

The Committee decided: that the Accounts Commission report of 1 June 2023 on the progress made on the delivery of 1140 hours expansion of early learning and childcare be noted.

11 Scottish Attainment Challenge (SAC) – Triannual Report 3

A report dated 7 September 2023 by the Executive Director (Education Resources) was submitted on the Triannual Report 3 published on 3 June 2023 by Education Scotland on the Scottish Attainment Challenge (SAC) programme in South Lanarkshire.

The Education Scotland report provided an update on the steps taken since the publication of the Triannual Report 2 in March 2023 and was based on the key themes detailed in the report, focusing on the overall progress made during 2022/2023. A copy of the full report was attached at Appendix 1 to the Executive Director's report.

The main focus for the Triannual Report 3 was on learning, teaching and assessment and key highlights in terms of the following were detailed in the report:-

- ◆ strengths
- ◆ assessment
- ◆ partnerships
- ◆ professional learning

Sections 3 and 4 of the Triannual Report 3 focused on the next steps for continuous learning, teaching and assessment and on progress towards stretch aims and those would continue to be taken forward in the current academic year.

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

Education Resources would, over the school session, continue to build on the progress identified in the Triannual Report 3, with a clear emphasis on maximising funding to support poverty related barriers to learning to improve better outcomes for children and young people.

Officers responded to a member's question on the report.

The Committee decided: that the Scottish Attainment Challenge Triannual Report 3 (June 2023), published by Education Scotland, be noted.

12 Independent Review of Qualifications and Assessment in Scotland

A report dated 6 September 2023 by the Executive Director (Education Resources) was submitted providing an update on the national Independent Review of Qualifications and Assessment in Scotland following publication of the report by Professor Hayward and the Independent Review Group (IRG) entitled "It's Our Future".

Following engagement with a wide range of participants, including learners and teachers, the report "It's Our Future: Report of Qualifications and Assessment" was published in June 2023.

Recommendations in the report focused on the introduction of a Scottish Diploma of Achievement (SDA) with the following 3 elements:-

- ◆ personal pathway
- ◆ programmes of learning
- ◆ project learning

Details of each of those elements were provided in the report.

The Review recommended that:-

- ◆ all learners be offered the opportunity to experience learning in all elements of the Diploma
- ◆ the Diploma be the graduation certificate offered in all settings where Senior Phase education was provided
- ◆ there be a digital profile for all learners which allowed them to record personal achievements and plan future learning
- ◆ there be a move to use the terms SCQF level as the key descriptor followed by type of qualification to strengthen parity of esteem between different types of qualifications
- ◆ information on learners' achievements within the SDA, courses and projects be aligned in Scottish Statistics on Attainment and Initial Leaver Destinations and INSIGHT data

There were also a number of recommendations on the change process and what would require to happen if the SDA was to be developed successfully.

The Scottish Government was considering the report and recommendations and would respond to those in due course.

The Committee decided: that the report be noted.

13 Standards and Quality Report 2022/2023

A report dated 5 September 2023 by the Executive Director (Education Resources) was submitted on the Education Resources' Standards and Quality Report for session 2022/2023.

The purpose of the Standards and Quality report was to provide high level information on the successes and achievements of Education Resources. Specifically, it had been designed to provide information about how Education Resources performed as a Service, the type of activities delivered and examples of the impact that those had on children, young people and families.

The Standards and Quality Report 2022/2023:-

- ◆ was designed to address progress towards meeting Education Resources' key priorities
- ◆ reported on all elements of the Service
- ◆ made specific reference to the impact of the COVID pandemic and the fact that schools and educational establishments were still considered to be in the recovery phase, given that restrictions were still in place up to the end of spring 2022
- ◆ had been written in an accessible format and in plain English, to be read by a wide audience of stakeholders

Work was ongoing to share the report publicly on the Council's website in a format that met the accessibility standards. Copies would be made available to all schools, establishments and other stakeholders.

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

The Committee decided: that the report be noted.

14 Urgent Business

There were no items of urgent business.

Report

3

Report to: **Education Resources Committee**
 Date of Meeting: **5 December 2023**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

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

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 to 6 October 2023 for Education Resources.

2. Recommendation(s)

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

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

3. Background

3.1. This is the third revenue budget monitoring report presented to the Education Resources Committee for the financial year 2023/2024.

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

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £9.866m awarded for Pupil Equity Funding (PEF) and £1.473m for Strategic Equity Funding (SEF). Total budget for 2023/2024 is £11.339m and this is contained within this reported position.

4.2. In relation to PEF funding, the £9.866m represents £0.905m 2022/23 carry forward, plus a previous year adjustment of £0.012m and £8.949m for the 2023/24 allocation. Spend and commitment to date as at 6 October 2023 is £6.011m, with £3.855m still to spend. This includes known staff costs for the period April 2023 to March 2024.

4.3. In relation to SEF funding, spend and commitment to date is £1.360m with £0.113m still to spend. Known staff costs to 31 March 2024 are reflected within this position and, as this is a specific grant allocation, funding is received based on actual spend.

Committee will continue to be updated with the spend position for 2023/2024 throughout the year for both Scottish Attainment Challenge funded areas.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. As at 6 October 2023, there is a breakeven position against the phased budget.
- 6.2. The Resource is currently showing a balanced financial position as at 6 October 2023. This is the net effect of underspends in Early Years core budget offset by overspends relating to mainstream transport costs and school placements which are demand led.
- 6.3. There are several areas of financial risk to Education's budget this year that have been identified. The update from the last report to Committee on each area is as follows:

Cost of Transport: In relation to mainstream transport costs, the previous report to committee outlined a potential significant increase in spend on transport by Strathclyde Passenger Transport (SPT) for school transport depending on the outcome of contract renewals. This has now been quantified at £4.328m overspend this financial year and is being considered as part of management of the overall Resource budget this financial year.

Teacher Numbers: Following the conclusion of the pupil teachers census 2023, teacher numbers have been maintained at last year's levels. Pupil support numbers are not yet available from the Scottish Government for reporting. Whilst not confirmed, it is anticipated that grant levels will not be reduced for 2023/24 financial year and withheld grant of £2.934 million will be forthcoming.

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

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

7. Climate Change, Sustainability and Environmental Implications

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

8. Other Implications

- 8.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. There are inflationary and budget pressures, including utilities, this year which increase the risk of overspend, however, we have mitigated this going forward by providing additional funds in the budget strategy. In addition, the risks outlined at paragraph 6.2 above are also noted.
- 8.2. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.

9. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Carole McKenzie
Executive Director (Education Resources)

27 October 2023

Link(s) to Council Values/Priorities/Outcomes

- ◆ Accountable, effective, efficient and transparent

Previous References

- ◆ None

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 6 October 2023

Contact for Further Information

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

Louise Harvey

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E-mail: louise.harvey@southlanarkshire.gov.uk

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 6 October 2023 (No.7)

Education Resources Summary

Budget Category	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 06/10/23	Actual 06/10/23	Variance 06/10/23		% Variance 06/10/23	Note
	£000	£000	£000	£000	£000	£000			
Employee Costs	329,594	329,594	0	167,965	167,538	427	under	0.3%	1, c, d, e
Property Costs	33,544	33,544	0	23,126	23,227	(101)	over	(0.4%)	a, d, e
Supplies & Services	12,790	12,790	0	3,561	3,588	(27)	over	(0.8%)	b, c, d, e
Transport & Plant	14,220	14,220	0	7,478	8,966	(1,488)	over	(19.9%)	2, d, e
Administration Costs	1,374	1,374	0	842	807	35	under	4.2%	c, d, e
Payments to Other Bodies	29,905	29,905	0	15,088	15,263	(175)	over	(1.2%)	3, d, e
Payments to Contractors	44,115	44,115	0	21,052	20,977	75	under	0.4%	
Transfer Payments	2,643	2,643	0	2,392	2,133	259	under	10.8%	4, e
Financing Charges	383	383	0	133	133	0	-	0.0%	e
Total Controllable Exp.	468,568	468,568	0	241,637	242,632	(995)	over	(0.4%)	
Total Controllable Inc.	(47,991)	(47,991)	0	(35,328)	(36,323)	995	over recovered	2.8%	5, b, e
Net Controllable Exp.	420,577	420,577	0	206,309	206,309	0	-	0.0%	

Variance Explanations

1. The position represents an underspend in Early Years core staff costs due to vacancies and turnover of staff.
2. The overspend is mainly due to the cost of school transport for mainstream schools.
3. This overspend reflects the increased cost of placements for pupils with additional support needs in Independent Schools partially offset by less than anticipated core Early Years spend to date including cross boundary charges to other local authorities.
4. The underspend is due to spend on footwear and clothing grants reflecting current demand.
5. The over recovery of income relates to increased income from Early Years Childcare fees and Other Local Authorities for placements within South Lanarkshire Council establishments.

Budget Virements

- a. Transfer from corporate items in relation to funding for rates. Net Effect £2.788m: Property Costs £2.788m.
- b. Establish budget for additional income received for Food for Thought. Net Effect £0.000m: Supplies and Services £0.026m and Income (£0.026m).
- c. Realignment of budget to reflect Strategic Equity Fund and Pupil Equity Fund programme delivery. Net Effect £0.000m: Employee Costs £2.242m, Supplies and Services (£2.322m) and Administration Costs £0.080m.
- d. Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.497m, Property Costs (£0.264m), Supplies and Services (£0.059m), Transport Costs £0.361m, Administration Costs £0.027m and Payments to Other Bodies (£0.562m).
- e. Realignment of Education Maintenance Allowance budget and DMS. Net Effect £0.000m: Employee Costs £0.269m, Property Costs £0.113m, Supplies and Services (£0.775m), Transport Costs £0.023m, Administration Costs £0.182m, Payments to Other Bodies £0.218m, Transfer Payments £0.069m, Financing Charges (£0.004m) and Income (£0.095m).

Report

4

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Education Resources - Capital Budget Monitoring 2023/2024
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April to 6 October 2023.

2. Recommendation(s)

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

- (1) that the Education Resources capital programme of £19.333 million, and expenditure to date of £7.674 million, be noted.

3. Background

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

3.2. As noted in the last report to this Committee (26 September 2023), the budget for Education Resources for financial year 2023/2024 was £19.333 million. There has been no change to this budget since the last report to this Committee.

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

4. Employee Implications

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

5. Financial Implications

5.1. 2023/2024 Budget

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

5.2. Period 7 Position

Anticipated spend to date was £7.718 million and spend to 6 October 2023 amounts to £7.674 million. The spend is, therefore, behind programme by £0.044 million reflecting timing issues only, most notably the new Wooddean Early Learning Centre, Bothwell (formerly Clyde Terrace).

5.3. This Committee was previously advised that the handover of the new nursery would occur in November 2023. However, Building Services have been required to provide additional fire protection barriers behind the cladding of the building. As the supply timescale for this material is considerable, the completion and handover of the building to Education Resources is now scheduled for April 2024.

6. Climate Change, Sustainability and Environmental Implications

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

7. Other Implications

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

8. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning

Executive Director (Finance and Corporate Resources)

Carole McKenzie

Executive Director (Education Resources)

16 November 2023

Link(s) to Council Values/Priorities/Outcomes

◆ Accountable, effective, efficient and transparent

Previous References

◆ Education Resources Committee, 26 September 2023

List of Background Papers

▪ Financial ledger to 6 October 2023

Contact for Further Information

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

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**South Lanarkshire Council
Capital Expenditure 2023-24
Education Resources Programme
For Period 1 April 2023 – 6 October 2023**

<u>Education Resources</u>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Growth / Accommodation Pressures	6,691	594	(192)	7,093	5,593	5,883
1,140 Hours	3,280	-	-	3,280	1,462	1,178
ICT Developments	2,035	20	-	2,055	400	401
Free School Meals	6,671	-	-	6,671	263	212
Inspiring School Age Childcare Spaces Programme		234	-	234	-	-
TOTAL	18,677	848	(192)	19,333	7,718	7,674

Report

5

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Finance and Corporate Resources) Executive Director (Education Resources)

Subject:	Education Resources – Workforce Monitoring – August and September 2023
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ provide employment information for August and September 2023 relating to Education Resources

2. Recommendation(s)

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

(1) that the following employment information for August to September 2023 relating to Education Resources be noted:-

- ◆ attendance statistics.
- ◆ occupational health.
- ◆ accident/incident statistics.
- ◆ discipline, grievance and Dignity at Work cases.
- ◆ analysis of leavers and exit interviews.
- ◆ staffing watch as of 9 September 2023

3. Background

3.1. As part of the Council's performance management arrangements, regular workforce monitoring reports are submitted to Committee. This report for Education Resources provides information on the position for August and September 2023.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

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

The Resource absence figure for September 2023 was 4.3%. This figure has increased by 1.8% when compared to the previous month and is 1.0% lower than the Council-wide figure. Compared to September 2022, the Resource absence figure has increased by 0.2%.

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

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

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall, 333 referrals were made this period. This represents an increase of 12 when compared with the same period last year.

4.3. Accident/Incident Statistics

There were 172 accidents/incidents recorded within the Resource this period, a decrease of 84 when compared to the same period last year.

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

During the period, 5 disciplinary hearings were held within the Resource, an increase of 3 when compared to the same period last year. One appeal was heard by the Appeals Panel. One appeal was pending. No grievance hearings were raised within the Resource, this figure has decreased by 1 when compared to the same period last year. No Dignity at work complaints were raised within the Resource. This figure remains unchanged when compared to the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were a total of 83 leavers in the Resource this period eligible for an exit interview. This figure has decreased by 23 when compared with the same period last year. Twenty-three exit interviews were conducted in this period, a decrease of 18 when compared to the same period last year.

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

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

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period August to September 2023, 319 employees (263.92 FTE) in total left employment. Managers indicated that 316 posts (261.39 FTE) were being replaced, 1 post (1.00 FTE) was being filled on a temporary basis and 2 posts (1.53 FTE) are planning to be removed for savings.

5. Staffing Watch

5.1. There has been an increase of 57 in the number of employees in post from 10 June 2023 to 9 September 2023.

6. Employee Implications

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

7. Financial Implications

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

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no climate change, sustainability and environmental implications in terms of the information contained within this report.

9. Other Implications

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

10. Equality Impact Assessment and Consultation Arrangements

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

Paul Manning

Executive Director (Finance and Corporate Resources)

Carole McKenzie

Executive Director (Education Resources)

26 October 2023

Link(s) to Council Values/Priorities/Outcomes

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

Previous References

- ◆ Education Resources – 26 September 2023

List of Background Papers

- ◆ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information

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

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E-mail: Eileen.McPake@southlanarkshire.gov.uk

Absence Trends - 2021/2022, 2022/2023 & 2023/2024

Education Resources

APT&C				Teachers				Resource Total				Council Wide			
	2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024		2021 / 2022	2022 / 2023	2023 / 2024
	%	%	%		%	%	%		%	%	%		%	%	%
April	4.8	5.5	5.0	April	2.5	2.7	2.8	April	3.5	4.0	3.8	April	4.3	5.6	5.1
May	5.7	5.5	5.4	May	3.2	3.6	3.2	May	4.4	4.5	4.2	May	4.9	5.4	5.1
June	4.7	5.1	4.8	June	2.6	2.6	2.2	June	3.5	3.7	3.4	June	4.7	5.3	4.7
July	3.4	3.8	3.4	July	1.1	1.4	1.1	July	2.1	2.5	2.2	July	4.0	4.6	3.8
August	3.8	3.6	4.0	August	2.0	1.4	1.3	August	2.8	2.4	2.5	August	4.7	4.4	4.1
September	6.4	5.8	5.9	September	4.4	2.8	2.9	September	5.3	4.1	4.3	September	6.4	5.4	5.3
October	6.6	6.5		October	4.1	3.4		October	5.2	4.8		October	6.3	5.8	
November	8.0	7.9		November	5.6	4.7		November	6.7	6.2		November	6.9	6.5	
December	8.0	8.5		December	6.1	5.3		December	7.0	6.8		December	6.9	7.0	
January	8.1	6.1		January	3.9	4.3		January	5.8	5.1		January	7.0	5.8	
February	7.2	6.8		February	3.7	4.1		February	5.3	5.4		February	6.6	5.9	
March	9.5	7.0		March	4.3	4.6		March	6.7	5.7		March	7.9	6.4	
Annual Average	6.4	6.0	5.9	Annual Average	3.6	3.4	3.3	Annual Average	4.9	4.6	4.5	Annual Average	5.9	5.7	5.5
Average Apr-Sep	4.8	4.9	4.8	Average Apr-Sep	2.6	2.4	2.3	Average Apr-Sep	3.6	3.5	3.4	Average Apr-Sep	4.8	5.1	4.7
No of Employees at 30 September 2023			3502	No of Employees at 30 September 2023			4036	No of Employees at 30 September 2023			7538	No of Employees at 30 September 2023			16326

Appendix 2		
EDUCATION RESOURCES		
	Aug - Sep 2022	Aug - Sep 2023
MEDICAL EXAMINATIONS		
Number of Employees Attending	31	41
EMPLOYEE COUNSELLING SERVICE		
Total Number of Referrals	28	27
PHYSIOTHERAPY SERVICE		
Total Number of Referrals	145	132
REFERRALS TO EMPLOYEE SUPPORT OFFICER	115	132
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	2	1
TOTAL	321	333
CAUSE OF ACCIDENTS/INCIDENTS	Aug - Sep 2022	Aug - Sep 2023
Specified Injuries*	2	3
Over 7 day absences	1	1
Over 3 day absences**	1	0
Minor	8	9
Near Miss	2	0
Violent Incident: Physical****	208	147
Violent Incident: Verbal*****	34	12
Total Accidents/Incidents	256	172
<p>*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.</p> <p>**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.</p> <p>***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.</p> <p>****Physical violent incidents are included in the "Specified" figures, where applicable, to provide the "Total Specified" figures.</p> <p>*****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.</p> <p>*****Physical Violent Incidents and ***** Verbal Violent Incidents are included in the "Minor" figures, where applicable, to provide the "Total Minor" figures.</p>		
RECORD OF DISCIPLINARY HEARINGS	Aug - Sep 2022	Aug - Sep 2023
Total Number of Hearings	2	5
Total Number of Appeals	0	1
Appeals Pending	0	1
Time Taken to Convene Hearing August - September 2023		
0-3 Weeks	4-6 Weeks	Over 6 Weeks
2	0	3
RECORD OF GRIEVANCE HEARINGS	Aug - Sep 2022	Aug - Sep 2023
Number of Grievances	1	0
Number Resolved at Stage 2	1	0
RECORD OF DIGNITY AT WORK	Aug - Sep 2022	Aug - Sep 2023
Number of Incidents	0	0
ANALYSIS OF REASONS FOR LEAVING	Aug - Sep 2022	Aug - Sep 2023
Career Advancement	24	13
Further Education	10	4
Moving outwith area	2	2
Personal Reasons	4	2
Travelling difficulties	1	0
Other	0	2
Number of Exit Interviews conducted	41	23
Total Number of Leavers Eligible for Exit Interview	106	83
Percentage of interviews conducted	39%	28%

Reason	August - September 2023		Cumulative total	
	FTE	H/C	FTE	H/C
Terminations/Leavers	263.92	319	384.22	472
Being replaced	261.39	316	377.58	463
Filling on a temporary basis	1.00	1	2.48	3
Plan to transfer this budget to another post	0.00	0	0.00	0
End of fixed term contract	0.00	0	2.03	3
Held pending service Review	0.00	0	0.60	1
Plan to remove for savings	1.53	2	1.53	2

JOINT STAFFING WATCH RETURN										
EDUCATION RESOURCES										
As at 9 September 2023										
		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
Teachers		700	81	2235	907	3923				
Other		130	94	672	2400	3296				
Total Employees		830	175	2907	3307	7219				
*Full - Time Equivalent No of Employees										
Salary Bands										
	Chief Officer	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	1.00	0.00	6.60	3532.35	3539.95
Other	4.00	1185.77	951.66	144.40	49.60	10.00	0.00	62.46	6.80	2414.69
As at 10 June 2023										
		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
Teachers		680	72	2222	866	3840				
Other		130	100	675	2417	3322				
Total Employees		810	172	2897	3283	7162				
*Full - Time Equivalent No of Employees										
Salary Bands										
	Chief Officer	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	6.60	3464.80	3471.4
Other	3.00	1198.09	966.21	142.86	47.60	9.00	1.96	62.66	7.60	2438.98

Report

6

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Education Resources)

Subject:	Provision of LGBT+ Inclusive Education in South Lanarkshire Schools
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ inform members of the detail of the provision of LGBT+ Inclusive Education in South Lanarkshire schools
- ◆ seek support for the next steps proposed to ensure LGBT+ Inclusive Education is embedded across our schools

2. Recommendation(s)

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

- (1) to note the range of activities in place to support the delivery of LGBT+ Inclusive Education across South Lanarkshire schools; and
- (2) to approve and support the action proposed to further embed LGBT+ Inclusive Education across South Lanarkshire schools.

3. Background

- 3.1. Education in South Lanarkshire is based on an inclusive ethos that ensures that all learners experience learning environments where diversity is valued, and are treated fairly, have equality of opportunity and experience a sense of belonging. An inclusive approach ensures that pupils and staff respect and appreciate each other's uniqueness, contributing to the development of tolerant and empathetic individuals.
- 3.2. We are committed to the wellbeing of learners, reflecting the aspirations of the Getting it Right for Every Child policy framework, that all children and young people should be safe, healthy, achieving, nurtured, active, respected and included and that they have their views listened to and are involved in decisions that affect them.
- 3.3. An inclusive ethos in an education context embodies values of equality, diversity and collaboration. It is through this that individual differences are celebrated, equal opportunities are provided and a sense of cohesive community is established, ultimately contributing to the holistic development of learners.
- 3.4. Equality is the elimination of unlawful discrimination, harassment, victimisation and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relations to tackle prejudice and promote understanding. Diversity is about recognising and valuing difference, where everyone is respected for who they are.

4. Legislative and Policy Context

- 4.1. A range of legislation and policy frameworks support the equality and diversity agenda in relation to LGBT+ issues across education contexts. Overall, the current equalities legislation in Scotland addresses the inclusion of LGBT+ individuals in the education system by providing legal protection against discrimination, promoting inclusive policies and procedures and offering guidance for schools to foster a supportive and inclusive environment for all learners.

The overall aim is to create a society that values diversity and respects the rights of every individual.

4.1.1. *Equality Act 2010*

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:-

- ◆ disability
- ◆ gender reassignment
- ◆ pregnancy and maternity
- ◆ race
- ◆ religion or belief
- ◆ sex
- ◆ sexual orientation
- ◆ age*
- ◆ marriage and civil partnership*

*Age and marriage and civil partnership are not protected characteristics for the schools' provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

The Act also introduces a single Public Sector Equality Duty (the general duty). Within a school setting, this means we have to give 'due regard' to the three elements of the duty in all our activities:-

- ◆ eliminate discrimination, harassment and victimisation
- ◆ advance equality of opportunity between people who share a protected characteristic and those who do not
- ◆ foster good relations between those who share a protected characteristic and those who do not

These duties are also reflected in international human rights as expressed in the United Nations Convention on Human Rights, the United Nations Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

4.1.2. *Children and Young People (Scotland) Act 2014*

The Act establishes wellbeing as the key mode of assessment for practitioners in Scottish schools. Wellbeing is based upon the wellbeing indicators set out in the UN Convention on the Rights of the Child.

4.1.3. *Equally Safe Strategy*

The Scottish Government introduced the Equally Safe Strategy which aims to tackle gender-based violence including misogyny, violence against women and girls and violence and discrimination faced by LGBT+ individuals. This Strategy emphasises the importance of education, in challenging biases and promoting equality and respect.

4.1.4. *Supporting Transgender Young People: Guidance for Schools in Scotland*

To further support the inclusion of LGBT+ individuals, the Scottish Government has issued guidance for schools on creating safe and inclusive learning environments, 'Supporting Transgender Young People: Guidance for Schools in Scotland'. This provides information on how to support transgender students and creates guidelines for schools to follow when dealing with issues related to gender identity.

5. **National Developments in Education**

5.1. In 2018, Scotland became the first country in the world to commit to advancing LGBT+ Inclusive Education in all schools.

5.1.1. In order to support this, the Scottish Government funds a national platform www.lgbteducation.scot which is managed on its behalf by the Time for Inclusive Education (TIE) charity. The website contains resources, training opportunities and suggestions for whole school approaches towards the action of embedding LGBT+ Inclusive Education. The approach is to support schools in taking a pro-active stance in tackling prejudice-based bullying by including LGBT+ related learning themes in ordinary teaching, in a natural and meaningful way in order to prevent stigma and stereotypical attitudes developing.

5.1.2. This includes resources and training materials designed to support 7 themes across the curriculum:-

- ◆ Understanding the Equality Act (2010), UNCRC and Human Rights
- ◆ Identifying prejudice, discrimination and bullying (including homophobia, biphobia and transphobia)
- ◆ Recognising and challenging gender stereotypes
- ◆ Diverse families, including LGBT+ parents and siblings
- ◆ Celebrating diversity and difference
- ◆ History of LGBT+ Equality Movements
- ◆ LGBT+ past and present figures and role models

5.1.3. The website also has an implementation and evaluation toolkit covering the three areas of journey, achievement and excellence with an exercise in consulting with parents and carers.

5.1.4. A range of policies, guidance and resources to support establishments to develop their own policies and practices to provide a safe, inclusive environment for all learners can be found on the Education Scotland website [Education Scotland](http://www.education.scot.nhs.uk) and training from specialist, external agencies to support development in this area can also be accessed from LGBT Youth Scotland, Stonewall and *RespectMe*.

5.1.5. The National Parent Forum of Scotland has produced an information leaflet for parents and carers giving an overview of the content and rationale underpinning LGBT+ inclusive education. [LGBT Inclusive Education: Information for Parents and Carers – National Parent Forum of Scotland \(npfs.org.uk\)](http://www.npfs.org.uk) www.npfs.org.uk

6. Education Resources: Local Developments

6.1. Treat Me Well: Anti-bullying Behaviour Guidance

The Treat Me Well Anti-Bullying [Treat Me Well \(anti-bullying guidelines\) Education and learning - South Lanarkshire Council](#) guidance produced by South Lanarkshire Council Education Resources in conjunction with *Respect Me*, Scotland's national anti-bullying service, is operating within schools across the authority and is firmly embedded in children's rights. The guidance takes full account of the national legislative and policy landscape including equalities legislation and Supporting Transgender Young People (2017).

It has been developed in partnership with staff, parents and carers, children and young people, other agencies and community stakeholders and provides a holistic framework underpinned by effective partnership working, that supports us to fulfil our responsibility to support the health and wellbeing of all children and young people. It encourages the creation of learning environments that are safe, nurturing, respectful and free from fear, abuse and discrimination.

The document outlines the protected characteristics under the Equality Act 2010, and for each protected characteristic, details resources, continuous professional learning opportunities and organisations that can support schools in the drive to fully integrate and embed equity, equality and diversity.

6.2. Schools

Schools' approaches to celebrating and supporting diversity is demonstrated in their day to day work and their ongoing commitment to delivering the highest quality education experience that is accessible to all. Policies and practices are well grounded in current legislation, national policy and demonstrate a shared understanding of the needs and value of individual children and young people. Schools have a clear focus on ensuring wellbeing entitlements and protected characteristics, supporting all learners to maximise their successes and achievements.

6.2.1. *Scottish Government LGBT+ Inclusive Education training*

Time for Inclusive Education (TIE) is Scotland's LGBT+ Inclusive Education charity. Their goal is for all young people to grow up in a society free from homophobia, biphobia and transphobia. They work on behalf of the Scottish Government to deliver continuous professional development opportunities and provide teachers and educators with resources to implement LGBT+ learning themes into routine teaching and learning, to allow LGBT+ young people to feel included in their learning.

Training delivered by TIE on behalf of the Scottish Government, to support school staff in delivering an LGBT+ Inclusive curriculum is offered in two stages.

1. Stage 1 e-learning module is for individual teachers and is composed of five areas:
 - ◆ Introduction to LGBT+ Inclusive Education
 - ◆ The Equality Act (2010) and the Public Sector Equality Duty
 - ◆ Including LGBT+ Inclusive Education learning themes across the curriculum
 - ◆ Safeguarding in the classroom and school community
 - ◆ Case studies

This module takes 60 to 90 minutes to complete and aims to promote an improved understanding of the national approach to LGBT+ Inclusive Education in Scotland, a comprehensive introduction to the LGBT+ Inclusive Education learning themes and how to embed them across the curriculum and to promote awareness of the range of resources available to support this element of the curriculum.

2. Stage 2 training is delivered on a face-to-face basis with whole staff teams including senior leadership teams and provides opportunities for staff to work together and develop suitable action plans for their setting in identifying curricular opportunities to embed LGBT+ learning. This input requires a minimum commitment of two hours.

The Scottish Government funds a national platform www.lgbteducation.scot which is managed on its behalf by the Time for Inclusive Education (TIE) charity. 33 South Lanarkshire schools are registered on the Scottish Government's www.lgbteducation.scot platform and 183 teachers have completed the Stage 1 e-learning course.

6.2.2. *Time for Inclusive Education (TIE) Showcase Event*

A highly successful LGBT+ Inclusive Education showcase event including workshops, presented by TIE, took place on 8 November 2023 at Council Headquarters, Hamilton.

The session was attended by 100 staff from across Education Resources and covered key information including national expectations, principles for effective practice and a showcase of available resources.

The feedback was very positive with 100% of attendees feeling that their confidence in delivering LGBT+ Inclusive Education had increased and helped them in considering the next steps for their establishments. Comments from participants include:

- ◆ "Giving me the confidence and enthusiasm to take this forward in my school as we have lots of LGBT families. Thank you"
- ◆ "The various blend of approaches and resources which could be used to build an appropriate curriculum. The training and support on offer to schools from TIE is very reassuring"
- ◆ "This was an excellent training session. I'm looking forward to doing the Stage 1 modules and looking at the website and toolkit. Thanks to you all, what a lovely, welcoming and inclusive team you all are"
- ◆ "Well done, a great morning. Really pleased the resources are created by teachers for teachers"

6.2.3. *LGBT Youth Scotland (LGBTYS) Charter Award*

LGBTYS Scotland is Scotland's national charity for LGBT+ young people, working with 13-25 year olds across the country. The organisation delivers the LGBT Charter Programme to schools, organisations and businesses at Gold, Silver or Bronze Level. This enables schools to review their policies, practice and training to ensure their schools are proactively LGBT+ inclusive.

The following SLC secondary schools have achieved the Charter Award:-

Silver Award: Calderglen High School, Cathkin High School, Lesmahagow High School, Duncanrig Secondary School

Bronze Award: Stonelaw High School

Strathaven Academy, Larkhall Academy, Biggar High School and Hamilton Grammar have started the journey towards accreditation.

6.2.4. *Equally Safe at School Programme*

Lesmahagow High has introduced the Equally Safe at School programme. This is a whole school approach to preventing Gender Based Violence and promoting equality which links directly with their LGBT+ work.

These approaches complement each other in promoting tolerance and acceptance.

6.2.5. *National LGBT+ Implementation Group*

A member of staff and two pupils from Duncanrig Secondary School were members of the national LGBT+ Inclusive Education Implementation Group which was formed to facilitate implementation of the 33 recommendations of the LGBT+ Inclusive Education Working Group.

The recommendations were accepted by Scottish Ministers in November 2018. This work led to Scotland becoming the first country in the world to commit to embedding LGBT+ inclusive education in Scotland.

6.3. Education Psychological Services

The team in Psychological Services highlighted that they would like to have more information about LGBT+ as part of progressing equality, equity and diversity themes within the Service. As a result, they have engaged LGBT Youth Scotland to provide them with LGBT+ Awareness training. This is individual online training which the whole Service will undertake during November 2023. This will include psychologists, research assistants, trainee psychologists currently on placement and clerical support, approximately 44 people in total.

6.3.1. There will be an evaluation of the training responses by LGBT Youth Scotland, and the Service will use this information as a basis for discussion on next steps during their next Service development day on 23 November 2023. As part of this, they will move forward and undertake the charter award over an approximately 18-month period.

6.3.2. The Service will identify the potential for broader learning within education in the longer term and links with developments in anti-bullying approaches and will work collaboratively with the Youth, Family and Community Learning Service to ensure the broader participation and voice of young people.

6.4. Youth, Family and Community Learning Service

6.4.1. *Hamilton*

The weekly Hamilton Universal Connections LGBT+ Community Group is focused on supporting young people within the LGBT+ Community via issue-based workshops, consultation and recreational activities. The group is activity-focused, and young people between the ages of 12 and 18 who identify as LGBT+ are welcome. Provisions so far have included workshops on self-esteem, art and outdoor activities. These activities support young people to develop confidence and build a support system within their community.

6.4.2. *East Kilbride*

East Kilbride LGBT+ group is the 'Sun and Rain' which was the name selected by the participants who attend. The group has been running weekly for almost 2 years and aims to provide a safe space for LGBT+ young people aged 14 –17, exploring LGBT+ issues whilst promoting positive mental health and wellbeing. Activities are youth led

and can include chill spaces, boardgames, arts and crafts and themed or issue-based nights on topics important to the young people attending.

6.4.3. *Lanark*

The Friday Night group meets weekly at Lanark Universal Connections and is an LGBT+ group for young people in the local area. The group is needs led and young people are consulted regularly about the types of activities on offer at the sessions. It is a place for young people to express themselves with their peers in a safe and nurturing environment.

6.4.4. *Rutherglen and Cambuslang*

The group participates in many drop in and recreational activities as well as receiving inputs from partner agencies. They have been involved in examining issues such as mental health and well-being (including mental health first aid), consultation by NHSL on development of a mental health website for young people and participation in a healthy cooking programme with partners at Healthy Valleys). In addition, the group have had inputs from LGBT+ charities such as The Terrence Higgins Trust and input from Police Scotland in relation to hate crime and hate crime prevention.

7. **Next Steps**

7.1. Life in Scotland for LGBT+ young people report (LGBYTS)

In February 2023, LGBYTS published their *Life in Scotland for LGBT young people* report, which offers a snapshot of what life is like in Scotland for LGBT+ young people across a range of areas including education, health, rights and experiences of discrimination. The report highlights that less than half of participants (48%) said they feel supported as an LGBT+ young person in education. In addition, 67% of participants reported experiencing homophobic, biphobic or transphobic bullying and 82% of secondary learners reported that they hear anti LGBT+ language and slurs used at school.

7.2. South Lanarkshire Schools Audit (September 2023)

During September 2023, an audit was conducted across Head Teachers in South Lanarkshire schools to ensure a clear baseline was established for furthering our work on progressing LGBT+ issues.

There were 64 respondents and the audit highlighted the following main themes:-

- ◆ 33% of respondents did not feel confident in supporting LGBT+ children and young people
- ◆ 64% of respondents were not aware of the LGBT+ Inclusive Education national platform
- ◆ 32% of respondents have a pupil equality group
- ◆ 24% of respondents have carried/partially carried out an audit of class/library texts to ensure LGBT+ representation
- ◆ There is a need to further develop partnership with parents in promoting understanding of LGBT+ inclusive education approaches.

7.3. Working Group

Following the TIE Showcase event, which took place on 8 November 2023, a working group will be set up with membership from across Education Resources to include representation from schools, the Educational Psychology Service and Youth, Family and Community Learning Service to examine the actions to be taken to further support schools to embed LGBT+ inclusive education in their practice. The working group will consider a broad range of issues arising from the event, including consultation with pupils, parents and carers.

7.3.1. Schools will be asked, as part of their normal improvement cycle, to ensure that parents/carers are kept fully informed about their work in relation to the Equalities agenda and where appropriate, curricular materials will be shared with them.

7.4. Continuous Professional Development

Schools will be asked to place a focus on Equalities during Session 2024/2025 and each school will be asked to set out their plans for doing so as part of their School Improvement Plan. Schools will set this in the context of the UNCRC legislation.

During Session 2024/2025, all teaching staff will be required to undertake the Scottish Government professional learning course Stage 1 e-learning module and this will be included as an element of the annual mandatory training programme. Stage 2 training can be accessed by schools following the completion of Stage 1 and Education Resources will monitor the uptake of this with the aspirational target of all schools completing this training.

7.5. Refresh of Anti-bullying Guidance

Scotland's national anti-bullying organisation, *RespectMe*, continues to deliver sessions to schools on an ongoing basis to support them in refreshing and updating anti-bullying policies.

7.5.1. The national guidance, *Respect for All*, is currently being updated with a launch date of Summer 2024. Following this, the South Lanarkshire Council guidance, *Treat Me Well*, will be updated with the inclusion of clear guidance on supporting LGBT+ young people.

7.6. Recording and Monitoring

Recent analysis of data from the SEEMIS Bullying and Equalities module indicates that only 6 incidents of homophobic bullying were recorded across South Lanarkshire schools during session 2022/2023. This may reflect a degree of under reporting in this area that requires to be further explored.

In response to this, schools have been issued with further guidance regarding the importance of accurate recording within the Bullying and Equalities module and, in particular, the importance of recording prejudice-based bullying. In contrast, 84 incidents were recorded that had their basis in other types of prejudice e.g. race, body image/physical appearance

7.7. Equalities Co-ordinators

A network of Equalities Co-ordinators will be established across all schools to facilitate sharing of information and development of policy and procedures to ensure compliance with legislation and expectations of the national policy framework and promote best practice across all education establishments.

This will build on recent training delivered by *RespectMe*, the national anti-bullying service, and attended by over 100 education staff, which reinforced the importance of recording bullying and using the prejudice based bullying categories to facilitate recording and analysis of bullying incidents.

7.8. Launch of Inclusion Hub Resource

A new Inclusion Hub resource accessible to education staff is now available on GLOW, that allows schools to access resources and continuous professional learning experiences in relation to learners with a range of additional needs. In particular, there is a dedicated space for Equalities, including LGBT+ inclusive education.

8. Summary

- 8.1. Education Resources has a key responsibility for developing successful learners, confident individuals, effective contributors and responsible citizens and is committed to ensuring that all LGBT+ children and young people feel included, safe and respected.
- 8.2. We will continue to work in partnership with parents/carers and other stakeholders to ensure that all young people are free to learn in a safe and secure environment and promote a positive ethos across our educational establishments that fosters the development of skills, self esteem and resilience within our young people.
- 8.3. Through promotion and provision of continuous professional development opportunities which focus on equity, equality and diversity, we will continue to develop education environments where difference is celebrated and role model how to challenge prejudice and will work to ensure our staff are well-equipped to both make this a proactive part of the curriculum and to ensure any bullying instances are dealt with swiftly and effectively.

9. Employee Implications

- 9.1. There are positive implications for professional development for teaching staff in undertaking the Scottish Government Inclusive Education Stage 1 e-learning module.

10. Financial Implications

- 10.1. None

11. Climate Change, Sustainability and Environmental Implications

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

12. Other Implications

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

13. Equality Impact Assessment and Consultation Arrangements

- 13.1. As schools develop Equalities policies, the need for an impact assessment may be considered.
- 13.2. Engagement with children, young people and school communities is a fundamental component of the development of Equalities policies.

Carole McKenzie

Executive Director (Education Resources Resources)

14 November 2023

Link(s) to Council Values/Priorities/Outcomes

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

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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Report

7

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Education Resources)

Subject:	Primary Raising Attainment Strategy and ACEL Data
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1. Purpose of Briefing Report

1.1. The purpose of the report is to:-

- ◆ provide Committee with an overview on CQIS's updated Raising Attainment strategy for primary schools
- ◆ update on the provisional Curriculum for Excellence (CfE) levels for South Lanarkshire Council for 2022/2023.

2. Recommendation(s)

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

- (1) that the plan outlined for raising attainment is noted; and
- (2) that the internal achievement of Curriculum for Excellence levels for 2022/2023, based on teacher professional judgement, be noted.

3. Background

- 3.1. In school session 2022/2023, a full return to delivering education took place without restrictions following the COVID-19 pandemic. However, we are acutely aware of the long-term impact of the pandemic on all aspects of the education system. The pandemic disrupted the learning of children and young people and had a disproportionate impact on their experiences and resulting attainment of children impacted by poverty.
- 3.2. ACEL data published for session 2021/2022 evidenced a national attainment dip at P4 in both literacy and numeracy. Nationally, attainment in writing remains the lowest of all literacy and numeracy organisers for P1, P4 and P7.
- 3.3. South Lanarkshire Council's data mirrors a similar picture to that of the national position across Scotland. Taking account of this, there is a need to refresh the attainment strategy for primary schools with a view to further upskilling them to collect and manage robust data and enable a continued, collective effort to improve outcomes and raise attainment, particularly in line with the stretch aims for session 2023/2024.
- 3.4. Schools submit data for the following pupil stages:-
 - ◆ Primary 1
 - ◆ Primary 4
 - ◆ Primary 7

The school level data which is submitted is aggregated by the Scottish Government to produce a Local Authority aggregate and it is this dataset that forms the basis for this report. At present, this data is provisional and, therefore, not currently available in the public domain. The date for publication by the Scottish Government is 12 December 2023.

- 3.5. For the purposes of this paper, *Primary data combines Primary 1, 4 and 7 CfE attainment.

Expected levels, relevant to stage:-

<u>CfE Level</u>	<u>Stage</u>	<u>Description</u>
Early	P1	The final two years of early learning and childcare before a child goes to school and P1, or later for some.
First	P4	To the end of P4, but earlier or later for some.
Second	P7	To the end of P7, but earlier or later for some.

*Learners who have been entered as 'not assessed' do not feature in the data.

*Pupils recorded as 'child following individual milestones' are included in the data.

- 3.6. Achievement of a level of CfE levels is judged based on a holistic view of a child's achievements by their teacher across a range of evidence throughout their journey through the level. As part of a school's quality assurance process, teacher judgement levels are moderated internally and, in some cases, externally across the Learning Community.
- 3.7. South Lanarkshire Council collected CfE data for 11,282 young people across 129 schools.

4. Raising Attainment in South Lanarkshire

- 4.1. South Lanarkshire Council has high aspirations for all and is committed to securing improved educational outcomes for all children and young people. Two of the current five strategic priorities for Education Resources are directly linked to raising attainment:-
- ◆ *Ensure inclusion, equity and equality are at the heart of what we do*
 - ◆ *Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy*
- 4.2. Raising attainment has been an ongoing priority for Education Resources with a number of initiatives already in place to support schools. During session 2022/2023, schools were supported in their recovery journey through the offer of professional learning in key areas to support raising attainment in literacy and numeracy. Improvement projects included: Maths Recovery, Nuffield Early Language Intervention, Talk 4 Writing, Foundations of Literacy in Primary one Programme (FLIPP) and Play Pedagogy. Many of these projects were directly funded through Strategic Equity Funding (SEF).
- 4.3. Developing pedagogy was another area of focus to develop the robustness of data and teacher professional judgement (TPJ). Specific input was provided by Development Officers at a Headteacher meeting to support the collection and analysis of TPJ, as well as direct support to schools where data indicated that the accuracy of TPJ needed a closer look.

4.4. 25 FTE teachers participated in the Improving our Classrooms professional learning programme, focusing on the use of data and targeted interventions, and four primaries embarked on the Improving our Schools programme, funded via the West Partnership. This professional learning has enhanced the skill and knowledge of practitioners to use data and research informed practice to raise attainment. A need has been identified for further development of this practice across the authority at both senior leader and practitioner level due to its existing success and impact.

4.5. As part of COVID-19 recovery, schools also benefitted from additional staffing during session 2022/2023. This additionality enabled schools to provide targeted support for learners to raise attainment in the areas of literacy, numeracy and support health and wellbeing.

5. Raising Attainment in South Lanarkshire-August 2023

5.1. The refreshed strategy renews our commitment to achieving the highest outcomes for all and builds on what we know works, as well as taking account of the national picture and current thinking.

5.2. In order to drive innovation, share practice and secure collective improvement, performance information is and remains a key driver in the raising attainment strategy. The aim is to develop capacity and skill in all schools, so they are data intelligent and not simply data rich. Raising attainment is everyone's business and, as such, a Lead Officer with a specific remit for raising attainment across the primary sector has been appointed.

5.3. Our plan is to build on the existing use of SEEMiS, Focus, Headteacher Data Portal, and the BGE Tracking and Monitoring Tool as well as our new Standards and Quality Improvement Plan (SQIP). A consistent approach to data interrogation at all levels will be promoted and modelled ensuring that data informed interventions are prioritised and actioned.

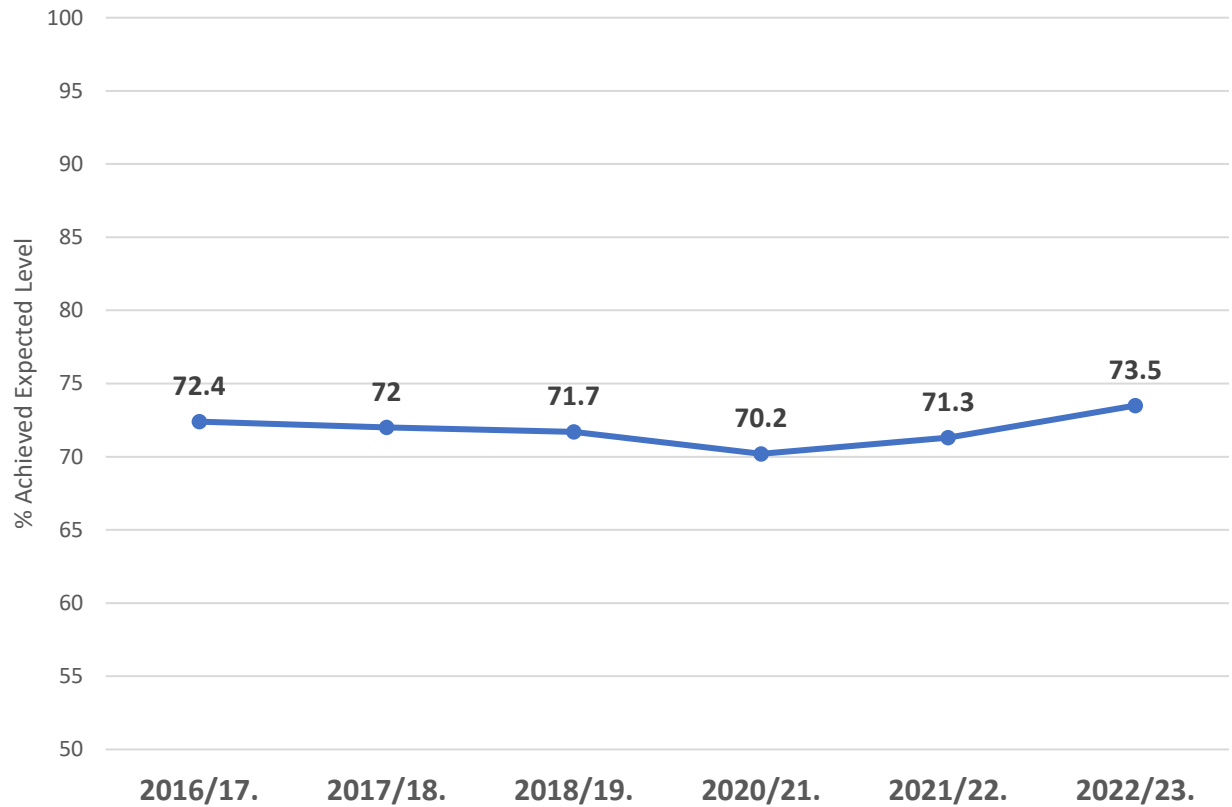
5.4. Schools will be asked to track progress towards achievement of a level for all learners (P1/P4/P7) three times per year via SEEMiS Progress and Achievement. The proposed windows for the collection of these progress measures are November, February and June. (The final data capture will be the final submission of ACEL data to Scottish Government.)

5.5. This data will allow schools and the local authority to monitor live progress of individuals and cohorts whilst also providing the ability to monitor the impact of interventions and inform progress towards stretch aims. Data collection and analysis on this level will also inform improved dialogue around excellence and equity at school and local authority level and support appropriate CLPL.

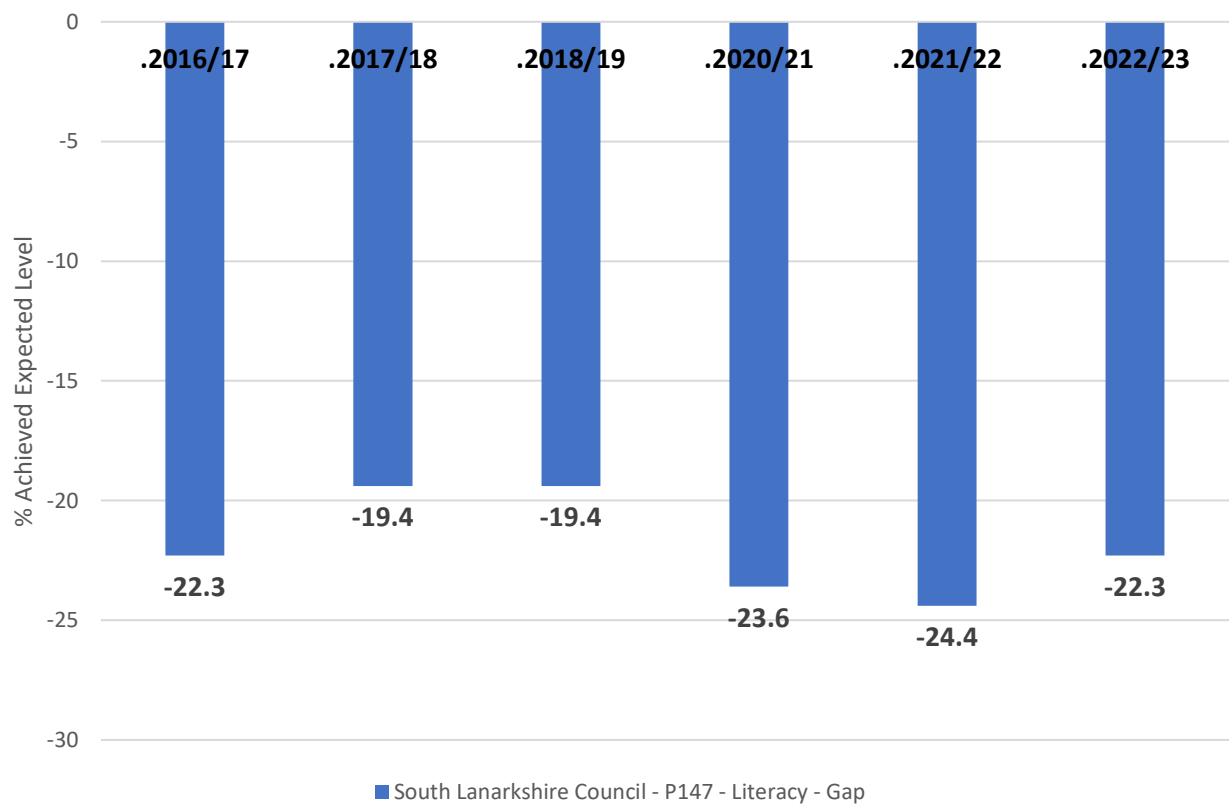
5.6. It is recognised that, for some schools, this will be an increase in expectation and there may be a need to adapt and change current practice. It is important that all schools, however, are aware not only of the key changes required but the offer of support as soon as possible, with a view to further roll out of the strategy over the next two years following consultation. Further details on the timeline for the above can be found in **Appendix 1** and have been discussed with Head Teachers and Professional Associations.

- 5.7. The Lead Officer for Raising Attainment (Primary) will provide universal support to schools and senior leaders via the following mechanisms in order to raise attainment through appropriate support and challenge:-
- ◆ Attainment Networks - 3 x a year
 - ◆ Data clinics – monthly drop ins
 - ◆ Develop the use of the primary Statistical Summary Report (SSR) Programme at Learning Community/Locality level
- 5.8. The Lead Officer for Raising Attainment (Primary), the Lead Officer for Equity and SLC's Attainment Advisor will provide support and challenge around ACEL data (including the data collected via ongoing Progress and Achievement tracking) to targeted schools as outlined in **Appendix 1**.
- 5.9. Raising Attainment does not stand in isolation. We recognise the complex nature of this area for improvement and also appreciate the challenges within individual settings. Consistency in approach from Quality Lead Officers in supporting schools and facilitating attainment discussions will also form a key part of our strategy. The deployment of Lead Head Teachers may also support identified targeted work where required.
- 5.10. Key to the Raising Attainment Strategy will also be the cross pollination and cross sector work across teams as it is recognised that other aspects of CQIS work has a direct impact on raising attainment for all. Raising Attainment will form part of the core meeting agenda for the primary sector team, as well as joint working with the secondary team where appropriate. Further details can be seen in **Appendix 2**.
- 6. Closing the Poverty Related Attainment Gap**
- 6.1. Raising attainment cannot simply mean a focus on excellence but must also focus on equity. Schools will, therefore, continue to be supported in interventions at authority level through our existing Strategic Equity Fund projects continuing from session 2022/2023.
- 6.2. Education Resources and schools will be required to continue to focus on and interrogate data in order to increase the pace of change in closing the poverty related attainment gap.
- 6.3. As a local authority, we will be required to continue to set ambitious locally identified stretch aims based on a two year trajectory (2023/2024, 2024/2025) for progress towards meeting our stretch aim target in 2025/2026. These aims will be set for both excellence and equity. Equity targets will be focussed on the gap between learners in Scottish Index of Multiple Deprivation (SIMD) quintile 1 (Q1) and SIMD quintile 5 (Q5).
- 7. Summary of Results**
- 7.1. Primary Literacy-provisional data (not yet published)
- ◆ In 2022/2023, 73.5% of pupils in South Lanarkshire Council achieved the appropriate attainment level
 - ◆ South Lanarkshire Council performance has improved by 2.2% points between 2021/2022 and 2022/2023
 - ◆ In 2022/2023 the Primary Literacy 'closing the gap' is 22.3% points
 - ◆ South Lanarkshire Council 'closing the gap' data has improved by 2.1% points between 2021/22 and 2022/2023. Our closing the gap data for literacy demonstrates that we have closed the gap further from 2021/2022 but we are not yet back to pre-pandemic levels. We are confident that our gap will continue to close during session 2023/2024

South Lanarkshire Council - P147 - Literacy combined

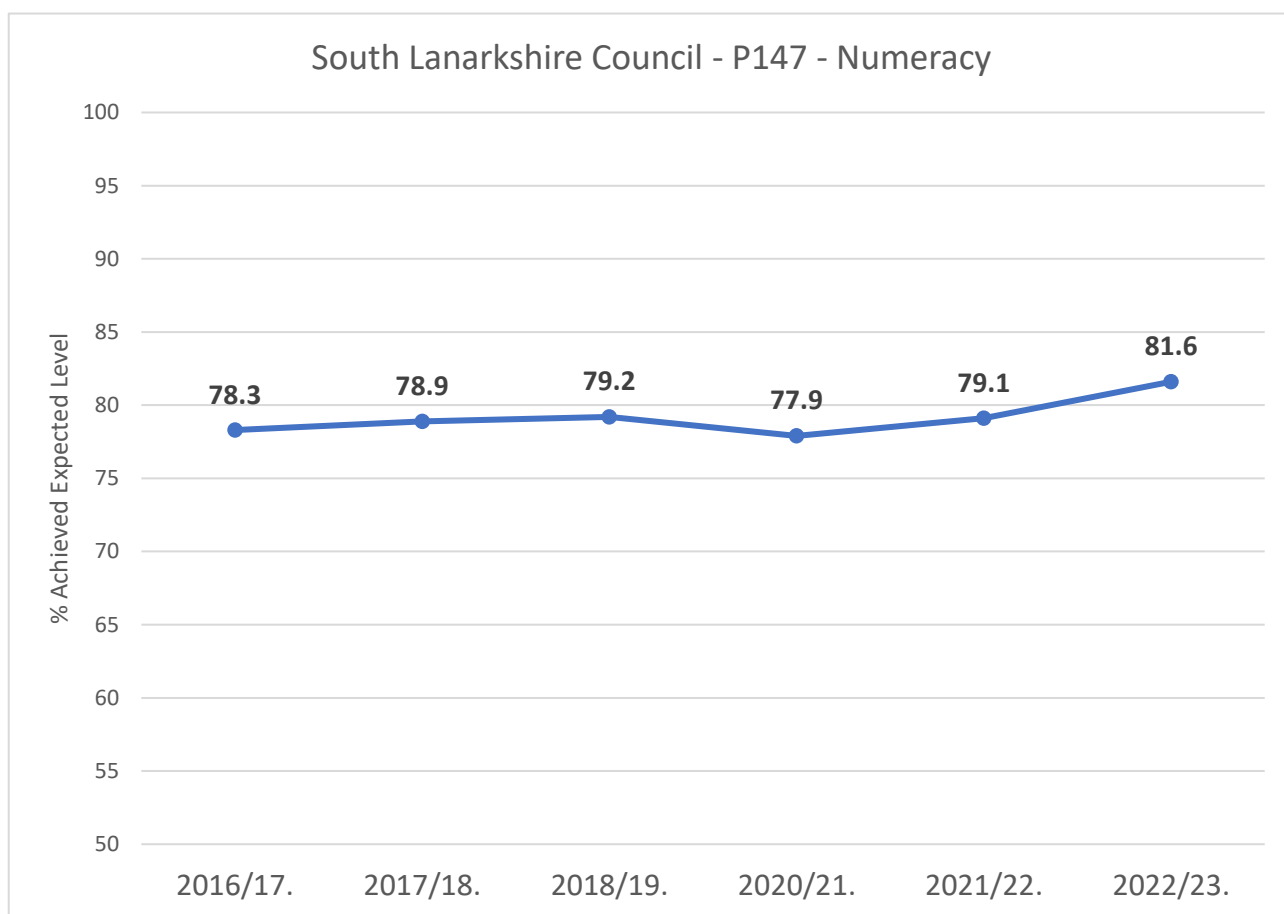


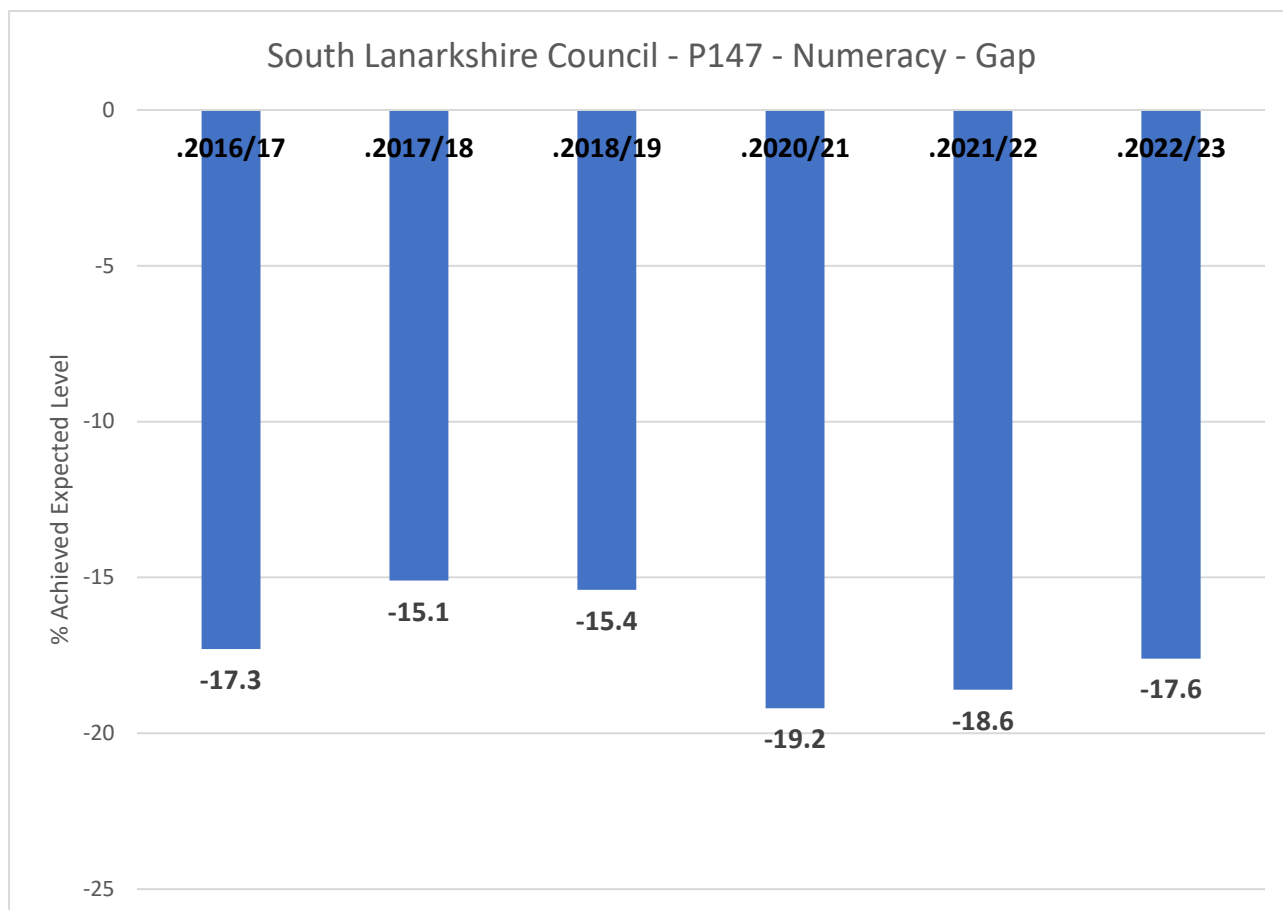
South Lanarkshire Council - P147 - Literacy - Gap



7.2. Primary Numeracy- provisional data (not yet published)

- ◆ In 2022/2023, 81.6% of pupils in South Lanarkshire Council achieved the appropriate attainment level
- ◆ South Lanarkshire Council performance has improved by 2.5% points between 2021/2022 and 2022/2023
- ◆ In 2022/2023 the Primary Numeracy 'closing the gap' is 17.6% points
- ◆ South Lanarkshire Council 'closing the gap' data has improved by 1.0% points between 2021/2022 and 2022/2023. Our closing the gap data for numeracy demonstrates that we have closed the gap further from 2021/2022 but we are not yet back to pre-pandemic levels. We are confident that our gap will continue to close during session 2023/2024





8. Findings

8.1. The data for CfE level of achievement in South Lanarkshire Council shows continued recovery from the pandemic, with positive progress being made across all indicators and school stages. All measures in South Lanarkshire Council have increased since 2021/22.

8.2. It should be noted that a poverty-related attainment gap remains a challenge across the country, with national data showing a gap less than pre-pandemic levels.

9. Next Steps

9.1. Education Resources will continue to provide support for schools to continue to raise attainment through the work of the Curriculum and Quality Improvement Service (CQIS) and refreshed Primary Raising Attainment Strategy.

9.2. This data will continue to be reported on through Education Resources' planning and reporting mechanisms linked to both the Council Plan and Resource Plan at quarters 2 and 4.

10. Employee Implications

10.1. None.

11. Financial Implications

11.1. None.

12. Climate Change, Sustainability and Environmental Implications

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

13. Other Implications

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

14. Equality Impact Assessment and Consultation Arrangements

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

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

Carole McKenzie

Executive Director (Education Resources)

18 October 2023

Link(s) to Council Values/Priorities/Outcomes

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

Previous References

Education Resources Committee (June 2021)

List of Background Papers

None

Contact for Further Information

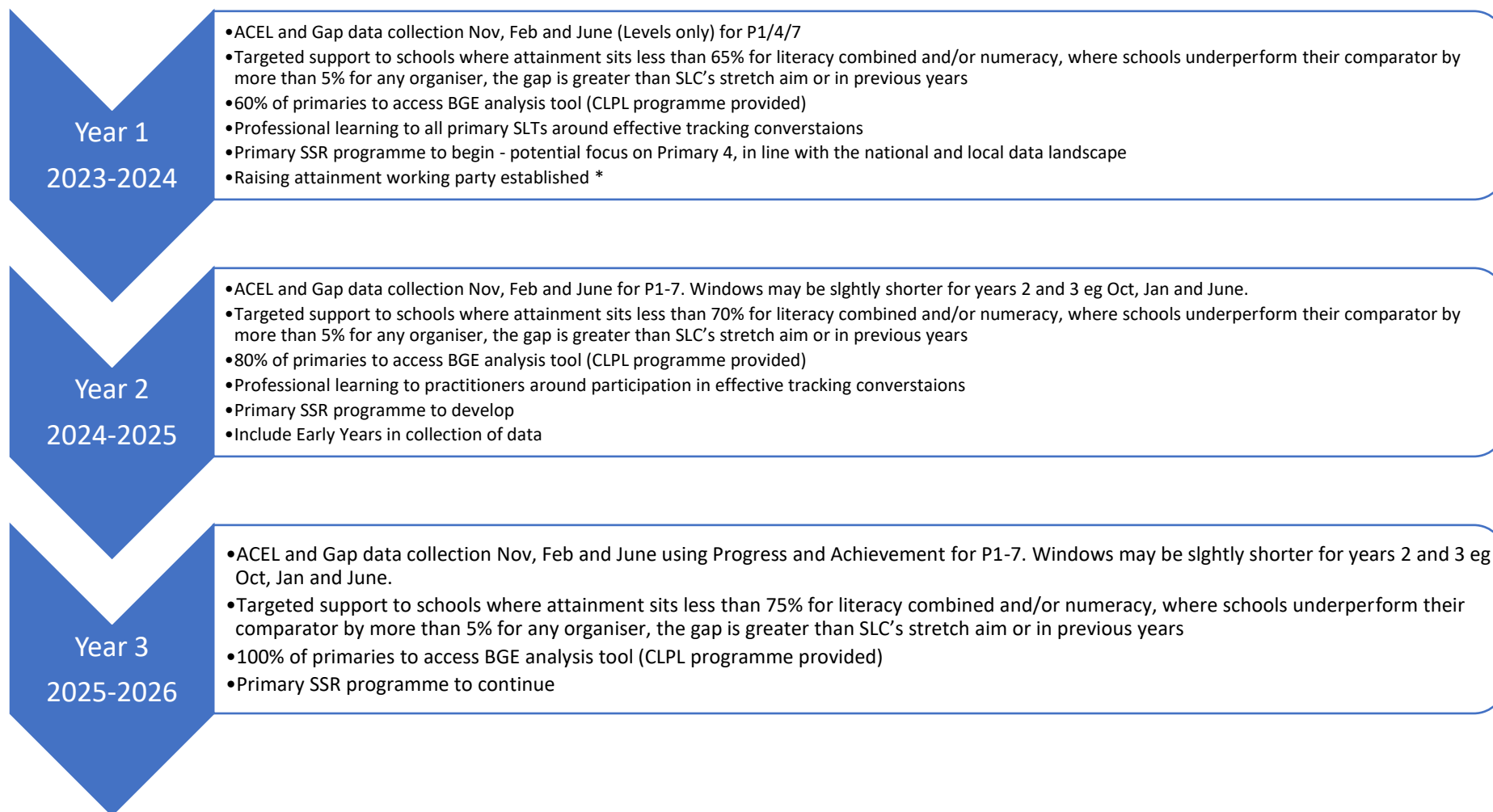
If you would like to inspect the background papers or want further information, please contact:-

Jacqueline Wallace, Head of Education (Primary and Early Years)

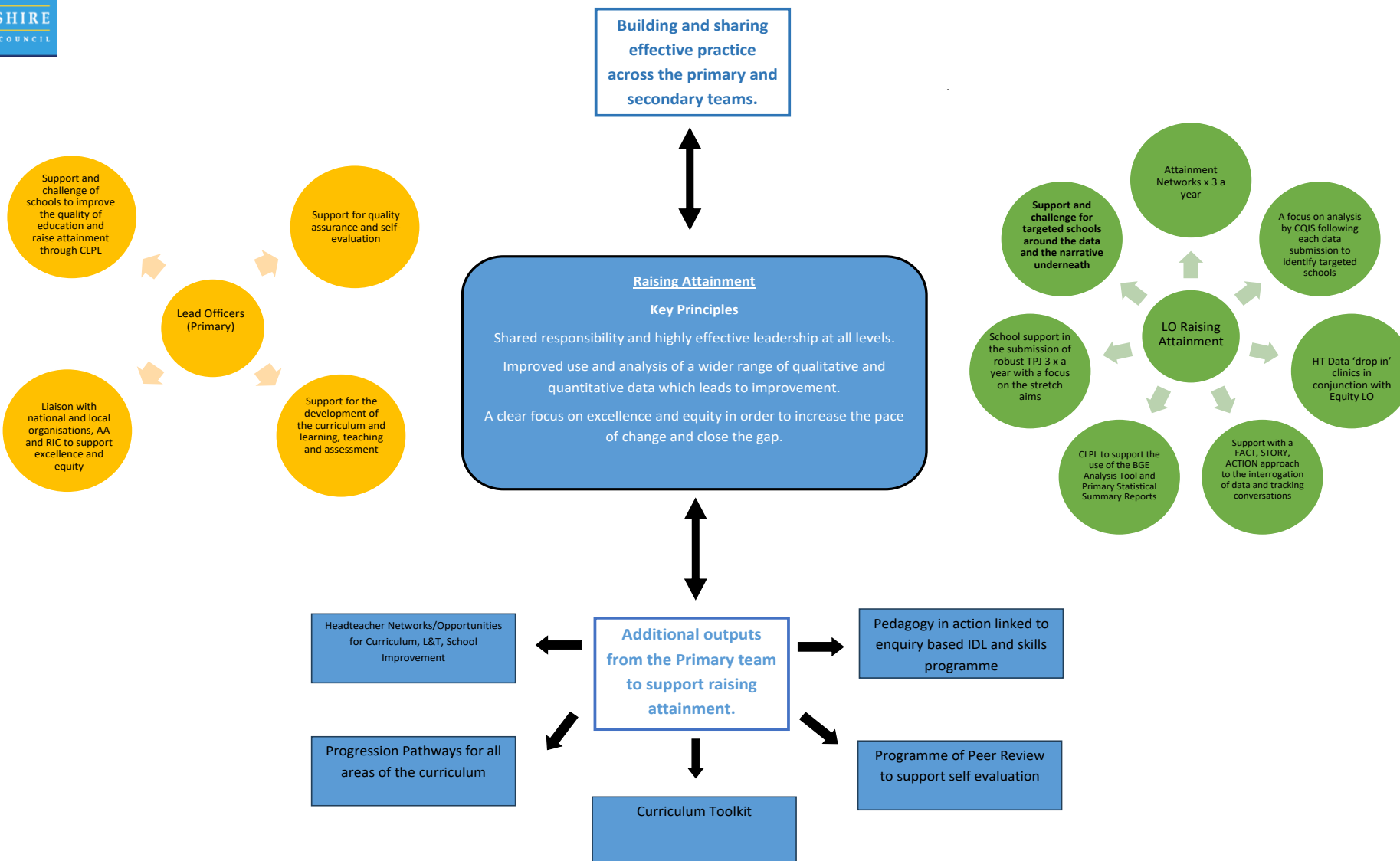
Ext: 4562 (Tel:01698 454562)

E-mail: Jacqueline.Wallace@southlanarkshire.gov.uk

Appendix 1 - Raising Attainment (Primary) in SLC timeline



*Raising Attainment working party will have representation from CQIS, HTs / DHTs, PAs, AA, Data Officer and aim will be to assess the efficacy of the proposed approach for raising attainment / data collection and consider the quality / relevance of data available. Consideration to the use of Standardised Assessments to support attainment will also be given. Gaps to be identified and then relevant action plans made.



Appendix 2 -Raising Attainment Overview 2023/24 (Primary)

Report

8

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director of Education

Subject:	Secondary Raising Attainment Strategy
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1. Purpose of Briefing Report

1.1. The purpose of this report is to:-

- ◆ provide an overview of the secondary school raising attainment strategy
- ◆ provide a high-level overview of September 2023 Senior Phase attainment

2. Recommendation(s)

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

- (1) that the overview of the secondary school raising attainment strategy is noted;
and
- (2) that the high-level overview of September 2023 Senior Phase attainment be noted.

3. Background

- 3.1. In school session 2022/2023, a full return to face-to-face teaching took place following a 2-year period of interrupted learning associated with the COVID-19 pandemic. We are acutely aware of the long-term impact of the pandemic on all aspects of the education system.
- 3.2. The pandemic had a disproportionate impact on experiences and resulting attainment of young people affected by poverty.
- 3.3. There has been an ongoing focus on raising attainment and achievement across all South Lanarkshire Council secondary schools, and central systems to support and challenge school leaders continue to evolve.
- 3.4. Scottish Government surfaces qualifications data via the Senior Phase Benchmarking Tool 'Insight'. Insight provides schools and local authorities with a summary of their attainment compared to a 'Virtual Comparator' plus their Local Authority, Regional Improvement Collaborative and National averages.
- 3.5. Insight is updated two times per year, firstly in September after every SQA exam diet and more formally in March with published 'Leavers' data.
- 3.6. The most recent update of Insight (September 2023) allows schools and Local Authorities to reflect on S4, S5 and S6 performance in SQA exams. Although this is a helpful benchmarking exercise, it should be stressed that September Insight data is for internal use only, and not for the purposes of reporting.

3.7. Data related to cohorts certificated in 2020 allowed for an 'inferred attainment' element and in 2021 certification was delivered through the SQA Alternative Certification Model (ACM). Data related to cohorts certificated in 2022 was affected by the 'modification' of course work and examination papers and the SQA's stated 'generous approach' to marking. Although 2023 was expected to be a return to 'normal', the SQA still made some allowances, a 'sensitive approach' to marking.

3.8. The impact of these different approaches to certification upon school cohort attainment means that care should be taken when making comparisons over time, particularly when comparing 2019/2020, 2020/2021, 2021/2022 and 2022/2023 data.

4. Raising Attainment in South Lanarkshire Secondary Schools

4.1. South Lanarkshire Council has high aspirations and is committed to securing improved educational outcomes for all children and young people. Two of the current 5 strategic priorities for Education Resources are directly linked to raising attainment:-

- ◆ *Ensure inclusion, equity and equality are at the heart of what we do*
- ◆ *Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy*

4.2. Raising attainment has been an ongoing priority for Education Resources with a number of initiatives already in place to support secondary schools. There are 6 key areas which support raising attainment and closing the poverty-related attainment gap:-

- ◆ High quality learning, teaching and assessment
- ◆ Learner pathways and wide range of accreditation opportunities qualifications and courses
- ◆ Curriculum design and offer
- ◆ Performance improvement
- ◆ Leadership
- ◆ Professional development and career long professional learning

4.3. Secondary Head Teacher networks and the development of South Lanarkshire Council's 'Pedagogy Palette' are examples of two approaches to drive high quality learning, teaching and assessment across secondary schools.

4.4. As part of the widening participation agenda, extending opportunities for all learners and supporting the development of more individualised and personalised learner pathways, Education Resources developed a resource for schools to consider the range of non-National Qualification courses available for learners.

4.5. This resource highlights the large number of courses at SCQF levels 3 to 7 which schools can use to support learner pathways and leaver destinations.

4.6. In session 2023/2024, schools have been further supported to engage in these qualifications via direct funding from the Strategic Equity Fund. Funding will be provided to schools for learners from Scottish Index of Multiple Deprivation (SIMD) Quintile 1. This support is linked to closing the poverty-related attainment gap.

4.7. Through the South Lanarkshire Council 'SSR' (Statistical Summary Report) programme Head Teachers and their leadership teams are provided with the opportunity to engage in high-quality support and challenge discussions around their

attainment and school improvement priorities at two points during the school session, known as SSR1 and SSR2 respectively.

- 4.8. 'SSR1' is carried out in September and focuses on the SQA exam results achieved by all Senior Phase learners in the previous academic year.
- 4.9. 'SSR2' is carried out in March and focuses on the results achieved by all school leavers (from S4, S5 and S6 combined) from the previous academic year.
- 4.10. This programme informs the school's improvement plan priorities for the following session.
- 4.11. The SSR programme allows schools to take a retrospective look at certification information and exam performance while looking at trends and patterns to understand where long term improvements are required.
- 4.12. In order to support interrogation of live attainment data, a pilot programme called 'SSR Live' is taking place in session 2023/2024 which will allow senior Secondary school leaders to collaborate on the analysis of live tracking and monitoring information and which will provide opportunities for schools to support and challenge each other on ongoing and required interventions.
- 4.13. The SSR programme is intrinsically linked with planning for school improvement. All work undertaken on performance improvement and raising attainment has a link to the School Improvement planning process.
- 4.14. In session 2023/2024, central officers will continue to work with Secondary Head Teachers to highlight the importance of the leadership of school improvement to support attainment and achievement.
- 4.15. School leaders meet with central officers collectively 2 times per year at Secondary Head Teacher Attainment Network meetings. Head Teachers are able to engage in discussion around local authority priorities for performance improvement and share examples of highly effective practice from colleagues.
- 4.16. A series of tools to support Secondary schools' analysis of data have been developed. These allow schools to focus on analysing the data to identify areas for improvement and planning next steps for learners. Appendix 1 details the range of tools recently developed.

5. Closing the Poverty Related Attainment Gap

- 5.1. Schools will continue to be supported to pursue 'excellence and equity' via interventions offered at authority level through our existing Strategic Equity Fund projects continuing from session 2022/2023.
- 5.2. Education Resources and schools continue to focus on and interrogate data in order to increase the pace of change towards closing the poverty related attainment gap.

6. Local Benchmarking Measures

- 6.1. One of the functions of Insight is to provide an analysis of four Local benchmarking measures showing the performance of stage-based cohorts. These measures are connected and should be looked at together when considering the performance of a school or local authority and the next steps to be taken in seeking further improvements.

- 6.2. The 3 Local Benchmarking Measures pertinent to secondary school attainment are:-

Improving attainment in literacy and numeracy

South Lanarkshire Council's aim is for all learners to be highly literate and numerate, increasing their life chances greatly.

Curriculum for Excellence stresses the responsibility of all teachers for developing literacy and numeracy skills. This reflects the importance placed on these crucial skills which unlock learning in all other areas of the curriculum and are vital for success in learning, life and work in the modern world and workplace.

Improving attainment for all

The overall aim for this measure, along with tackling disadvantage, is to have all learners attain as highly as possible.

Attainment is an individual's passport to personal, social, cultural and economic opportunities. Raising attainment means improving life chances. This does not mean just focusing on exam results, but instead looking at attainment in its widest sense. It is this rich attainment which enables all of our children and young people to make good progress and develop the skills, ambition and know-how they need to improve life chances.

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

The overall aim for this measure, together with improving attainment for all, is to have all young people attain as highly as possible.

This measure is aimed at closing the gap in attainment associated with the incidence of higher and lower deprivation and has the same aspirations for our pupils as improving attainment for all.

7. Overview of Attainment (progress data)

- 7.1. This report provides a narrative for the performance of stage-based cohorts.

Virtual Comparator data is constructed from the performance of individual pupils with similar characteristics from schools in other local authorities. This allows a comparison based on some key pupil characteristics (gender, deprivation, additional support needs and stage) that are linked to educational outcomes.

7.2. **S4 (Please see Appendix 2 for more detailed commentary)**

The 2022/2023 academic year witnessed promising trends in attainment across most S4 measures as we observed a consistent improvement in the achievement of our learners. This reflects the effectiveness of the targeted teaching strategies and robust tracking procedures used in our schools. These improvements are indicative of our drive for excellence and our continued commitment to ensure every learner achieves the best possible outcomes.

7.3. **S5 (Please see Appendix 3 for more detailed commentary)**

The 2022/2023 academic year for our S5 students has been a journey of encouraging progress across various educational measures. In literacy and numeracy, we've witnessed continued improvement, reflecting the effectiveness of our teaching strategies and a strong commitment to ensure more young people are achieving across a wider range of SCQF level 6 qualifications.

Overall, the year has been marked by a collective move towards better educational outcomes, with students demonstrating resilience and adaptability in their learner journeys. While there is always room for growth and improvement, Improvements made this year are a testament to the dedication of schools and potential of our students to overcome the disruption to learning throughout the COVID-19 pandemic.

7.4. **S6 (Please see Appendix 4 for more detailed commentary)**

In the 2022/2023 academic year, S6 learners have demonstrated progress in key educational metrics, marking a year of significant achievements. In literacy and numeracy, we witnessed a strong performance that stands out as one of the best in recent years and generally, at a strong and steady pace of growth and improvement over the last 5 years. The year has been particularly notable in terms of key performance indicators, where our students have achieved notable successes across different levels highlighting and increased 'added value' year in S6. It stands as a clear indication of our commitment to excellence in education throughout the entire senior phase.

8. Findings

8.1. Areas of key strength include:-

- ◆ Schools increasingly adding value as young people progress through the Senior Phase
- ◆ Increased focus on data for improvement resulting in more robust school and local authority level improvement planning
- ◆ Closing of the gap in almost all measures
- ◆ Significant improvement in outcomes for Q1 learners in most areas
- ◆ Reduced impact of covid on Q1 learners in South Lanarkshire compared to other areas in Scotland

8.2. Areas for ongoing consideration:-

- ◆ Focus in all schools on reduction in numbers of young people leaving school after S4 and in Christmas of S5
- ◆ Increasing the range of qualifications on offer to young people outwith the core National Qualifications
- ◆ Enhanced mentoring work to support young people make more informed decisions around course and career choices

8.3. It should be noted that the poverty-related attainment gap remains a challenge across the country, with early indications suggesting that South Lanarkshire council data compares favourably to National data. A further and fuller update around Strategic Equity Fund work and stretch aims will be reported at next committee when verified national comparison data is available.

9. Next steps

9.1. Education Resources will continue to provide support for schools to continue to raise attainment through the work of the Curriculum and Quality Improvement (CQIS) service and the SSR programme.

9.2. This data will continue to be reported on through Education Resources' planning and reporting mechanisms linked to both the Council Plan and Resource Plan at quarters 2 and 4.

10. Employee Implications

10.1. None.

11. Financial Implications

11.1. None.

12. Climate Change, Sustainability and Environmental Implications

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

13. Other Implications

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

14. Equality Impact Assessment and Consultation Arrangements

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

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

Carole McKenzie

Executive Director (Education Resources)

20 November 2023

Link(s) to Council Values/Priorities/Outcomes

♦ Education and learning: Inspiring learners, transforming learners and strengthening partnerships

Previous References

♦ Education Resources Committee – 15 November 2022

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 (Secondary)

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Appendix 1 – South Lanarkshire Council Education Resources – overview of analysis tools for schools to support usage of data for improvement

	BGE Analysis Tool (L&N)	BGE T&M Tool (Subjects)	BGE Attainment Over Time Tool	FOCUS	SP T&M Tool	Insight Analytical Dataset Tool	SLC Subject RAG	<u>SQA Results</u> School Pupil Estimate
Category	Automated	Automated	Automated	Precompiled	Automated	Automated	Precompiled	Precompiled
Produced By	SLC	SLC	SLC	Gateway for SLC	SLC	SLC	SLC	SLC
Phase	BGE	BGE	BGE	BGE	SP	SP	SP	SP
Dataset	P&A (Live)	P&A (Live)	P&A (Live)	ACEL (Historical)	SEEMiS T&M (Live)	Insight Analytical Dataset	Insight	SQA NQ File, SEEMiS BI
Type of Data	CfE Levels (Organisers), PiL, S&K	CfE Levels (Subjects), PiL, S&K	CfE Level (Organisers & Subjects)	CfE Levels (Organisers)	Working Grade (Past/Present), Target Grade	Pupil Level Attainment Data	Subject Level Grades	SQA NQ Results
Main Purpose	Tracking & Monitoring, ACEL (QA)	Tracking & Monitoring	School Improvement	School Improvement	Tracking & Monitoring	School Improvement	School Improvement	School Improvement
Status	Ready for schools	Ready for schools	Ready for schools	Launched	Launched	Launched	Launched	Launched
Updated	Termly	Termly	Termly	Annually (Oct)	Termly	Biannually (Sep/Mar)	Biannually (Sep/Mar)	Annually (Aug)

Appendix 2 – S4 Commentary

Literacy: 2022/2023 saw the highest percentage of S4 candidates achieving SCQF Level 4 Literacy in 5 years, with figures being above the Virtual Comparator (VC) for the past 3 years. The figures also show a marked improvement since results in 2019. There was a similar picture for SCQF Level 5 Literacy in terms of the highest percentage of candidates achieving this level since 2019.

Numeracy: S4 candidates achieved the highest percentage at SCQF Level 4 since 2020 and the figure shows an upward trend. This is also an increase since 2019. Again, there is a similar picture with SCQF Level 5 Numeracy, with the highest percentage of S4 candidates achieving this level since 2019. In addition, the gap between S4 candidates and the VC has reduced from 6.47 percentage points in 2021/2022 to 0.77 percentage points in 2022/2023.

Improving attainment for all

This measure provides information on the average complementary tariff score of all candidates in three groups: the lowest 20%, middle 60% and highest 20% based on attainment. The complementary tariff score sums tariff points awarded to a candidate across their 5 best courses for that academic year.

The S4 highest 20% of candidates are broadly in line with the VC and National figures, with the middle 60% of S4 candidates performing above the VC and above National. The lowest 20% have attained the highest score in last 5 years, with the complementary tariff points above the VC and National and a marked improvement since 2019.

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

In 2023, the average complimentary tariff score of S4 learners in South Lanarkshire is broadly in line/slightly above the virtual comparator and is slightly above the national level in almost all SIMD deciles. 2023 performance is similar to the general performance trend over the last 5 years.

Key performance Indicators

At SCQF level 3 (5 or more), there has been an improvement since 2022 of over 1 percentage point and the percentage of candidates attaining a minimum of 5 awards at SCQF Level 3 or above has remained above the VC and National figures for the past 5 years, with S4 candidates 3.38 percentage points above the VC.

At SCQF level 4 (5 or more), there has been an improvement of 1.8 percentage points since 2022 and of 2.26 percentage points since 2019. The percentage of candidates attaining a minimum of 5 awards at SCQF Level 4 or above has remained above the VC and National figures for the past 5 years.

At SCQF level 5 (1 or more), there has been an improvement of 1.21 percentage points since 2022 and of 3.55 percentage points since 2019. The percentage of candidates attaining a minimum of 5 awards at SCQF Level 4 or above has remained above the VC and National figures for the past 5 years.

SCQF level 5 (5 or more) has remained above the national figure for the past 5 years.

Appendix 3 – S5 Commentary

Literacy: 2022/2023 saw a higher percentage of S5 candidates achieving SCQF Level 6 Literacy. The percentage of S5 candidates achieving SCQF Level 6 Literacy has been above the Virtual Comparator (VC) for the past 5 years. The figures also show a marked improvement since results in 2019.

Numeracy: There is an increase in the percentage of S5 candidates achieving SCQF level 5 Numeracy since 2019. The percentage of S5 candidates achieving SCQF Level 6 Numeracy has been above the Virtual Comparator (VC) for the past 5 years.

Improving attainment for all: The S5 highest 20% of candidates are above the VC and National figures, with the middle 60% of S5 candidates performing above National for the past 5 years. The lowest 20% have performed above National for the past 4 years.

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

In 2023, the average complimentary tariff score of S5 candidates in South Lanarkshire is broadly in line the virtual comparator and is slightly above the national level in the majority of SIMD deciles. 2023 performance is similar to the general performance trend over the last 5 years.

Key performance Indicators

At SCQF level 6 (1 or more), there has been an improvement since 2019 of almost 2 percentage points.

Appendix 4 – S6 Commentary

Literacy: 2022/2023 saw the second highest percentage of S6 candidates achieving SCQF Level 5 Literacy in 5 years, with figures being above the Virtual Comparator (VC) for the past 5 years. The figures also show a marked improvement since results in 2019. SCQF Level 6 Literacy still remains above VC but was less than it was in 2021/22.

Numeracy: S6 candidates achieved the second highest percentage at SCQF Level 5 since 2018/19 and the figure shows a consistent trend. This is also an increase since 2019. Again, there is a similar picture with SCQF Level 6 Numeracy, with the highest percentage of S6 candidates achieving this level since 2019 and remaining above VC for last 3 years.

Improving attainment for all

This measure provides information on the average complementary tariff score of all candidates in three groups: the lowest 20%, middle 60% and highest 20% based on attainment. The complementary tariff score sums tariff points awarded to a candidate across their 5 best courses for that academic year.

The S6 highest 20% of candidates are above levels seen in 2022/23 and remain above VC and National figures, with the middle 60% of S4 candidates performing above the VC and above National. The lowest 20% have shown improvement since Covid.

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers.

In 2023, the average complimentary tariff score of S6 learners in South Lanarkshire is broadly in line with the Virtual Comparator but is less than the VC in SIMD 7 and 10 and is slightly above National levels in 9 SIMD Deciles. 2023 performance is similar to the general performance trend over the last 5 years.

Key performance Indicators

At SCQF level 6 (1 or more), there has been an improvement since 2022 of over 1 percentage point and the percentage of candidates attaining a minimum of 1 award at SCQF Level 6 or above has remained above the VC and National figures for the past 5 years, with S6 candidates 0.93 percentage points above the VC.

At SCQF level 6 (3 or more), there has been an improvement since 2022 and is at a higher percentage than that of our VC for first time in 5 years. There has been a 7 percentage point improvement in the last 5 years which is a greater relative rate of improvement than the VC or National.

At SCQF level 6 (5 or more), there has been an improvement of 1.82 percentage points since 2022 and of 7.81 percentage points since 2019. The percentage of candidates attaining a minimum of 5 awards at SCQF Level 6 or above has surpassed the VC for the first time in the last 5 years. SCQF level 6 (5 or more) has remained above the national figure for the past 3 years.

At SCQF level 6 (5 or more), there has been an improvement of 1.82 percentage points since 2022 and of 7.81 percentage points since 2019. The percentage of candidates attaining a minimum of 5 awards at SCQF Level 6 or above is almost in line with the

VC for the first time in the last 5 years. SCQF level 6 (5 or more) has remained above the national figure for the past 3 years.

At SCQF level 7 (1 or more), there has been an improvement of 1.12 percentage points since 2022 and of almost 10 percentage points since 2019. The percentage of candidates attaining a minimum of 1 award at SCQF Level 7 or above is above the VC for the first time in the last 5 years. SCQF level 7 (1 or more) has remained above the national figure for the past 2 years.

Report

9

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Education Resources)

Subject:	Summer Holiday Provision 2023 - Update
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on the successful delivery of South Lanarkshire's provision during the Summer of 2023 for children, young people and their families.

2. Recommendation(s)

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

- (1) to note the breadth and scale of delivery through the 2023 funded summer programme;
- (2) to note that the Council has delivered this programme in partnership with a variety of third sector partners and organisations.

3. Background

3.1. The Scottish Government announced in June 2023 that £4m of funding (previously £10m in 2022) would be distributed to local authorities to target delivery of a summer 2023 holiday programme offering coordinated access to activities, childcare and food for children age 5 to 14 from low income families.

3.2. The criteria for targeting the fund was aimed at school age children age 5 to 14 from low income households. Around 9 in 10 children living in poverty are from households with one or more of the priority family characteristics identified in the Tackling Child Poverty Delivery Plan, therefore, 85% of this funding was intended to be targeted at children and young people from the priority family groups below:-

- ◆ children from lone parent families
- ◆ children from ethnic minority families
- ◆ children from families with a disabled adult or child
- ◆ children from families with a young mother (under 25)
- ◆ children from families with a child under 1 year old
- ◆ children from larger families (3+ children)

3.3. 15% of the funding could be used flexibly to reach other children, including under-fives and older children, who would benefit from access to free holiday childcare, food and activities and would be determined at local level. Local discretion could include, but was not limited to:-

- ◆ children from other low-income families
- ◆ care experienced children and young people
- ◆ Young carers
- ◆ children in need of protection
- ◆ children supported by a child's plan
- ◆ children with ASN
- ◆ children who have undergone significant transitions, for example, starting in ELC, primary or secondary school

- 3.4. This funding was added to existing Council Funding and enabled the continuation of South Lanarkshire Council's summer holiday "spectacular summer sessions" provision, developed and overseen by the Youth, Family and Community Learning Service.
- 3.5. Indication of Scottish Government funding was received on 16 June and formally confirmed on 5 July 2023. Provision began on 3 July 2023. Due to the significant reduction in government allocation to local authorities of 60% from the previous year, the decision was taken to run summer hubs for a period of 2 weeks in each location, with the exception of one hub that was run by the Machan Trust for a 6 week period, with the government monies paying for the building/janitorial fees etc. and an allocation towards running costs.
- 3.6. In addition, the wider Youth, Family and Community Learning Service (Universal Connections) offered summer holiday provision 6 days per week, including evenings and weekends for the six week summer holiday period.
- 3.7. An Enhanced Summer Provision Fund was also made available to community and voluntary organisations to provide targeted programmes across the four localities within South Lanarkshire.
- 3.8. This report provides an overview of the summer provision and the impact on children, young people, families and communities.

4. Summer Provision 2023

- 4.1. Spectacular Summer Session hubs were successfully delivered across the four South Lanarkshire localities in the following key locations: Halfmerke Primary; West Mains Primary; Douglas Universal Connections; Craigbank Primary; St Paul's Primary; St Mary's Primary; Cairns Primary; Neilsland Primary; St Athanasius Primary; Burgh Primary and Greenburn School.
- 4.2. All hubs had a number of ASN children provided for within the main programme, with school support staff providing additional staffing. Two hub locations specifically provided support to children and young people with additional support needs- West Mains School (provision over 2 weeks) and Greenburn School (every Wednesday).
- 4.3. Enrolment in the hubs was primarily targeted at low-income families in line with the Scottish Government guidance and referrals for targeted children were sought from Head Teachers as well as partners such as Social Work Family Support Hubs, Kinship Carers and Kear Campus Primary bases. Despite the extremely short time frame, meetings and communication took place with Head Teachers and partners within their communities to help identify families who would most benefit from this programme. Parents/carers were disseminated information first and foremost by Headteachers

prior to the start of the programme followed by all other referral agencies to gauge their interest on the potential benefits for their children and young people.

- 4.4. In excess of **705** children and young people were registered for the Spectacular Summer Sessions provision. Of these, **620** children and young people accessed the hubs with:
- ◆ **121** children and young people identified as having additional support needs
 - ◆ **42** children and young people identified as being in Kinship Care / Care Experienced
 - ◆ **570** children and young people identified as being from Low Income Families
- 4.5. Youth, Family and Community Learning Service Officers from Kear Campus worked in partnership with the Summer Sessions alongside hub staff to support children who attend Kear Campus Primary bases to engage with the activities within identified Summer Sessions locations.
- 4.6. In addition to the Summer Hubs, programmes of activities for the targeted children were provided by Universal Connections, Pathfinders and wider Youth, Family and Community Learning Service provision and voluntary sector provision.
- 4.7. Utilising good practice identified from previous years, young people directly took ownership of the 2-week programmes within each location, fully engaging in planning the activities that they wished to participate in. This helped to ensure that programmes were tailored to the needs of children and young people, with recognition given to the voice of those young people with additional support needs. As part of the programme of delivery, several external partners were involved in the delivery of inputs to further embed educational input. Partners included Scottish Fire and Rescue Service, Active Schools and NHSL.
- 4.8. Children and young people participated in a range of themed activities over the 6-week period that included Health and Wellbeing, Make your own Kind of Music, Community Olympics, STEM, Talent Festival, Animal and Space week.
- 4.9. Activities also included arts and crafts, imaginative play, cooking, music, sports days, outdoor play, culminating in an end of hub talent show / award ceremony which family members were invited to attend. To complement the provision, a bank of resources and equipment such as Silent Disco, Playhouses for imaginative play, STEM materials, supersized outdoor games, playmats, VR Headsets were made available.
- 4.10. The opportunity to engage with and involve the Third Sector and partners in the delivery of the Enhanced Summer Fund has proven to be a tremendous success, supporting delivery within local communities, which has encouraged wider participation, resulting in greater numbers benefitting from the provision.

5. Voluntary Sector Provision

- 5.1. Voluntary partners went through an application process and evaluation was carried out by each individual project. All programmes were open to young people with ASN with some specifically providing ASN provision.
- 5.2. Appendix 1 provides a list of 53 different projects run by 44 individual organisations. This demonstrates a range of uniformed, faith based, sport and voluntary sector organisations who aimed to deliver a range of opportunities and activities to young people who fell within the Scottish Government criteria. (refer to paragraphs 3.2 and 3.3)

- 5.3. 30% of South Lanarkshire's Scottish Government funding was allocated to these organisations. The total participants who accessed summer holiday provision through the voluntary sector was 5,131, with 608 (approximately 12%) identified as having additional support needs.

6. Youth, Family and Community Learning Service Centres and Projects

- 6.1. During the Summer holiday period, comprehensive and inclusive educational programmes of activity for young people were also delivered in the Universal Connections Centres across South Lanarkshire. These included activities such as: music events; arts and crafts; sports; excursions; outdoor learning; food related activity; STEM; strategy gaming, drama and music learning and family learning.
- 6.2. 1,203 children attending Youth, Family and Community Learning centre/project provision met the Scottish Government priority characteristics. Of these, 115 had additional support needs and 32 were in Kinship care.

7. Evaluation and feedback

- 7.1. Evaluation took place for the Summer Hubs with parents as well as the children who attended, through use of google forms, dialogue, feedback forms, photographs and emails.
- 7.2. Feedback from parents of children who accessed the Summer Sessions Provision included the following.
- ♦ *'The Summer hub has been a lifeline for our family this year, my child has complex needs and this provision has given some respite to our family and afforded our child to have an enjoyable experience during the Summer Holidays. Thank you!'*
 - ♦ *'My Granddaughter finds it difficult to interact and make friends with other children, but to our pleasant surprise she has made friends and has grown a new found confidence, we can't thank you all enough for the difference you have all made possible for this little girl'*
- 7.3. Overall feedback from young people has been very good, commenting on the variety of activities on offer and the opportunity for social interaction. Comments included:-
- ♦ *'I enjoy playing with my friends, playing outside and playing with all the toys'*
 - ♦ *'I wasn't bored and there was lots to do, I wish it was on longer'*
 - ♦ *'I made lots of new friends, the staff were really nice'*
 - ♦ *'I go every year and I hope it's on again next year'*

8. Employee Implications

- 8.1. Education Resources enlisted its own staff to work over the summer period e.g. Youth, Family and Community Learning Service staff, Support Services and Facilities staff (kitchen, janitorial and cleaning). Rates of pay were consistent with that established in previous summer programmes.

9. Financial Implications

- 9.1. Funding of £228k was made available from the additional monies provided by the Scottish Government for summer holiday provision, together with Council funding of £143k. This total funding of £371k was used for resources, to cover the costs to run the summer activities (council staff costs) and to engage external organisations and

the Third sector to be involved in and support individual local programmes, thereby enhancing the level and range of provision across the authority area.

10. Climate Change, Sustainability and Environmental Implications

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

11. Other Implications

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

12. Equality Impact Assessment and Consultation Arrangements

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

12.2. Consultation on the programme will be carried out with all appropriate stakeholders including children, young people, families, staff and partners, to ensure that needs are identified and met.

Carole McKenzie

Executive Director (Education Resources)

14 November 2023

Link(s) to Council Values/Priorities/Outcomes

♦ Education and learning: Inspiring learners, transforming learners and strengthening partnerships

Previous References

♦ Education Resources Committee – September 2022

List of Background Papers

None

Contact for Further Information

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

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Appendix 1 - List of Voluntary Sector Partners who benefited from Scottish Government Holiday Provision funds.

Cambuslang/Rutherglen Area

- Cambuslang and Rutherglen Christian Reachout Trust SCIO
- Burnside Blairbeth Church
- Cambuslang Football Academy
- Cambuslang Football Club
- Cambuslang Rangers F.C.
- Circuit youth project
- Fernhill soccer school
- James Aiton Parent Council
- Shhh Studios
- Springhall and Whitlawburn Youth Development Team
- The Ohana Club
- Whitlawburn Community Resource Centre

Clydesdale Area

- Biggar Youth Project SCIO
- Blackwood and Kirkmuirhill Resilience Group
- Carmichael Babies and Toddlers
- Carmichael Community Council
- Clydesdale Christian Youth Trust
- Healthy Valleys
- WATIF (Woolfords Auchengray and Tarbrax Improvement Foundation)

East Kilbride/Strathaven

- 25th East Kilbride Guides
- 2nd East Kilbride Boys' Brigade
- 8th Clyde (St Vincent de Paul) Scout Group
- Ek82 handball club
- Girlguiding
- Girlguiding Scotland
- Mossneuk Parish Church
- The Village Centre
- Waist Not Want Not

Hamilton/Blantyre/Larkhall/Uddingston

- Blameless Children's Charity
- Blantyre Soccer Academy
- Hamilton Rugby Club
- Hillhouse Link Tenant and residents
- Hyper Cyber Youth Project
- Larkhall Baptist Church
- Strutherhill and Birkenshaw Youth Club
- Supporting Our Community
- Terminal One Youth Centre
- The Machan Trust

South Lanarkshire Wide

- cambuslang out of school care project
- Circle
- COVEY

- East Kilbride Sea Cadets
- GOTO - step in
- GOTO - step up
- Hamilton Academical WFC
- Jnr Street Project
- Radworx
- REACH Lanarkshire Autism
- Special Needs Adventure Playground
- Supporting Autism In Lanarkshire
- The GIVIT Youth Recovery Service
- THE PERFORMANCE ACADEMY
- The Street - SNR

Report

10

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Education Resources)

Subject:	Pathfinders Initiative - Care Experienced Children and Children on the Edges of Care
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise on the ongoing work of the Pathfinder initiative to support care experienced young people and children on the 'edges of care'.

2. Recommendation(s)

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

- (1) that the content of the Longitudinal Research report at Appendix 2 be noted;
- (2) that the research findings showing the impact and benefit of the Pathfinder Initiative at Appendix 2 be noted; and
- (3) that the ongoing development of the initiative be noted.

3. Background

- 3.1. As part of the Learning Recovery report noted at the Education Resources Committee on 1 June 2021, a range of other programmes and activities were identified in order to support learners in their recovery, including the extension of the Pathfinders Initiative in secondary schools.
- 3.2. From its inception, Pathfinders was established by Education and Social Work as a new way of supporting an early intervention approach to support young people and their families who may be at risk of poorer outcomes or subject to statutory measures. The aim of the project was to deliver support as in a non-statutory way. The initiative was delivered across 52 weeks to target critical periods such as points of transition and summer and spring break holiday periods where disengagement from school may become a significant issue for particular children and their families. Support was provided holistically across the settings of school, community and the home.
- 3.3. Pathfinders has adopted the attachment theory principles to develop positive and consistent relationships with vulnerable young people and their families. This enables the identification of support required to address the causes of instability in both the educational and personal environment of the young person. The aim is to prevent an escalation of statutory interventions.
- 3.4. Pathfinders is an alternative intervention initiative with an overarching aim of embedding a Community Learning and Development (CLD) approach within the core of mainstream education to improve outcomes for young people identified as being

'on the edge of care'. The initiative was developed through multi-agency planning to offer appropriate and meaningful support to identified young people and their families.

- 3.5. The extension of Pathfinders beyond the three pilot schools has been supported by the Whole Family Wellbeing Fund (WFWF) since March 2022. Currently, Pathfinders are deployed in seven schools: Cathkin High; Trinity High; Stonelaw High; Lanark Grammar; Calderside Academy; St Andrew's and St Bride's; and Carluke High. This is funded through the Whole Family Wellbeing Fund (WFWF), Pupil Equity Funding and Learning Recovery monies.

4. Current Position

- 4.1. The Pathfinder Initiative has engaged with 658 young people and their families. The referrals that are made through Joint Assessment Team (JAT) meetings (known as House meetings in Cathkin High School) are made for a variety of reasons that include: attendance; peer influence; poverty/financial concerns; offending in the community; anger management; use/impact of drugs and alcohol; and general health and wellbeing concerns. Flexibility is maintained to ensure that young people can self-refer.
- 4.2. Support is bespoke and provided through individual and group support. Home visits and parental engagement are key elements of the role. Pathfinder staff are well connected to key partners in the wider community to ensure appropriate referrals into and out of the provision (See Appendix 1).
- 4.3. Impact is recorded through agreed fixed CLD impact measures that are reported directly through the South Lanarkshire CLD Plan. In addition, a range of Pathfinder specific progressive indicators have been developed to record participation levels and impact.
- 4.4 Young people are at the centre of the Pathfinders evaluation process. It is designed to allow them to control the pace and nature of recordings.

Total number of referrals	658
Total number linked to social work	120
Total number of individual support sessions	3779
Total number of group work sessions	1066
Total number of engagements with home	1858
Total number of engagements with other agencies	430
Formal qualifications achieved	157

Priority outcome data

Outcome 1- increase participation in school	81% have maintained or increased their participation
Outcome 2- increase confidence/ self esteem	60% have recognised positive improvement
Outcome 3- improvement of social skills	62% have developed their social skills
Outcome 4- Adapt behaviour in school	60% have consciously adapted their behaviour
Outcome 5- manage negative peer influence	44% have reduced the influence of their peers
Outcome 6- improve health & wellbeing	54% have recognised an improvement
Outcome 7- Improve mental health	37% have acknowledged improvement

- 4.5. This data captures immediate impact but the impact is longer term. Evidencing impact on preventing negative outcomes for young people, through reduced referrals to statutory measures is problematic, particularly when the lifespan of the project has included a global pandemic, making mapping progress against baseline data difficult. In the absence of hard data to support intended impact, qualitative research has been gathered where young people and parent/carers self report wider impact.

5. Longitudinal Study on Impact of Provision

- 5.1. A four-year research report was commissioned by SLC Education and Social Work resources (see Appendix 2). The focus of the research was Youth, Family and Community Learning (YFCL) Pathfinder initiative and the work with young people, families, schools and partners.

- 5.2. This research programme, commissioned by Education and Social Work Resources is evidence of further shared agendas across services and agencies. This is particularly pronounced in supporting the implementation of The Promise (Independent Care Review, 2020; Scottish Government, 2023). Scotland's promise to care experienced children and young people is that "they will grow up loved, safe and respected". This ambition to improve the lives and opportunities of care experienced children, young people and their families extends to the lives of **all** children and young people in Scotland. The Independent Care Review findings highlighted that to achieve this vision, collaboration across organisations was essential to effect transformational change and redesign of systems. The review also stressed the importance of listening to the voices of children, young people and families and including them in planning for the redesign of services e.g. the youth justice system in Scotland. Given the long history within CLD of listening, advocating and collaborating for change with members of communities, the Pathfinder Initiative has demonstrated the potential for a significant contribution to this agenda.

- 5.3. Key findings of the research are:-

- ◆ The caring, compassionate and empowering relationships which Pathfinders establishes with young people, creates a safe, secure and growth promoting environment which can have a transformative impact on the lives of young people.
- ◆ Pathfinders contribute to building resilience in local communities by working collaboratively with parents and carers, providing unstinting emotional and practical support, ensuring their voice is listened to and heard, empowering them and building confidence.
- ◆ Pathfinders adopt a holistic approach and through that they gain a very broad understanding of a young person's life and the complex systems of relationships and layers within a young person's environment.
- ◆ In the schools where they are based, Pathfinders have quickly become highly valued and embedded as part of the school community, and they are increasingly becoming integral to how schools achieve their improvement aspirations.
- ◆ Mutual respect and esteem between school and Pathfinder staff is rooted in the establishment of shared vision and values, and the combined effort creates a power and momentum which can lead to creative and transformative thinking.
- ◆ Pathfinders are playing a pivotal role in widening the curricular opportunities for young people and extending the range of formally accredited qualifications.
- ◆ Pathfinders are contributing to improvement and change in the systems of assessment and planning for vulnerable young people.

- ◆ The work of Pathfinders is strengthened by working in collaboration with the wider YFCL service.
- ◆ An appreciation of the CLD foundational principles, values and practices, is of great importance when understanding the 'how' and 'why' Pathfinders is making such a significant positive difference at the individual, family, school and wider systems level.

5.4. Direct feedback from Education and Social Work staff on the impact of Pathfinders has been overwhelmingly supportive of the initiative in contributing to positive outcomes for young people.

5.4.1 A member of the senior management team from one of the schools where Pathfinders had been involved since its inception, voiced the view that "Pathfinders has become increasingly integral to achieving our school improvement aspirations".

The link DHT in a school where Pathfinders has more recently become involved, reflected on why she and her head teacher wanted Pathfinders:-

It was because of their holistic approach, which included youthwork, family work, and strong links with the local community, and the resources available in the community, especially in the wider YFCL service. We knew that the holistic way of working can make the biggest difference to the outcomes of our most vulnerable pupils.

5.4.2 The impact of the Pathfinders holistic approach in Joint Assessment Team (JAT) meetings was specifically referred to by the DHT of another school :

I can see more and more the difference Pathfinders make to our JAT assessment and planning ... they take a wider scope of the needs of young people...it is a holistic view...and that has greatly improved our understanding of the wider life experiences of the pupils we are discussing ... it makes our planning processes more child centred and more effective.

A Senior Manager Pupil Support (SMPS) also reflected on the Pathfinder contribution to JAT assessment and planning:

During JAT discussions, the Pathfinders bring a wider and deeper insight into the young person's life...their challenges and barriers... but also their strengths... and that helps us work out what is the next manageable step for the young person and helps us better identify the right supports.

5.4.3 The effective links with, and knowledge of, the local community was highly valued by a DHT who mentioned the head teacher was in complete agreement that "Pathfinders help the school to further understand the strengths and challenges in the local community". She cited the "invaluable contribution" of Pathfinders when incidences of serious gang violence were causing considerable concern in the school and community.

5.4.4 A member of the Social Work Resources Family Support Hub talked very positively about the impact of Pathfinders within a local secondary school and reported that effective communication between the Family Support Hub and the school was much improved by having Pathfinders as the main link.

- 5.4.5 There were examples given to the researcher of effective joint work between family support workers and Pathfinders, including support for a young person who had experienced significant childhood trauma. There was a noted lack of trust in adults and very low confidence in the young person. The DHT reflected that because there were no behaviour problems in school, the pupil could have “gone under the radar”. The family support worker further reflected that:

In my view, without Pathfinders, the young person would have continued with very poor attendance and left with no qualifications; she is now leaving with 3 national qualifications and has a place in college after leaving school. The strong, trusting relationship built up between the young person and Pathfinders was pivotal to this outcome.

- 5.4.6 In terms of the impact on the systems involved, the family support worker commented that the time taken to discuss

...whose responsibility it was to do what, had led to clear understanding of role responsibilities between the Family Support Hub and Pathfinder...it meant there was no duplication of work, and we both fully understood the other's role ... I can see increasing examples in the future of effective collaborative work between both our services.

6. Additional Developments

- 6.1. In November 2021, the Pathfinder team was one of 8 initiatives across the West Partnership network asked to participate in a collaborative enquiry in relation to youth work's contribution to reducing the attainment gap. A copy of the reports are available here:

Report overview [Work with Regional Improvement Collaboratives | YouthLink Scotland](#)

Case studies (including the South Lanarkshire one) are here [Attainment Good Practice | YouthLink Scotland](#)

Animation with young people's perspectives is here [Understanding Impact | YouthLink Scotland](#)

- 6.2. As a follow up to the collaborative enquiry, Pathfinders hosted a visit from representatives of Northern Ireland Youth Services and Education team in February 2023.

The delegates visited Stonelaw High School to observe good practice and conduct a consultation session with senior staff from Stonelaw High School and YFCL.

- 6.3. Pathfinders contributed positively to the Stonelaw High School HMIE inspection in May 2023, with an excerpt from the summarised findings stating:

Young people engaged with the Pathfinder and MCR projects develop strong and trusting relationships with staff. There is mutual respect and understanding that extends to members of the wider family who all benefit from support. Young people and their families feel listened to and the provision of an advocacy role between the family and school or other services is described as invaluable. As part of an external longitudinal research project, the Pathfinder project is demonstrating strong impacts for young people and their families. A few young people involved with the Pathfinder project described their experience as being lifesaving. These projects are underpinned

by a successful youth work approach that would be worthy of sharing with the wider school and externally.

- 6.4. Pathfinders distributed £40,500 of Whole Family Wellbeing funding, directly to families who were experiencing hardship.
- 6.5. The Pathfinders team have successfully secured £92,300 from the UNCRC Innovation fund to develop a youth led consultation process that will allow young people to be the catalyst for change in relation to areas that effect their lives. This funding will support the further development of youth voice in relation to developing appropriate interventions and support.

The project will have three distinct phases:-

- 1 Skills development – this will allow the participants the opportunity to develop the key skills and knowledge in relation to the process.
- 2 Consultation- the participants will develop and deliver a series of consultation events with their peer groups.
- 3 Conference – young people involved will host a conference for key partners, sharing life experiences, barriers to participation and evidence of need to shape future policies.

7. Employee Implications

- 7.1 None

8. Financial Implications

- 8.1. The current programme is funded from Whole Family Wellbeing Funds, PEF/SAC monies from participating schools and augmented by Learning Recovery funds (due to cease in March 2024). Funding for the period April 2024 – March 2025 has been secured through Whole Family Wellbeing Fund for 8 posts with participating schools required to commit 50% of staff costs through PEF funds. Opportunities to sustain the initiative beyond March 2025 are being explored.

9. Climate Change, Sustainability and Environmental Implications

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

10. Other Implications

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

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 11.2. Engagement with children, young people and families is a fundamental component of the Pathfinder initiative as is regular dialogue with school staff and partner agencies, including funding providers.

Carole McKenzie
Executive Director (Education Resources)

14 November 2023

Link(s) to Council Values/Priorities/Outcomes

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

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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CATHKIN HIGH





Education and Social Work Resources

10

South Lanarkshire Council
Youth, Family and Community Learning
Pathfinder Initiative

Implementation and Impact

Longitudinal Research Report
2023

Acknowledgements

Until one is committed, there is hesitancy, the chance to draw back, always ineffectiveness. Concerning all acts of initiative, there is one elementary truth, the ignorance of which kills countless ideas and plans i.e., that the moment one definitely commits oneself, then providence moves too. All sorts of things occur to help that would never otherwise have occurred. A whole stream of events comes from the decision, raising in one's favour all manner of unforeseen incidents and meetings and material assistance which no man could have dreamed would have come his way.

Explorer W.H. Murray, from *The Scottish Himalayan Expedition*

A debt of gratitude is owed to many people without whom this longitudinal research programme would not have been possible.

From the inception of the research plan, many thanks are due to Anne Donaldson, Head of Education (Inclusion) and Liam Purdie, Head of Children and Justice Services and Chief Social Work Officer, for their vision to establish both implementation support of this new initiative, and establish a rigorous research programme into the impact of the South Lanarkshire Council Youth Family and Community Learning Pathfinder Initiative on the life outcomes for vulnerable and marginalised young people and families.

The rich conversations about the vision and values of Community Learning and Development (CLD) with the Pathfinder officers, their coordinator and area manager, and their YFCL colleagues, proved invaluable. The professional dedication of the whole Pathfinder team to be open to honest and robust reflection, enriched the research programme.

In the schools where the Pathfinder Initiative has been established, sincere thanks are due to the Head Teachers, senior management teams, pupil support teams and ASN departments, for the warmth of their welcome and their strong commitment to support research into practice which can improve the life trajectories of young people.

Many thanks to the South Lanarkshire Council Social Work Resources 'Inclusion as Prevention' team, Field Work Managers, Social Workers in the Child and Family Teams, and members of the Family Support Hubs who provided very valuable feedback on the impact of Pathfinder, both at the level of individual young people and families but also at the strategic and systems level.

It was a privilege throughout this longitudinal research programme to meet with and listen and gather the voices and views of the lived experience of young people and families directly involved with the South Lanarkshire Council Pathfinder Initiative. Ethical considerations were paramount in the planning of the research activity with young people and families. Some

young people and parents met with the researcher as research contributors at the beginning of their involvement and then again after a number of years when Pathfinder were still working alongside them. A few young people shared their views once again from the perspective of post school after they had moved into employment or training. It was the voices of young people and their parents and carers who made the research findings truly meaningful and powerful.

In addition to the teams and services mentioned above, thanks are extended to those who responded positively to an invitation to contribute to the research programme; there are too many to mention by name. However, the following list of job titles or services will provide an indication of the breadth and range of research participants. These participants generously gave of their time, and shared their reflections and insight into how they observed the impact of the practice of the Pathfinder officers with whom they collaborated, or in whose role and reach they had a keen professional interest in terms of the effect on systems and practice.

South Lanarkshire Council Spokesperson on Youth
Education Senior Managers Pupil Support
Inclusive Education Service
Scottish Government Promise Team
Education Scotland CLD Inspection Team
CLD Standards Council
YouthLink Scotland
South Lanarkshire COVEY Befriending and Mentoring
Police Scotland (Campus Police Officer)
Youth Employability Service, and the Aspire programme
Senior Lecturer in Community Development and Adult Education at Glasgow University
Lecturer in Community Education at the University of the West of Scotland
Community Mental Health Team
West of Scotland Adolescent Inpatient Psychiatric Unit
Psychological Service
School nurse team
CAMHS

Dr Elizabeth N King
CPsychol; AFBPsS.
25 September 2023

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Introduction

This report forms part of the four-year implementation support and longitudinal research study, commissioned by South Lanarkshire Council (SLC) Education and Social Work Resources. The focus of this research is the SLC Youth, Family and Community Learning (YFCL) Pathfinder Initiative, which is currently based in 7 secondary schools. The research aims to explore the impact of the Pathfinder Initiative in their work with young people and families, schools and multi-agency partners.

It is helpful to note that this is the third of three research reports within the research programme. An exploration of the context and the emerging findings after the first year of the initiative are outlined in the 2020 report (Report of Initial Questionnaire on Pathfinder Initiative). The second report (Cambuslang and Rutherglen Pathfinder Initiative: Impact and implementation factors: Research Report 2021) includes case studies and explores the ongoing development journey of Pathfinder.

Section 1 Executive summary

The Pathfinder Initiative is part of SLC's Youth Family and Community Learning Service (YFCL). The YFCL Service provide the main delivery of Community Learning and Development (CLD) in South Lanarkshire Council.

This implementation support and longitudinal research programme has been informed by qualitative research methodology and by methods including collaborative inquiry and action research. Analysis of the extensive data which has been gathered would indicate a number of key findings:

- The caring, compassionate and empowering relationships which Pathfinder establish with young people, create a safe, secure and growth promoting environment which can have a transformative impact on the lives of young people.
- Pathfinder contribute to building resilience in local communities by working collaboratively with parents and carers, providing unstinting emotional and practical support, ensuring their voice is listened to and heard, empowering them and building confidence.
- Pathfinder adopt a holistic approach and through that they gain a very broad understanding of a young person's life and the complex systems of relationships and layers within a young person's environment.
- In the schools where they are based, Pathfinder have quickly become highly valued and embedded as part of the school community, and they are increasingly becoming integral to how schools achieve their improvement aspirations.
- Mutual respect and esteem between school and Pathfinder staff is rooted in the establishment of shared vision and values, and the combined effort creates a power and momentum which can lead to creative and transformative thinking.
- Pathfinder are playing a pivotal role in widening the curricular opportunities for young people and extending the range of formally accredited qualifications.
- Pathfinder are contributing to improvement and change in the systems of assessment and planning for vulnerable young people.
- The work of Pathfinder is strengthened by working in collaboration with the wider YFCL service.
- An appreciation of the CLD foundational principles, values and practices, is of great importance when understanding the 'how' and 'why' Pathfinder is making such a significant positive difference at the individual, family, school and wider systems level.

Section 2 Background

As a result of discussion, collaboration and creative thinking between Education, Social Work and Corporate Resources during 2018, the Pathfinder Initiative was established in the three secondary schools in the Cambuslang and Rutherglen area in 2019 (Cathkin High, Stonelaw High and Trinity High). Social and economic factors (Cambuslang and Rutherglen Pathfinder Initiative: Impact and implementation factors: Research Report 2021) influenced the decision to establish the initiative in the Cambuslang and Rutherglen Learning Community. The initiative was designed to extend existing developments aimed at supporting vulnerable and marginalised learners by promoting inclusion and equality and closing the poverty related attainment gap. The main aim was to consider how best to support and promote positive outcomes for young people on the 'edges of care', who experienced significant barriers to learning and whose health and wellbeing were at risk. This supported the agenda of the Scottish Government's Independent Care Review (2017-2020) which called for 'real change' in the delivery of services.

Influenced by the philosophy, values and skill base of the CLD profession (CLD Standards Council Scotland; YouthLink Scotland), who promote and support equality, empowerment and life-wide learning for all, a decision was made to recruit and appoint two CLD officers to be based in each of the three secondary schools. In South Lanarkshire Council, the main delivery of CLD comes from the Youth, Family and Community Learning Service (YFCL). The posts were advertised by the YFCL service and the head teachers of the three secondary schools were involved in the interview process. The successful candidates each had a range of work experience and skills to offer, and Pathfinder and school management successfully paired the candidates to work in the three schools in a way that offered each school a wide range of expertise. The pairings complimented each other, and each added to what their colleague brought to the post.

The plan was that the YFCL officers would work in collaboration with the schools, maintain close links with their local authority YFCL management and peers, and establish robust and effective partnerships with all partner agencies. The initiative was needs-led from the beginning and the detail of Pathfinder practice was developed over time in response to the identified needs.

The Pathfinder officers were initially managed by the YFCL coordinator for the Cambuslang and Rutherglen area, but in acknowledgement of the time necessary for management focused on the specific development needs of the initiative, a dedicated YFCL Pathfinder coordinator role was established.

To inform decision making and influence the quality of ongoing implementation of this initiative, a significant commitment was made by Education and Social Work Resources to appoint a researcher to support implementation and to undertake a rigorous and scientific research programme exploring impact and outcomes. To avoid the positive recency effect around new initiatives, a longitudinal research programme was commissioned to allow a focus on implementation, development and impact. This provided invaluable opportunities for the researcher to gain insight into the informal reality of the schools and other organisations, which often can only be fully perceived and understood over time and from within organisations.

Influenced by robust research findings published in 2021 (Cambuslang and Rutherglen Pathfinder Initiative: Impact and implementation factors), since 2021 the initiative has been extended to include secondary schools in all four learning communities. Seven schools in total are now involved, with two YFCL Pathfinder officers based in each school. This

includes the three Cambuslang and Rutherglen secondary schools, Lanark Grammar (from December 2021), St Andrew's and St Bride's (from December 2021) Calderside Academy (from August 2022), and Carluke High school (from January 2023).

Section 3 Overview of the Pathfinder research programme

Discussion took place between the researcher and the Pathfinder management, the head and depute headteachers and the Pathfinder officers regarding the context and key considerations for the research. In this way, from the beginning of the research programme, there was consultation and collaboration with key stakeholders. The Pathfinder officers and Pathfinder management, and the Head Teachers and their Senior Management Team quickly became invaluable reference groups for the researcher. Consultation with these stakeholders, and with those who commissioned the research, took place on the 'why' and 'how' of the research and influenced the following decisions by the researcher:

- The relevant context
- The aims and rationale
- The particular focus of the research
- The main research questions

Figure 1 below provides an outline of the key elements in the research plan.

Outline of key elements in the Pathfinder research plan

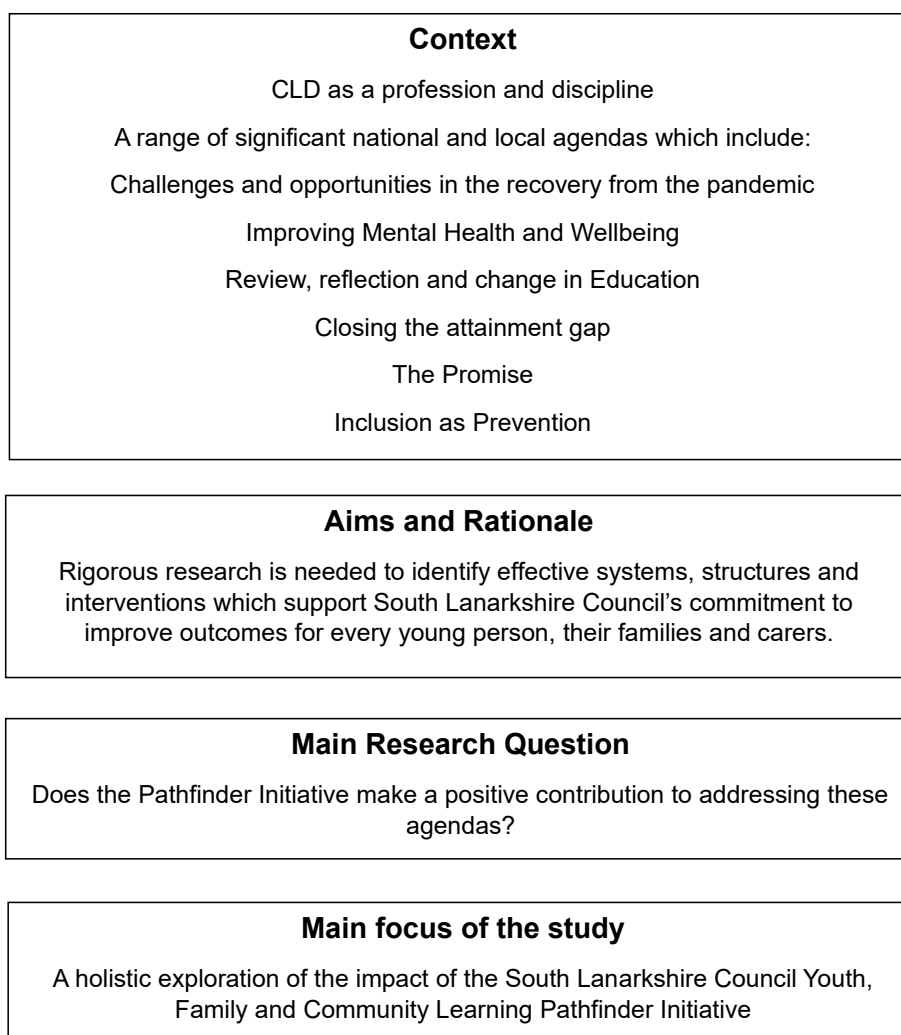


Figure 1: Outline of key elements in the Pathfinder research plan

CLD as a profession and discipline

To understand the context of the research into the Pathfinder Initiative, an appreciation of the CLD profession is essential. In their publication, “Communities For Social Change”, Coburn and Gormally (2017, p. 15) talk of the “three core domains” of CLD as youth work, adult education and community development. The authors provide valuable insights into the theoretical underpinning of the profession. They call attention to the need for the profession to make their rationale and practices visible and explicit in order to emphasise that the work of CLD is “carefully developed over time, rather than being assumed as having no foundational principles, values and practices.” (p. 37). In the seminal work of Tett, “Community education, learning and development” (2010), the author highlights that all practice should operate within a framework of social justice. The role of CLD in promoting social justice and addressing structural disadvantage and socio-economic inequalities in society is found throughout the academic literature on CLD.

With echoes of Paulo Freire’s seminal work (1970) on emancipatory practice with the most marginalised, Ledwith (2016, p. 6) talks of the vision of youth and community work to “create a world in which everyone and everything is encouraged to flourish...based on participation

and collective wellbeing". The Code of Ethics and values of the profession are made clear in the CLD Standards Council for Scotland. The values are outlined as:

- self-determination
- inclusion
- empowerment
- working collaboratively
- promotion of learning as a lifelong activity.

The Standards Council website further highlights the Scottish Government's Strategic Guidance for CLD which is put within the National Performance Framework and identifies the purpose of CLD as:

1. Improved life chances for people of all ages, through learning, personal development and active citizenship
2. Stronger, more resilient, supportive, influential, and inclusive communities.

Of further help in gaining insight into the context of what YFCL Pathfinder can offer, YouthLink Scotland, the national agency for youth work, champion youth work as "holistic, person-centred" education. A study of the policy and practice documents, training offered, and research undertaken, all available on their website, makes it clear that the rights of young people are central to effective youth work practice.

Examples of youth work from across Scotland, shared by YouthLink Scotland, would bear witness to how fundamental positive relationships with young people are to youth work, as is effective collaboration with the families, communities, and the multi-agency teams around the child and young person. The mission of YouthLink Scotland includes the statement

We strongly believe that a healthy and vibrant youth work sector can bring transformation, not only to the lives of young people but also to their families, communities and society as a whole. Youth work can prevent many negative outcomes for young people and provide significant social return on investment.

An exploration of the literature and the practice examples of adult education and community development would also underline the commitment of CLD practitioners to establish collaborative and positive relationships with those they support.

For many professional colleagues, reflection is a key practice in CLD. McArdle and Briggs (2020) assert that "many of the social professions build their models of continuing professional development on reflective practice" (p. 58). There is also increasing mention in the academic and practice CLD literature of the need for reflection and reflexivity. Bolton (2014) describes reflexivity as "the process of looking back over what one has done, of gathering evidence to see how one's own values, beliefs, opinions and activities have affected what has been done."

Of relevance here is Shaw's study (2013) of the "transformative journey to reflexivity" of a sample group (n=16) from 190 community learning and development students in the final year of a three-year degree programme. Using semi-structured interviews and focus group meetings, the students were given the opportunity to deepen their levels of reflection to a more critical stance, where they became more aware of the assumptions which underpinned their reflections, as well as the assumptions of the rest of society. (p. 332)

Gathering evidence of the impact of CLD can be challenging. Although self-reflection is viewed as an essential attribute of an effective youth worker, there are voices in the academic literature that caution against the validity of certain measurements. An exploration of youth and community work leads Gallagher and Morgan (2013) to advise “We suggest and hold firmly to the belief that there are aspects of youth work practice that should not be measured, what we would refer to as the central core and that the process is indeed the product.” (p. 57). However, McKay and McArdle (2020) point out that in times of austerity, CLD services need “to present to decision makers and funders the effectiveness of what is funded and the impact of what is done.” (p. 69). They do acknowledge that “the complexities and challenges” (p. 69) of gathering evidence mean rigorous planning is needed.”

Key agendas, policy and practice

In terms of recognising the policy landscape into which the Pathfinder Initiative has been introduced, a shared concern of all agencies is recovery for children, young people and communities from the negative impact of the pandemic. The Scottish Government publicly acknowledges the significant part the public and third sector CLD sector has played in supporting families and communities during the pandemic. It recognises their role in

...developing new and flexible ways to deliver key services with, by, and for vulnerable and marginalised learners in schools, colleges and communities.

The government also see the CLD approaches as “...key to planning for a full recovery and renewal to active civil society across Scotland” (<https://education.gov.uk/resources/a-summary-of-cld-covid-recovery-resources/>).

The need and the challenge for public services to work to improve the mental health and wellbeing of Scottish society has been heightened by the impact from the pandemic. This is a priority for services with a specific remit for mental health and wellbeing, but also for non-clinical services and organisations. The joint foreword written by the Scottish Government and COSLA in the 2023 Mental Health and Wellbeing Strategy for Scotland, highlights

Our vision is of a Scotland, free from stigma and inequality, where everyone fulfils their right to achieve the best mental health and wellbeing possible.

Particular issues raised in the strategy include the need for a stronger focus on prevention and early intervention and the development of a culture of mental wellbeing and prevention within communities across Scotland. CLD approaches of attunement, collaboration, and empowerment, along with a vision that addresses social isolation and exclusion, would seem very relevant here.

It is a significant time for Scottish Education. Review, reflection and a vision for change is evident. Closing the attainment gap remains a fundamental aspiration within Scottish Education but it would seem that a radical shift in policy and practice is needed for the agenda to make a difference to life outcomes in the most disadvantaged communities. Overall, public consultations instigated by the Scottish Government, found positive support for the Curriculum for Excellence and the four capacities. However, two recently published reports commissioned by the Scottish Government and led by key government advisers, have recommended significant changes in Scottish Education. The reports of Professor Ken Muir ‘Putting Learners at the Centre: Towards a Future Vision for Scottish Education’ (Scottish Government, 2022) and Professor Fiona Hayward ‘It’s Our Future - Independent Review of Qualifications and Assessment’ (Scottish Government, 2023) herald what could be a time of radical change ahead. Of relevance to these agendas, the Pathfinder Initiative brings with it the extensive CLD knowledge, experience, and commitment to extend learning opportunities to include all education settings, i.e., local communities as well as early years establishments, schools and further education establishments.

This research programme, commissioned by Education and Social Work Resources is evidence of further shared agendas across services and agencies. This is particularly pronounced in supporting the implementation of The Promise (Independent Care Review, 2020; Scottish Government, 2023). Scotland's promise to care experienced children and young people is that "they will grow up loved, safe and respected". This ambition to improve the lives and opportunities of care experienced children, young people and their families extends to the lives of **all** children and young people in Scotland. The Independent Care Review findings highlighted that to achieve this vision, collaboration across organisations was essential to effect transformational change and redesign of systems. The review also stressed the importance of listening to the voices of children, young people and families and including them in planning for the redesign of services e.g., the youth justice system in Scotland. Given the long history within CLD of listening, advocating and collaborating for change with members of communities, the Pathfinder Initiative has the potential for a significant contribution to this agenda.

Inclusion as Prevention (IAP) (<https://inclusionasprevention.org.uk/>) is an innovative example of exploring systems change that can positively affect life outcomes for young people at risk of offending. IAP is a partnership between South Lanarkshire Council, Action for Children, the Children and Young People's Centre for Justice, and the Dartington Service Design Lab. A commitment to equalities is evident throughout the journey of the project. The main aim is that less young people will become involved in the criminal justice system. To achieve this, because the design takes place in collaboration **with** children, young people and their families, more adaptive and responsive services are developed. IAP has a particular relevance to the Pathfinder Initiative in that IAP has been based in the Cambuslang and Rutherglen area where Pathfinder was first introduced. Furthermore, a part of the IAP project included a pilot of a Junior Pathfinder in two primary schools in Cambuslang and Rutherglen.

The philosophy of co-production and co-design with young people and families, and the value given to their voices by the IAP team, has much in common with CLD principles i.e., "priorities are identified *with* people rather than *for* them." (Tett, 2010). The final IAP report will provide learning for services throughout the council, including the Pathfinder team, in particular regarding the improvement science methodology applied by IAP.

Holistic approach

Along with the key agendas highlighted in the figure above, there was also a strong consensus in the discussion with stakeholders on the research programme that research activity should explore the whole child in the context of their world. Getting it right for every child (GIRFEC) (<https://www.gov.scot/policies/girfec/>) and The Promise were cited, among other policies, as reinforcing the need to explore the impact of the Pathfinder Initiative from the perspective of the young person's entire social environment.

Various complex forces influence a young person's learning, behaviour and life trajectory. Figure 2 below (adapted from Bronfenbrenner's Ecological Systems Theory, 1979), highlights these complex systems of relationships and layers within a young person's environment. It presents a useful model to explore the impact of the Pathfinder Initiative.

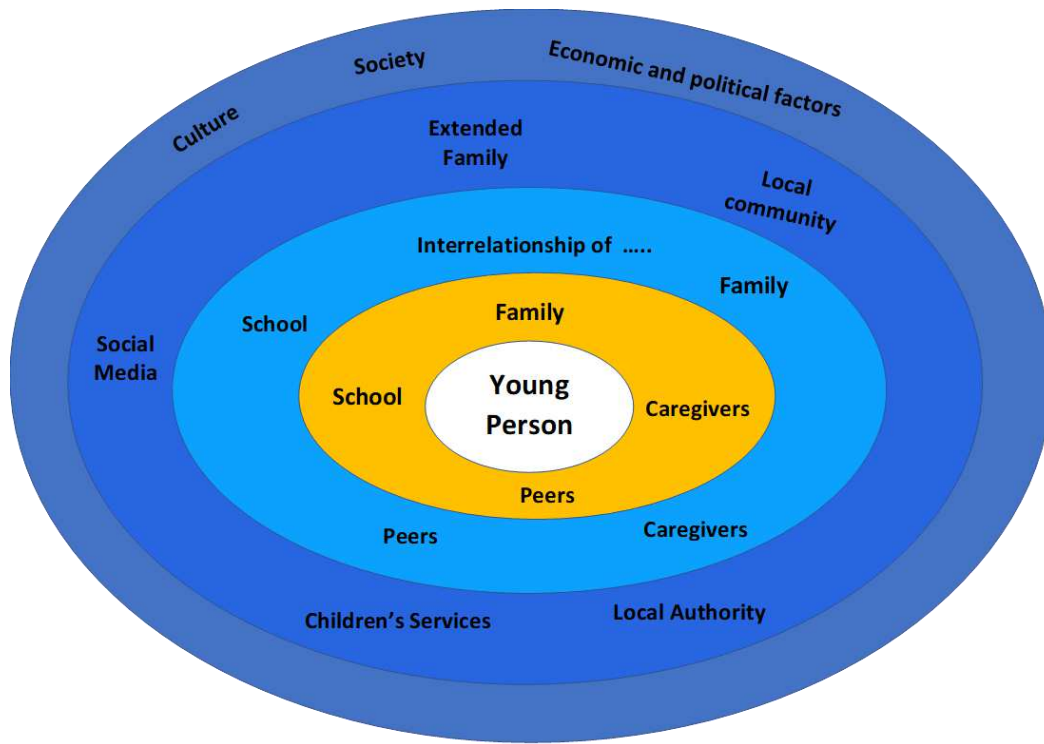


Figure 2: Useful ecological systems model to explore the impact of the Pathfinder Initiative

The lived experiences of children and young people do not exist in each system as a separate process, but their life experiences are impacted in the way these systems interact with each other. As Pathfinder has developed over the four years from its inception, it is useful to consider the reach of Pathfinder into each of these systems and into the interplay between each system. 'Development of the Pathfinder role and practice' (Section 4, p. 19) provides an opportunity to explore this complex issue.

In terms of the 'how' of the research, the researcher identified qualitative research methodology as the most effective way to explore the research questions, by seeking real-life contextual understandings from participants. The qualitative research approach by Braun & Clarke (2013, 2019) which was chosen allowed the researcher "to get under the skin of a group or organisation, to find out what really happens – the informal reality which can only be perceived from the inside" (Gillham, 2000, p. 11). Another reason for choosing qualitative methodology is that it encourages respect for each research participant, acknowledging their unique and valuable contribution.

Figure 3 below outlines the research design, the methodological approach undertaken, and methods chosen for data collection and analysis.

Research Design

Qualitative research methodology and methods

This provided an opportunity for the researcher to explore the views and understandings of research participants regarding the impact of the Pathfinder Initiative

Research methods

- Semi-structured interview
- Thematic analysis
- Collaborative inquiry
- Case studies
- Document analysis

Strengths

- Naturalistic settings
- Active involvement of research participants
- Account taken of the complex structure of schools and Children's Services
- Researcher's experience of the school setting and the multi-agency team around young people
- All semi-structured interviews undertaken and analysed by the researcher
- Research and development informed by implementation science research which explores the how, when and in what contexts interventions work or fail

Challenges

- Ensure ethical practice in research activity with vulnerable young people and families
- Researcher bias

Figure 3: Research Design

Semi-structured Interviews and Thematic Analysis

To gather data on the impact of Pathfinder, the semi-structured interview method was chosen. This provided access to the deeper, richer meanings and understandings of research participants, more so than a questionnaire may provide. The aim was to undertake these discussions in a way that provided the participants, especially young people and families

- an opportunity to be listened to without a crowd of other voices
- to be with an unhurried and undistracted listener
- to have their views respected
- to have no time pressure and be able to find just the right words to express their thoughts and feelings about the experience of working with the Pathfinder officers
- to reinforce their voice was crucial for the research outcomes.

With support from the Pathfinder officers, a safe environment was put in place for the audio recorded research discussions with young people and with their parents and carers. Their named school was mostly chosen by them as the venue. For a small number, the local Universal Connections premises were used, and a community centre was the most appropriate place for one of the parental research interviews. The average

The research interviews with school staff and Pathfinder officers were mostly conducted in the school setting, while the chosen venue for the wide range of professionals taking part in the research was mostly their place of work. These discussions lasted on average one hour fifteen minutes.

It was acknowledged that although the research literature would call the process a semi-structured interview, the word interview can have negative connotations and the phrase 'research discussion' was mostly used.

To inform coding of the transcribed interviews and identification of themes from the data, the researcher identified as beneficial Braun and Clarke's approach to thematic analysis (2021). This was due to its flexibility in managing a vast amount of data and its effectiveness in identifying patterns of meaning across a wide data set. Furthermore, this approach to thematic analysis has been shown in a wide range of national and international research papers to be particularly useful for producing analysis suited to informing policy, practice, and implementation.

Case Studies

To further gather data on the impact of Pathfinder, a number of young people were identified to meet with the researcher and whose parent or carer either joined the discussion or met separately, depending on the decision of the young person. Permission was also sought from the young person and family for the researcher to invite those key professionals involved in the young person's life to be research participants. In one case study from the Cambuslang and Rutherglen area, this involved separate research interviews with the young person, the parent, the Pathfinder officer, a Mental Health Officer, a DHT, a Pupil Support Teacher and a member of staff from an Adolescent Inpatient Psychiatric Unit.

These case studies provided rich and valuable insights into the constellation of factors that affect the lives of many young people. It highlights the challenges young people and families experience when trying to navigate complex systems; it shines light on the systems where the Pathfinder Initiative hopes to effect change.

Collaborative Inquiry

Research methods used included a collaborative inquiry approach (Donohoo, 2013) with the researcher working alongside the Pathfinder officers and Pathfinder management. Donohoo describes a collaborative inquiry as groups of professionals who "work together to ask questions, develop theories of action, determine action steps, and gather and analyse evidence to assess the impact of their actions" (p. 1). The researcher noted a learning culture within the Pathfinder team and a clear investment in new knowledge. The Pathfinder officers and their management were naturally reflective, and reflexive, which would seem to be a distinguishing feature of the YFCL Service as a whole. The Pathfinder team were committed, in the words of one Pathfinder officer, to "continual growth, ongoing problem solving and finding out how school staff and Pathfinder can work best together for young people and their families". Pathfinder was a new initiative aimed at responding to need and as such a period of time was needed to clarify where Pathfinder could make the biggest difference. Schools and Pathfinder were learning to navigate the new territory together.

Given all these features noted by the researcher, collaborative inquiry, a form of action research, was chosen in identifying the most effective practice from the evidence gathered.

Document Analysis

Throughout the whole research programme, the Pathfinder officers and their management, their YFCL colleagues in the wider service, school senior management teams and relevant members of Education and Social Work Resources made significant effort to share documentation on policy, procedures, service plans and minutes of planning meetings, in order to support the researcher to gain a deep insight into the context within which Pathfinder operated. Furthermore, the Pathfinder coordinator and Pathfinder officers openly shared the various stages of the developing data gathering and evaluation procedures.

Implementation Science

The influence of Implementation Science which “looks at how to move ideas and innovations into action” (<https://thecenterforimplementation.com>) was a strength of the research programme. The Implementation Science research literature (Rapport et al, 2022) focuses on implementation strategies, which are methods and techniques used to enhance, support and inspire change, and to promote sustainability of a practice or initiative.

Slavin (2012, p. xv) wrote of Implementation Science that “we are learning not only about ‘what works’ but also about why various programs do or do not work, for whom and under what conditions they work, what is needed to scale up proven programs, and what policy supports are needed to scale them up without losing their effectiveness”. Relevant to the ‘Context of the research’, outlined in Figure 2, page 12, the National Implementation Research Network (NIRN), (<https://nirn.fpg.unc.edu>), refer to ‘real world transformation’ and ‘real world contexts’. On their website, NIRN echo Slavin’s comments. They provide a clear explanation of their rationale for advocating Implementation Science method and techniques and describe the possible scenarios when implementation planning is inadequate:

Pilots and initiatives come and go. Islands of excellence rise and sink. The immediate results may be excellent, but the end results are unsustainable pockets of innovation.

Discussions on how to establish sustainable Pathfinder practice took place between the Pathfinder coordinator and school management. Furthermore, as part of the research, conversations about effective implementation strategies and sustainability took place frequently between the researcher and the Pathfinder team, the researcher and head teachers (HT) and deputy head teachers (DHT), and in particular between the Pathfinder coordinator and the researcher.

Ethical research practice

The researcher had a particular commitment to listen to, record and, as an integral part of the research, share the voices of young people and families with whom Pathfinder worked. There were ethical considerations in relation to young people, parents and carers who willingly and enthusiastically gave of their time to be research participants. Maintaining anonymity and confidentiality was a major focus.

Falder and Nes (2021) take the view that, in principle, all children and young people, should be viewed as vulnerable participants in research; and in particular, children and young people who have previously been identified as ‘at risk’ and vulnerable. The authors argue that in research activity ethical practice is paramount. The Pathfinder officers were unstinting in their support to ensure all young people and parents were aware of the purpose of the research and, as stated in the research information, that their involvement was voluntary, and they could withdraw their consent at any point without having to give an explanation.

The contact details for the Head of Education (Inclusion) were provided should participants have any concerns about the research process. The Pathfinder officers made certain that the researcher's information sheet and the consent form to be signed were accessible to the young people and parents. The Pathfinder officers also made every effort to ensure accommodation for the semi-structured research interviews was comfortable, private and quiet and that it was booked well in advance. They always made every effort to put young people, parents and carers at ease and made themselves available to the young people and the researcher at the start and end of each research interview.

Potential researcher bias

It is hoped that the rigorous, systematic and scientific approach taken in this research mitigated any potential bias and prejudice in the researcher.

Section 4 Findings

This research is based in a large Scottish Local Authority. Nevertheless, the following research findings, and the learning from the research, would seem applicable to other geographical areas.

Development of the Pathfinder role and practice

At the beginning of the initiative, a short-term steering group was established and chaired by the YFCL area coordinator, representing the three original Pathfinder schools and including the researcher, representatives from Social Work Resources, the Inclusive Education Service, Housing and local community partners.

As it is with the effective and successful implementation of many new initiatives, there were various stages worked through by the YFCL management and head teachers, and the steering group was pivotal in these early stages of implementation. Stages included the initial identification of the key stakeholders who had an ambition to implement change, and then the process of obtaining a specific 'buy in' from those stakeholders.

Another key stage was identified in the research literature by Topping (2012), who highlights that the needs assessment process is necessary and "creates an understanding of strengths and weaknesses" in the system (p. 240). Furthermore, Meyers et al (2012) argue the process can illuminate "how the innovation fits with the setting, and whether the organisation/community is ready to implement" (p. 477). A needs assessment was therefore undertaken.

Exploration of potential barriers to successful implementation, and the identification of solutions also took place in this phase of the initiative. Close collaboration between the three schools and Pathfinder characterised these stages of implementation and continue to be a feature of the dialogue with the further four schools now involved with Pathfinder.

To best capture the development journey over the 4 years, it was considered appropriate to gather the views of the key professionals involved in the initial three schools i.e., Pathfinder officers, HTs and the relevant DHTs, the Pathfinder coordinator and YFCL Area coordinator.

The research question developed to address and throw light on this journey was:

How has the role and practice of Pathfinder developed since it was established four years ago?

Figure 4 below highlights the themes identified by the researcher from responses to the research question:

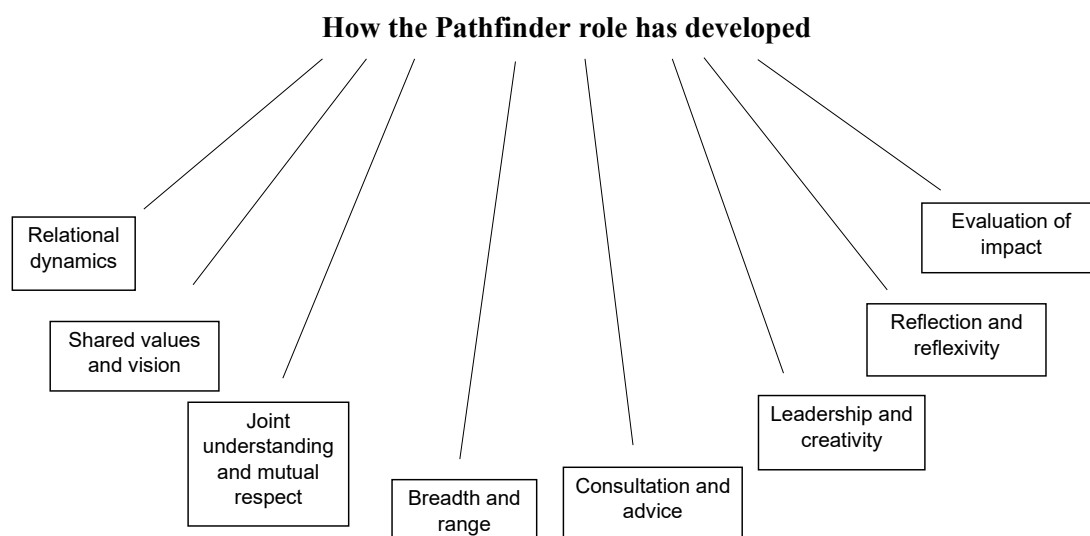


Figure 4: Themes on how the Pathfinder role and practice has developed

Relationship dynamics refer to the patterns of behaviour that exist between people and the ways we relate, interact and communicate with each other. Caring, compassionate and empowering relationships were identified as a prominent theme in the responses from Pathfinder officers and HTs and DHTs. In the first few months of the initiative, school staff noted how Pathfinder quickly established rapport with pupils and adopted a beneficial, non-judgemental view of young people; no pathologising of adolescent behaviour.

In responses to the research question, Pathfinder officers talked of their commitment, from the start of the initiative, to work in partnership with young people, participating voluntarily; to work on a first name basis, and to remain alert to issues relating to imbalance of power. Through negotiation they planned to develop shared goals and actions with young people, taking into account the strengths and challenges in the lives of the young people, and remaining sensitive to the impact of past and current trauma.

All the Pathfinder officers commented that the breadth and range of the referrals was much wider than anticipated when they initially started work in the post. The poor attendance of pupils was a common reason at the beginning but the challenges for some young people to attend school were often masking mental health concerns. The need for Pathfinder and school to explore the appropriate young people for referral to Pathfinder took time and the dialogue between the Pathfinder coordinator, Pathfinder officers and school management was essential in achieving joint understanding. At the beginning of the initiative, Pathfinder were not always involved in JATS, and in school and multi-agency planning meetings. However, this was relatively quickly addressed, and school senior management now greatly value the pivotal role Pathfinder has in these assessment and planning forums. Pathfinder officers now report they are integral in decisions about referrals to their service.

School partners and Pathfinders reflected on how the working relationships had developed and strengthened over the four years. There were many responses indicating that patience, effort and compromise were necessary at the beginning, and that honesty, trust and open communication developed as they began to understand and appreciate the vision and values which they shared. The majority of participants made reference of the need to gain a deeper understanding of each other's role and remit. One YFCL participant commented that there were myths in CLD about the attitudes in schools about their pupils, and myths in schools about the practice of CLD with young people. Gradually, over time, it would seem

that with school staff and Pathfinder making the time to talk, listen, and share views and purpose, that joint understanding and mutual respect developed. An ethos of mutuality and equality would seem to have been established, where positive challenge is welcomed.

As for all practitioners, and for managers themselves, 'psychological safety' within an organisation promotes a culture of creativity (Edmondson, 2018). When practitioners feel valued and trusted, they experience the safety and security that enables them to share innovative ideas, take calculated risks and drive improvement forward. Distributed leadership was fostered by the Pathfinder coordinator and area coordinator, and creativity was evident in many elements of Pathfinder practice e.g., how Pathfinder officers maximised their contacts and networks to provide opportunities for young people to gain achievement awards in practical areas where they had an interest.

Leadership from Pathfinder was evident e.g., in the response to serious gang activity, not only in terms of responding to the immediate challenges but also in terms of early intervention planned with younger pupils. There was also evidence of leadership in establishing innovative links with class teachers.

It should also be noted that, in particular during research interviews over the year preceding this report, senior management teams increasingly acknowledged the valuable consultation and advice role of Pathfinder e.g., one Pathfinder officer's membership on the school working group to implement the South Lanarkshire Council Education Resources policy "Promoting Positive Relationships and Understanding Distressed Behaviour".

Reflection is central to the profession of CLD and the research discussions with each Pathfinder officer provided clear evidence of reflection being embedded in everyday practice, especially in terms of the success and impact of their interventions with young people and families. There was also evidence of reflexivity in the Pathfinder officers and their management such as questioning their own attitudes to certain situations arising within school and community; noticing assumptions and prejudices; and analysing the complex interactions between their role and those of school and multi-agency partners.

This commitment to reflective practice and reflexivity was particularly evident in the way the Pathfinder team and their coordinator confronted the challenge of identifying the most meaningful data to gather in terms of evaluation of impact. One Pathfinder officer reflected some of the challenge:

In some ways it is hard to evaluate Pathfinder on its own as it is based on a close working relationship with the school and a lot of progress is down to school staff and Pathfinder closely collaborating and intervening for young people.

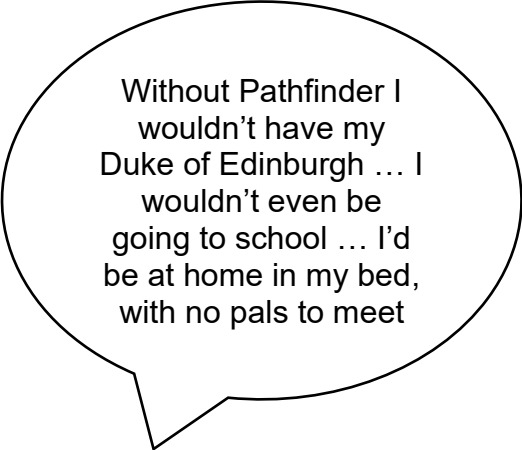
The researcher observed Pathfinder team meetings where there was clear professional commitment to develop best practice in data gathering, monitoring progress and improvement planning. Reflections from various DHTs who had been involved in some of these discussions on evaluation was further evidence of the ongoing exploration of meaningful data gathering.

Impact


Voice of young people

The young people who agreed to be research participants showed a real interest in the history of how and why the Pathfinder officers were in their school. A number asked if they were in all schools. When they realised Pathfinder were not a part of all South Lanarkshire Council secondary schools, without prompting, a majority reflected on what their school experience would have been like without Pathfinder; poor, or complete non-attendance at

school, leaving with no qualifications, getting into trouble from the police in their local community were common themes.




Without Pathfinder I
wouldn't have my
Duke of Edinburgh ... I
wouldn't even be
going to school ... I'd
be at home in my bed,
with no pals to meet




I'd have
gone right off
the rails
without them

'Safety' was a major theme identified from the voices of young people when they described their experience of working with the Pathfinder officers. Many referred to feeling safe enough to 'be themselves' and to be open about their fears and anxieties. A number talked about sharing things they had previously kept hidden from everyone.

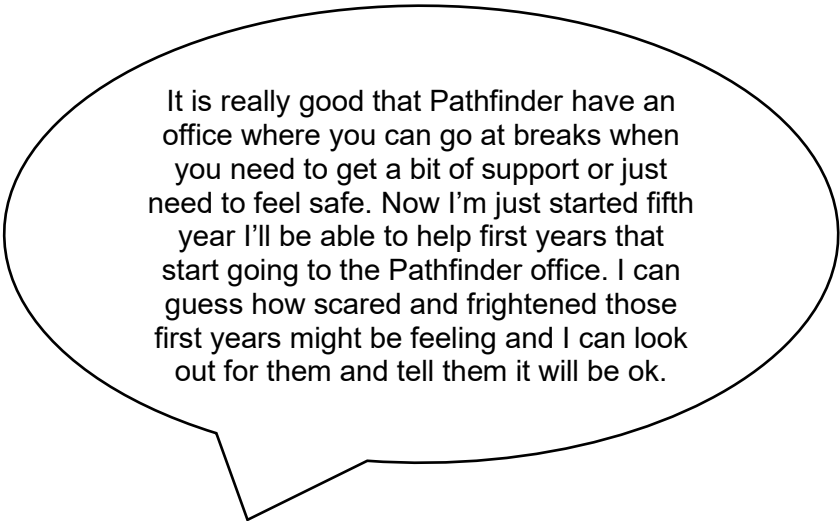


Makes me
feel safe ... he
has got my
back



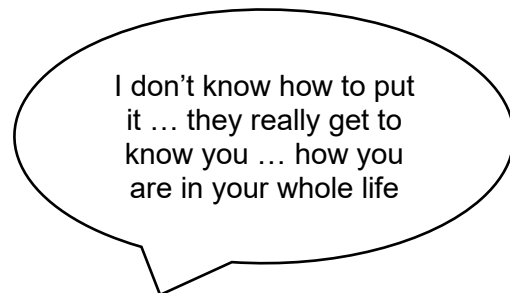
I felt safe enough
to tell him
something that I
had kept secret for
a long time

The feelings of safety and security were referred to by many young people in the context of the Pathfinder's room where young people would go to at breaks and lunchtimes. One young person compared the Pathfinder base to a "happy family home".



It is really good that Pathfinder have an
office where you can go at breaks when
you need to get a bit of support or just
need to feel safe. Now I'm just started fifth
year I'll be able to help first years that
start going to the Pathfinder office. I can
guess how scared and frightened those
first years might be feeling and I can look
out for them and tell them it will be ok.

Feeling listened to and being understood was also a major theme when talking about Pathfinder.



In the research discussions with young people, a closely related theme to 'feeling understood' was that Pathfinder valued them.

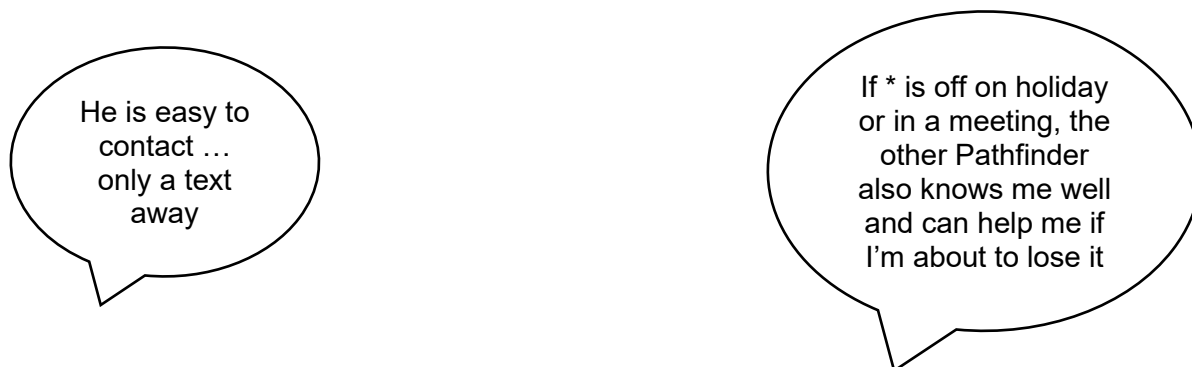


Many talked warmly of the trust they had in the Pathfinder officers. One young person also mentioned how he noticed Pathfinder was "doing for other pupils what they did for me".



The collaborative nature of the relationship between young people and their Pathfinder officer was evident. Phrases such as “we sat down and drew up a plan”, “we talked about what to work on first”, “we thought, what is it we need to solve here?” were used frequently.

All the young people reflected on how easy they found it to get in touch with Pathfinder and the majority noted and appreciated that although they had a main Pathfinder officer, the second Pathfinder was there for them also.



Voice of parents and carers

The Pathfinder approach to work holistically in their involvement with young people would seem to explain the close working relationships with Pathfinder, which many families reported having experienced.

Research participants included the parents and carers of young people who were experiencing a range of challenges, some linked to mental health, some rooted in social issues and others neurodivergent. These challenges were often communicated by behavioural patterns which negatively affected attendance, attainment and engagement with school and community.

For many of the young people and families working with Pathfinder, there were a ‘constellation’ of factors behind the challenges. It was within this often-complicated socio-ecological interplay of forces and relationships described earlier in the report (p. 11), that Pathfinder provided support and navigated complex systems. This is the context in which the voices of parents and carers were heard as part of the research into the impact of Pathfinder.

There were a wide range of issues affecting the lives of parents and carers who took part in the research but note-worthy similarity in the identification of how the Pathfinder approach made a positive difference. Furthermore, the responses were consistent with the themes identified in the 2021 Pathfinder research update e.g. approachable, reliable, bringing hope. Words and phrases such as “life changing”, “invaluable” ,” always listened to me”,” really understood”, “ easy to contact”, “didn’t judge me” were frequently used. All parents and carers participated individually so there was no influence from the words used by another parent.

One parent whose son had a diagnosis of autism, talked passionately and powerfully about the invaluable engagement with Pathfinder during the pandemic, and went on to reflect :

There are not enough words in the dictionary to describe the impact Pathfinder made to my son and my family. It was life changing. Pathfinder have been on this journey with us since the end of my son's first year and he is now in S5. He would not be in school today without their support....and he is achieving so much. Pathfinder changed the direction of my son's life and that of our whole family.

Another parent reflected that Pathfinder "was an anchor for me when my son was in trouble with the school and the police". The same parent spoke of the "invaluable" role Pathfinder took in keeping the lines of communication open between the parents and school when at points "it seemed he was getting into serious trouble every day".

Linked to these reflections were other parents' comments about the role of Pathfinder as "champion" or "advocate":

Pathfinder advocated for my son on my behalf when I was undergoing significant intrusive medical treatment. I could trust they would be doing that.

A number of parents also spoke of Pathfinder as an advocate for them when they felt overwhelmed by the number of services involved with their child, especially during a crisis. One parent became emotional when she reflected on the support from Pathfinder when her daughter was sectioned under the mental health legislation. The parent reflected on the emotional support and encouragement from Pathfinder when she felt her voice was ignored by some professionals. The same parent referred to her gradually feeling "more confident and powerful" to express how unhappy she was with elements of the services she and her daughter received.

The theme of 'trust' was evident in every research discussion; trust in Pathfinder "being there" for them as parents, and for their child. The trust seemed to stem from Pathfinder taking time to understand the context of their lives and really getting to know the young person. One parent spoke earnestly about how:

Pathfinder fully understand what things in school and round where we live make my child frightened. * totally knows the signs when he has shut down through his anxiety, and that it is because he is scared and not because he is being awkward and difficult, as some school staff thought about him at the beginning. * also knows how to build him up again, especially when he goes that way in school.

Another parent provided the following description:

she is fine-tuned into how my son is feeling and how he is coping, in a way that someone without knowing him so well would completely miss.

Linked to this previous point, one parent reflected how children and young people

...wear a mask for the outside world and are often not fine at all...and I did not realise how bad she was feeling. It was Pathfinder who noticed how withdrawn and anxious she was...we got medical intervention far quicker because of Pathfinder realising she was self-harming.

The same parent reflected on how stressful it must have been for Pathfinder to discover how serious and life threatening were the behaviours of her daughter.

Many parents talked enthusiastically of how Pathfinder signposted resources for them as parents and also as individuals with their own needs for development and growth. The resources were often organised by Pathfinder colleagues in the wider YFCL service e.g., groups running in the local Universal Connections such as adult literacy groups. A number mentioned their own school experience had not gone well and they had now started to think about engaging in community-based courses or college as a result of what one parent described as:

Seeing the help my son got from Pathfinder and his pupil support teacher has made me view school and education in a better light...definitely a different world from my day with all the opportunities of support. They understand more about the pressures parents can be under.

Nearly all of the parents and carers made reference to significant practical help from Pathfinder during the pandemic, and on an ongoing basis, in terms of advice and support on how access food banks, how to apply for funds to buy for example clothing for their children, replace broken kitchen appliances such as washing machines, and purchase furniture for their children's bedroom.

Voice of school and multi-agency partners

A member of the senior management team from one of the schools where Pathfinder had been involved for the four years, voiced the view that "Pathfinder has become increasingly integral to achieving our school improvement aspirations".

The link DHT in a school where Pathfinder has more recently become involved, reflected on why she and her head teacher wanted Pathfinder:

It was because of their holistic approach, which included youthwork, family work, and strong links with the local community, and the resources available in the community, especially in the wider YFCL service. We knew that the holistic way of working can make the biggest difference to the outcomes of our most vulnerable pupils.

The impact of the Pathfinder holistic approach in Joint Assessment Team (JAT) meetings was specifically referred to by the DHT of another school :

I can see more and more the difference Pathfinders make to our JAT assessment and planning ... they take a wider scope of the needs of young people...it is a holistic view...and that has greatly improved our understanding of the wider life experiences of the pupils we are discussing ... it makes our planning processes more child centred and more effective.

A Senior Manager Pupil Support (SMPS) also reflected on the Pathfinder contribution to JAT assessment and planning:

During JAT discussions, the Pathfinders bring a wider and deeper insight into the young person's life...their challenges and barriers... but also their strengths... and that helps us work out what is the next manageable step for the young person and helps us better identify the right supports.

The effective links with, and knowledge of, the local community was highly valued by a DHT who mentioned the head teacher was in complete agreement that "Pathfinder helps the school to further understand the strengths and challenges in the local community". She cited

the “invaluable contribution” of Pathfinder when incidences of serious gang violence were causing considerable concern in the school and community.

A member of the Social Work Resources Family Support Hub talked very positively about the impact of Pathfinder within a local secondary school and reported that effective communication between the Family Support Hub and the school was much improved by having Pathfinder as the main link.

There were examples given to the researcher of effective joint work between family support workers and Pathfinder, including support for a young person who had experienced significant childhood trauma. There was a noted lack of trust in adults and very low confidence in the young person. The DHT reflected that because there were no behaviour problems in school, the pupil could have “gone under the radar”. The family support worker further reflected that:

in my view, without Pathfinder, the young person would have continued with very poor attendance and left with no qualifications; she is now leaving with 3 national qualifications and has a place in college after leaving school. The strong, trusting relationship built up between the young person and Pathfinder was pivotal to this outcome.

In terms of the impact on the systems involved, the family support worker commented that the time taken to discuss

...whose responsibility it was to do what, had led to clear understanding of role responsibilities between the Family Support Hub and Pathfinder...it meant there was no duplication of work, and we both fully understood the other's role ... I can see increasing examples in the future of effective collaborative work between both our services.

It is relevant here to note that similar observations were made by a member of the Youth Employability Service, who was involved in delivering the ASPIRE programme (a targeted service for young people not quite ready to enter employment, training or further education) to a senior pupil in one of the Pathfinder schools. The ASPIRE worker commented on the impact of the relationship the Pathfinder officer built up with the young person. It had brought a sense of safety and security to an anxious pupil at the point of post school transition planning and “with the support from Pathfinder the young person agreed to meet me and went on to engage with the ASPIRE programme”.

The ability of Pathfinder to establish these trusting and supportive relationships was recognised and emphasised in many research interviews with e.g., DHTs, pupil support staff, school nurses, and campus police officers. One mental health officer reflected on how young people who have experienced abuse will push adult helpers away, but the Pathfinder officer persevered “sensitively and very skilfully” and over time built a very trusting relationship and became “very attuned to the young person's body language and in one meeting was able to highlight the young person was becoming distressed... someone else may not have noticed”.

It is worth noting here that “strong and trusting relationships”, established by Pathfinder with pupils, was noted in the 2023 HMIE inspection report for one of the schools where Pathfinder was based. Some young people receiving support from Pathfinder, who spoke to one of the inspection team, described their experience as being “lifesaving”.

School staff observed how these relationships sometimes were built where there had been no plan to refer to Pathfinder, but where young people gravitated to and felt safe to spend time in the Pathfinder's room. A number of DHTs and pupil support staff talked of young

people who could have “gone under the radar” had it not been for Pathfinder’s insight into the hidden distress experienced by some young people. One member of pupil support reported that Pathfinder often highlighted these young people and recommended a Pathfinder referral and that “what came out as they developed further trust in Pathfinder, was a background of serious trauma”.

Related to the earlier point made about the skilled professional practice observed by partner agencies, were the comments made by partners that they had noticed Pathfinder observed professional boundaries and showed insight when it was time to seek advice and recommend ‘requests for assistance’ are made to relevant professionals.

Insight into the impact of Pathfinder at the systemic level could be inferred from the reflections from members of the Inclusive Education Service. There would seem to be a link between reduced referrals for Partnership Planning Meetings from schools where Pathfinder are based. Additionally, as part of the systems and procedures in place for the care and monitoring of care experienced children, it has been noted that families are describing the positive impact that Pathfinder are having on their children’s abilities to manage school life, improve attendance and gain qualifications.

Some DHTs had noticed the value of Pathfinder continuing to work with young people over the summer school holiday period. One commented :

We have a planning meeting before school stops for summer and we identify our most vulnerable pupils who would benefit from ongoing support over the holiday period. The Pathfinders keep the connection with them and organise valuable fun and learning experiences e.g., outdoor activities.

An NHS practitioner, a mental health officer, a number of DHTs and an SMPS all highlighted their observations that the Pathfinder role was very stressful. One DHT described the role as “ very demanding and emotionally labour intense”. These research participants all raised the question of support for Pathfinder with one posing the question, “Who helps the helpers?” One multi-agency partner from NHS who had worked closely with a Pathfinder officer in a very complex situation, raised the importance of debriefing and support when Pathfinder are working with young people who are e.g., at risk of admission to adolescent inpatient treatment.

A number of school staff commented on the added stress they perceived may be experienced by Pathfinder officers who were on temporary contracts and who were becoming involved e.g., with first year pupils who clearly could need long-term support.

A major theme identified in the responses from school and partner agencies was the role of Pathfinder in widening the curriculum and improving opportunities for young people to attain and achieve qualifications. All DHTs linked to Pathfinder praised the creativity of Pathfinder in identifying routes for young people to achieve certificates e.g. The Royal Horticultural Society School Gardening Awards, to name one of many such opportunities referred to in research interviews.

The effective collaboration between Pathfinder and the YFCL Awards Team was noted by some DHTs and a number of pupil support staff. There were also positive comments about Pathfinder facilitating young people’s participation in wider curricular activities provided in the local Universal Connections.

Related to this recurring theme of Pathfinder’s role in extending the traditional school curriculum, was the equally strong theme of Pathfinder and class teachers working collaboratively to support young people to overcome difficulties in some of their school

subjects. Noone was indicating that Pathfinder was taking the role of a class teacher but instead playing an invaluable role in scaffolding the learning under the direction of the class teacher.

During their research interviews, a number of professionals from partner agencies compared their experience of working with schools with and without Pathfinder involvement. Pathfinder would seem to be viewed as filling existing gaps in the continuum of service provision, with one research participant reflecting that “ in schools with no Pathfinder provision, I am undertaking tasks that are not really part of my role and it means I have less time for the work that I am supposed to be doing.”

When considering the impact of Pathfinder, all research participants voiced hopes that the Pathfinder Initiative would be maintained in the existing schools, and also extended to other secondary schools. This theme of ‘hope for the future of Pathfinder’ is taken forward in the following section.

Best hopes/preferred future of the Pathfinder Initiative

In order to further investigate the views and understandings of school and Pathfinder research participants, a future-directed research question, influenced by solution-focused approaches (Iveson et al, 2012), was developed to gather data:

What are your best hopes /preferred future for Pathfinder?

The research literature on solution focused approaches indicates that the ‘best hopes’ or ‘preferred future’ question helps to focus thinking onto realistic and achievable goals and to avoid unrealistic expectations.

All HTs, Pathfinder coordinator, YFCL manager, link DHTs and the 14 Pathfinder officers from the 7 schools which Pathfinder are based, were invited to respond to the research question.

The following themes were identified from the responses:

Themes from Best Hopes / Preferred Future for Pathfinder

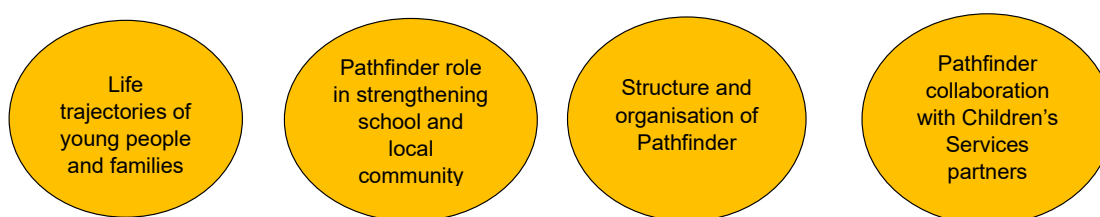


Figure 5: Themes from the best hopes/preferred future for Pathfinder

To follow are a number of illustrative quotes which represent the range of best hopes voiced by research participants.

For all members of the senior management in schools who responded, their best hopes included the continuation of Pathfinder in their school. The main reason given was the difference their Pathfinder officers were making to improve the life trajectories of young people and families. One head teacher expressed it powerfully:

In terms of my hopes for the future for Pathfinders it is easy. I hope they would become a permanent fixture in our staffing complement - not taken from our existing

numbers but bolted on as permanent additional staffing. They and their work has been invaluable, and I know for certain that there are some students we would have 'lost' completely without their interventions and engagement strategies. Personally, we see them as part of our school family, as do the students, and can't imagine a future without their partnership.

Supporting the work of the school and the school community led another head teacher to hope for the maintenance of Pathfinder:

Our young people come to us now with extremely complicated stories. Pathfinders support us to navigate those stories in an education setting.

The best hope expressed by one DHT was influenced by extensive experience witnessing the impact Pathfinder officers' work had on the life outcomes for pupils. The hope was that:

Pathfinder becomes an integral part of all South Lanarkshire secondary schools. The impact of their work can be transformational for young people and their families, and they form an invaluable part of the wellbeing interventions available to our Pupil Support Team... the Pathfinder project transcends school, community and home. It has successfully fostered school connectedness and has helped young people improve their attendance, their sense of self, and of course, their experience of learning.

Another DHT voiced a hope that:

the Pathfinder programme becomes nationally recognised and is embedded in every school in Scotland...if they were to have a permanent role in Scottish schools, their work could be linked to every School Improvement Plan; they could have their own short and long-term action plans that could be reciprocal and mutually beneficial, and this would only increase their effectiveness within the school and community.

One DHT expressed a best hope for decisions made at a strategic level, that:

Pathfinder is not a short-term initiative. The cycle of different initiatives...making a positive difference, but then removed, with the decision influenced by changing funding streams, can demoralise schools and communities.

A number of DHTs hoped for a continuation of Pathfinder's efforts into widening the curriculum and extending the range of formally accredited qualifications. This was a best hope also raised by many of the Pathfinder officers.

As is evident in all the responses from school senior management, all Pathfinder officers described a best hope and preferred future for Pathfinder, where the posts in all 7 schools were made permanent, and that the Pathfinder service was extended to other secondary schools in South Lanarkshire Council. A number of responses included a hope that Pathfinder's influence and involvement would continue to be established at the primary to secondary transition stage.

The Pathfinder team were unanimously passionate in their best hope of continuing to make a difference that improves life outcomes for young people and families. One specific example within this was the prevention of young people entering the Youth Justice System was given as one specific example.

Another specific example is linked to the CLD promotion of learning as a lifelong activity:

I would hope to ignite an interest in education in parents and carers as their children become more engaged in school.

Many of the Pathfinder team signalled a best hope that the service would remain aligned with CLD values and principles. This included a commitment to be flexible and responsive to the needs of individual young people

...and not develop into a service which offers pre-set interventions...where a young person has to fit the pre-established criteria for getting the help on offer. I would want the system of help to be developed around the young person, not the young person having to fit into what is on offer.

Related to this issue of CLD core values and principles, was a best hope from one of the Pathfinder officers regarding skilled interventions :

One of my best hopes is for the continuation of high-quality training to ensure Pathfinder remains a highly skilled workforce.

In terms of knowledge and skills, some Pathfinder officers expressed the hope for increased focus on attachment-informed practice within the Pathfinder team and hoped for opportunities to further develop their understanding of attachment theory and how to apply it.

The CLD commitment to establish positive and effective working relationships with partner services was evident in numerous responses from Pathfinder officers. The Family Support Hubs were frequently cited as being a key partner. All communicated a clear desire for ongoing strengthening of partnerships with Children's Services and voluntary sector practitioners " so that we really 'get it right' for our young people and families".

Another common theme in the Pathfinder responses was related to the structure and organisation of the Pathfinder initiative as it sits within the wider YFCL service. One Pathfinder officer commented:

I feel very privileged to be part of the school community and the YFCL community.

There were many examples shared with the researcher of creative, effective joint working between Pathfinder and the wider YFCL service. There was some excitement about the prospect of working together and exploring how to maximise the YFCL contribution to a number of important national agendas, such as supporting parents and building more resilient communities. One Pathfinder officer referred to:

The great work that is taking place in communities across the YFCL service but when Pathfinder and our YFCL colleagues work closely together the results will change lives and communities.

Another Pathfinder officer spoke enthusiastically about the drive to establish unified and coherent approaches across the YFCL service, including a coherent school engagement approach within YFCL, which

...would help clarify the way in which the Pathfinder role maps on to other 'school offers' within the wider service.

Additionally, Pathfinder officers articulated hopes in respect of the ongoing development of a robust and user-friendly system for recording impact.

At the time of the preparation of this report a successful bid had been made by Pathfinder to the Innovation Fund, a collaboration between the Scottish Government and the Hunter Foundation, to tackle child poverty. The bid acknowledged the recognition of the value and

worth of young people, and the funding will be used to support the establishment of a group, identified by the Pathfinder officers from the 7 Pathfinder schools. The group will be 'constituted' and supported by the Pathfinder officers to engage in consultation, with other young people, on their views of what help is available for those in need of support.

Best hopes for this project are that those who participate find the experience empowering; that they are enabled to have a genuine influence on the development of relevant policy and practice (including that of Pathfinder); and that fundamentally, the project will nurture the voice of the young people.

Section 5 Discussion and conclusions

Fosha (2003) has written that "whereas fear constricts, safety expands the range of exploration". The caring, compassionate, and empowering relationships, and rich bonds, which Pathfinder establish and make with young people, would seem to engender safety, security, and a sense of hope.

Young people involved in the research highlighted many attributes of their Pathfinder officer e.g., approachable, understanding, non-judgemental, and this is a reminder that when working with young people, who are often affected by past and present trauma, the issue is not "what to do" but "how to be" (Fursland et al, 2013, p. 69).

Young people reported that they felt valued, and that their strengths were recognised, and successes celebrated by their Pathfinder officer. This practice contributes to how Pathfinder are challenging some of the negative stereotypes of adolescence, through promotion of positive, rather than deficit, perspectives.

Parents, school staff, partner agencies and young people themselves report the positive effect of the trust, encouragement, and unswerving support from Pathfinder. This includes improved school attendance, increased school connectedness and engagement, progress and success in learning and development. The impact of Pathfinder on the lives of young people very often is transformative and there is a sense from the research data that the whole school community is being strengthened by Pathfinder.

The Attachment-Informed, Trauma Sensitive South Lanarkshire Good Practice Guide outlines the key elements of attachment-informed practice:

- act to make a difference
- see the whole person
- hear their voice
- recognise behaviour as communication
- respond with compassion
- believe in change

These elements are embedded in Pathfinder practice. The attachment theory research literature would clearly indicate that in the school setting, attuned practitioners who are able to relate positively to young people, and provide a secure base and safe haven, can act as a buffer against the impact of adversity and have the potential to divert maladaptive developmental trajectories. It would seem from the findings from this research programme, that Pathfinder practice is already attachment-informed.

There is evidence that the emotional and practical support from Pathfinder for parents and carers mitigated some of the challenges many families experienced during and after the pandemic. The evidence gathered from parents and carers would illustrate how Pathfinder value the voice of parents and carers, work alongside them, and connect them into local networks of support. This would seem to mitigate against past experiences of feeling

unheard and diminished, and thus self-confidence is built in members of the local community.

The holistic approach, and ecological model of practice, adopted by Pathfinder would seem highly significant in explaining their wide range of impact. There is much evidence of Pathfinder successfully navigating the complex systems and layers of relationships in a young person's life (see Figure 2, p.13). The word 'invaluable' used by HTs, DHTs and pupil support staff to describe the benefit of Pathfinder in their school, is understood when a Pathfinder's work activity is analysed. In any one week Pathfinder may be working with an individual young person, undertaking home visits to support parents, contributing to multi-agency assessment and planning processes, collaborating with class teachers, supporting and accompanying young people and parents at reviews or case conferences where they feel overwhelmed, liaising with community networks, and because of their CLD understanding of how to strengthen communities, contributing to a community based meeting to address a local concern about young people.

The findings of the Independent Care Review in Scotland, articulated in The Promise, includes the recommendation for all the Children's Services workforce, that "supervision and reflective practice is essential for all practitioners, regardless of professional discipline or role, who are working with children." The report continues to advocate that Scotland must recognise the secondary effects of working with children "who have and continue to experience trauma." The references made by school and partner agencies about the demanding nature of Pathfinder's work with young people who may be distressed, insecure and traumatised are relevant to the need for support and debriefing after incidents of crisis. Work which aligns with one's core purpose and values may be a buffer to 'burn out' and the passion to make a difference by using CLD approaches is very evident in Pathfinder officers. However, both the report outlined above and the current focus on work-place health and wellbeing, would seem particularly relevant to the Pathfinder team.

There are signs that the rich and productive collaborations between Pathfinder and their colleagues in the wider YFCL Service will continue to grow and develop. The examples cited during the research of Pathfinder highly valuing the YFCL Awards team and their colleagues in the local Universal Connections were echoed by a sample of YFCL team leaders and coordinators. As practice is shared and as YFCL aims and objectives continue to be aligned across the service, the potential for effective collaboration between Pathfinder and other teams such as English for speakers of other languages (ESOL) and Adult Literacy and Numeracy (ALAN) is expanded.

Next steps for Pathfinder: points for consideration.

- Considering the Independent Review of Qualifications and Assessment (2023), led by Professor Hayward, if priority was given to further Pathfinder's creative and highly valued contribution to extending the traditional school curriculum and qualifications system, there would be benefit to schools and young people in South Lanarkshire Council.
- The research literature on attachment theory would assert that adults who understand the attachment process and the negative effect of unmet attachment needs and trauma, are better equipped to build resilience. Given the close alignment between, on the one hand the Education Resources Attachment Strategy, the Attachment-Informed, Trauma Sensitive South Lanarkshire Good Practice Guide and Accreditation Toolkit, and on the other hand, Pathfinder's passionate commitment to and practice of establishing safe, trusting and nurturing relationships, there would seem particular benefit in YFCL contributing to the steering group which oversees the strategy. Some Pathfinder officers expressed a hope that they would have opportunities to learn more about applying attachment theory in practice and

understanding the impact of trauma. Of relevance here are the quarterly newsletters from the Attachment Strategy development officers, training opportunities and locality network events. These locality network events focus on applying attachment informed and trauma sensitive practice and provide opportunities for Pathfinder to become better informed and equipped.

- Effective collaboration between schools and YFCL, and fidelity to the Pathfinder programme, would be strengthened if interviews for new Pathfinder officers were undertaken jointly by YFCL and the relevant HT.
- Schools, multi-agency partners, young people and families would benefit from Pathfinder further articulating their aspirations and practice in a written, accessible format, in order to aid understanding of what is on offer. This would seem particularly helpful where partner services support the same client group.
- It would be important to have a strong focus on the newly constituted Pathfinder group of young people. There is the potential, through co-production and co-design, for the group to influence the ongoing development of Pathfinder in the context of wider policy and practice. This project would seem to support the CLD vision of “working particularly with those excluded from participation in the decisions and processes that shape their lives.” (CLD Standards Council for Scotland, 2021).
- Education Resources and the YFCL Service should remain alert to the most effective management model if additional schools become involved in Pathfinder.

Conclusion

The research findings would indicate that Pathfinder does not appear to be a ‘passing’ or ‘fleeting’ initiative, but represents fundamental change and an extension to the existing education experience in South Lanarkshire Council’s secondary schools. To quote one Pathfinder officer in his response to the ‘best hopes’ question:

I hope this is not the end of the learning journey of how Pathfinder can work with schools and partner agencies to make a real difference to South Lanarkshire Council systems for supporting vulnerable and at-risk young people and families... I hope it is only the beginning.

Closing reflection

It would seem appropriate for this report to end with the voice of a young person. The following reflection is from a 4th year boy who attends one of the first three schools involved with Pathfinder. This young person took part in two research discussions, 12 months apart, and had experience of a number of years of ongoing support from Pathfinder. Looking back on the years of working with his Pathfinder officer, he shared this thoughtful and powerful reflection:

Having had the chance to work with * makes me feel I have been given a real chance to get on the right path. I was on a path going nowhere – it is like the word Path and finder ... it is a good word to describe them. With help from my Pathfinder, I am finding a better path – better for the rest of my life. I’d tell everyone that if you have been thinking there is no hope for getting on in school and that you’ll be leaving with

nothing ... Pathfinder works with you and you begin to have hope ... you feel that hope inside you get a bit stronger and you start to put in some more effort...but it takes time ... sometimes I really went back the way ... but now I've definitely got the hope that I'll get the life I want.

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Report

11

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Education Resources)

Subject:	Update of the Education Resources Risk Register and Risk Control Plan
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1. Purpose of Report

1.1. The purpose of the report is to: -

- ◆ present an update on the Risk Register and Risk Control actions for Education Resources.

2. Recommendation(s)

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

- (1) that the contents of the Resource Risk Register are noted; and
- (2) that it be noted that the outstanding Risk Control Actions will be progressed by relevant officers.

3. Background

- 3.1. The Council's Risk Management Strategy promotes consideration of risk in service delivery, planning and decision-making processes. The Strategy requires Resources to record and review risks and control actions regularly. Education Resources follow the guidance in developing, monitoring, and updating the risk register on an ongoing basis.
- 3.2. The purpose of the register is to ensure that the Resource is fully aware of its top risks; that these risks are prioritised; and that controls are in place to eliminate or minimise the impact of the risks.
- 3.3. The Resource scores risks in accordance with the Council scoring mechanism, based on likelihood and impact. This results in risks being scored between 1 and 25 (low – very high).
- 3.4. Risks are scored on their inherent score (risk if we do nothing) and their residual risk (risk after applying controls). The Council's scoring matrix is attached at Appendix 1.
- 3.5. The last update of the Education Resources Risk Register was reported to the Education Resources Committee in November 2022.
- 3.6. The Resource's top risk register and risk control plan has been reviewed. This work was completed in October 2023.
- 3.7. The Central Risk Management team annually review Resource compliance with the Risk Management Strategy. The outcome of the 2022/23 review identified that Education Resources achieved 100% compliance, scoring 45 out of a possible 45.

4. Resource Risk Management

- 4.1. Each Resource has a Resource Risk Management Group which has responsibility for the promotion and management of risk.
- 4.2. The Education Resources Risk Management Group continues to meet on a quarterly basis as part of the Resource Health and Safety Partnership Working Group.
- 4.3. The work of the group over the last year has focused on the review and update of the Resource Risk Register and ensuring that the register reflected the Council Plan and individual Service Plans.

5. Risk Register

- 5.1. Work has been completed by the Resource Risk Group to finalise the review of the Resource Risk Register. The update considered risks at a Service level, as well as strategic Council risks.
- 5.2. The Resource Risk Register will be monitored on an ongoing basis to allow new risks to be added and for the control measures and scores of the existing risks to be reviewed in light of new information.
- 5.3. Risks can result from internal or external influences, with examples being the impact of projected funding cuts, legislative changes, or the impact of internal service changes.
- 5.4. The development process for the Resource Plan requires a risk assessment process to be undertaken as appropriate resulting in some actions within the Resource Plan having a corresponding risk identified within the risk register.
- 5.5. The main changes to the risk register are summarised below. The following new risks have been added:-
 - ◆ Implications of the Scottish Fire and Rescue Service Unwanted Fire Alarm Signals Policy within the council's non-domestic estate
 - ◆ Failure to comply with or meet the expected standards, scrutiny levels, or improvement as identified by regulatory bodies
 - ◆ Third and private sector market capacity. The market has a level of fragility which means that there may be reduced choice to meet demand for services potential (impact on early learning and childcare)
 - ◆ Inability to maintain infrastructure assets and property in a safe and well-maintained condition and failure to achieve objectives of asset / property reviews
- 5.6. Risks scored 15 to 25 are considered to be very high risks and risks scored 8 to 12 are considered to be high risks. Very high and high risks are monitored closely. The top risks identified for the Resource, that is those that are residually scored as being very high and high, are attached at Appendix 2.
- 5.7. Appendix 3 provides a comparison of risk scores for 2022 and 2023. This appendix also details changes in risk descriptions.
- 5.8. Risks evaluated residually as being medium or low risk will continue to be monitored to ensure that they are adequately managed.
- 5.9. The Committee is asked to note the contents of the Resource Risk Register.

6. Insurance Hotspots

- 6.1. Following the completion of claims analysis reports by insurers, various areas of work have been identified to mitigate insured losses. Those which affected Education Resources include a property insurer survey programme which included 2 primary schools (St Bride's Primary School, Bothwell and Crosshouse Primary School); ongoing development of driving at work training 'Challenging Driver Behaviour'; and a Health and Safety/training review to be concluded by the Council's claims handlers, Gallagher Bassett, with the main focus being on violent incidents in schools (a report is due by the end of the year).

7. Scope and Appetite for Risk

- 7.1. The Council aims to be risk embracing, that is, it will accept a tolerable level of risk in seeking service efficiencies and in agreeing control measures.
- 7.2. The level of risk facing the Council is measured both before (inherent risk) and after (residual risk) consideration of controls. The Council should never carry a very high residual risk exposure as this would indicate instability, but a low residual risk exposure should also be avoided as this indicates lack of innovation.
- 7.3. The Council's universal risk tolerance levels were updated as part of the review of the risk management strategy last year, with the ideal risk profile defined as:-
- ◆ No more than 10 per cent of residual risks at a very high level
 - ◆ No more than 15 per cent of residual risks at a high level
 - ◆ Around 50 to 60 per cent of residual risks at a medium level
 - ◆ No more than 30 per cent of residual risks at a low level
- 7.4. Table 1 below shows the top risks heat map, i.e., it details the total number of risks for each individual residual risk score. Table 2 below notes the overall risk profile for the top risks.

Table 1 – Education Resources Heat Map

Likelihood	5 Almost Certain				2	
	4 Likely			2	2	
	3 Possible			5	5	
	2 Unlikely				1	
	1 Rare					
		1 Negligible	2 Minor	3 Moderate	4 Major	5 Catastrophic
		Impact				

Table 2 –Education Resources Risk Profile

Risk Category	Risk Rating	Number of residual risks	Percentage of residual risks
1	Very high	4	24%
2	High	13	76%
3	Medium	0	0
4	Low	0	0

7.5. It should be noted that whilst the profile shown in Table 2 appears out with the ideal universal risk exposure defined by the Risk Management Strategy, the risks shown relate only to Education Resources' top risks and those at the highest level currently being faced by the Resource and do not include low risk numbers, the inclusion of which would bring the profile within that of the Council average.

7.6. Education Resources has ensured that all inherent risks scored at a very high and high level have well-informed, costed, practicable and necessary control measures in place and that a clear and workable strategy has been adopted. Where further control measures are required, these are included within the Resource risk control plan.

8. Risk Control Actions

8.1. Progress with completion of Resource Risk Control Actions is monitored monthly by the Central Risk Management team. This is also reviewed by the Resource Risk Group. There are no risk control actions for Education Resources due for delivery.

8.2. Any actions to mitigate risks within the Risk Control Plan will be progressed by the relevant officers within Education.

9. Major Projects, Partnerships, or Change

9.1. Education Resources operates within several high-level partnerships including those in relation to school transport, early learning, and the school estate.

9.2. Appropriate risk management arrangements are in place for these high-level partnerships.

10. Next Steps

10.1. The Resource Risk Management Group will continue to meet on a quarterly basis. The risk register will be reviewed on an ongoing basis by the group to ensure that risks remain valid for the appropriate service areas and to identify new areas of risk that affect the Resource. An update report will be provided to Committee on an annual basis.

11. Employee Implications

11.1. Time will be required by the Resource Risk Management Group in the management of the Resource Risk Register and Risk Control Plan.

12. Financial Implications

12.1. There are no direct financial implications associated with the Resource's top risks. There are a number of proposed risks which are classified under the heading of financial. Where this is the case, the appropriate controls and actions have been included in the risk control cards and progress will be monitored.

13. Climate Change, Sustainability and Environmental Implications

- 13.1. Sustainable development issues are included within the Council's top risk register through being linked directly to the Council plan objective 'make communities safer, stronger and sustainable' and one of the 5 Education Resources priorities 'Empower learners to shape and influence actions on climate change and sustainability'.

14. Other Implications

- 14.1. Failure to demonstrate that risk is actively considered and managed cannot only lead to avoidable financial loss but could also affect delivery of services and could affect the Resources' reputation.

15. Equality Impact Assessment and Consultation Arrangements

- 15.1. 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.
- 15.2. Consultation on the content of this report has been undertaken with the Resource Management Team.

Carole McKenzie

Executive Director (Education Resources)

17 November 2023

Link(s) to Council Values/Priorities/Outcomes

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

Previous References

- ♦ Education Resources Committee – November 2022

List of Background Papers

None

Contact for Further Information

If you would like to inspect background papers or want further information, please contact: -
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Appendix 1 – Risk scoring matrix and likelihood and impact definitions

Likelihood

Score	1	2	3	4	5
Description	Rare	Unlikely	Possible	Likely	Almost certain
Likelihood of occurrence	1 in 10 years	1 in 3 years	1 in 2 years	Annually	Monthly
Probability of occurrence	The event may occur in certain circumstances	The event could occur	The event may occur	The event will probably occur	The event is expected to occur or occurs regularly

Impact

	Reputation	Financial	Service delivery/ Time to recover	Compliance	Safety
1 Negligible	Public concern restricted to local complaints	<£50,000 per annum	No impact to service quality; limited disruption to operations.	No external interest	Minor injury – no lost time
2 Minor	Minor adverse local/public/media attention and complaints	£50,000-£250,000 per annum	Minor impact to service quality; minor service standards are not met; short term	Very minor attention from legislative / regulatory body	Minor injury – resulting in lost time
3 Moderate	Adverse national media Public attention	£250,000 to £500,000 per annum	Significant fall in service quality; major partnership relationships strained; serious disruption in service standards	Short-term attention from legislative/regulatory body	Major injury or ill health resulting in lost time
4 Major	Serious negative national or regional criticism	£500,000 to £1million per annum	Major impact to service delivery; multiple service standards are not met; long term disruption to operations; multiple partnerships affected	Medium-term attention from legislative/regulatory body	Fatality; Or injuries to several people
5 Catastrophic	Prolonged international, regional, and national condemnation	>£1million per annum	Catastrophic fail in service quality and key service standards are not met; long term catastrophic interruption to operations; several major partnerships are affected	National impact with rapid intervention of legislative/regulatory body	Multiple fatalities; Or injuries to large number of people

The assessments for impact and likelihood combine to provide an overall inherent risk score on the scale of between 1 and 25, using the Council's recognised risk matrix.

Risk matrix

Likelihood	5 Almost Certain	5	10	15	20	25
	4 Likely	4	8	12	16	20
	3 Possible	3	6	9	12	15
	2 Unlikely	2	4	6	8	10
	1 Rare	1	2	3	4	5
		1 Negligible	2 Minor	3 Moderate	4 Major	5 Catastrophic
		Impact				

The risk score is calculated as follows:

Likelihood score x Impact score = Risk Score

Appendix 2

Education Resources Top Risk Register 2022/2023 - Very High and High Risks



EDUCATION RESOURCES
Support Services

Education Resources Top Risk Register 2023/2024

Version Control

Version 1.2

Version	Comment	Date
1.0	First Draft – added two new risks. Amended risk scores of top risks as per CMT report 31/8/2023 on annual review. Changed wording on Risk 1 description. Changed wording in Risk 2 description and raised residual score. Added new risks at number 12 & 3. Changed wording on Risk 6 description.	09/10/2023
1.1	After discussions with Risk Management, additional two risks at 5 & 16, with further controls to be considered / added.	19/10/2023
1.2	Feedback from EMT, additional information on risk description re. SFRS. Re-numbered risks in residual risk score order.	13/11/2023

Education Resources Top Risk Register 2023/2024

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>1. Reduction in available funding and income.</p> <p>Reduction in external funding and fees/income received by the council, as well as the increased demand for services and increased cost of services including impact of price increases and inflation, results in increasing budget gaps.</p> <p>Council Top Risk</p>	25	<ul style="list-style-type: none"> Continuous financial monitoring will take place in line with good governance arrangements. Regular meetings with Corporate Finance and other colleagues assist in reviewing, monitoring and identifying solutions to help work towards a balanced budget. Senior Officers contribute to corporate efficiency groups and the Resource is represented on the Corporate Procurement Group. Review groups both within Education and cross Resource continue to look at more effective service delivery models linked to national frameworks and strategic and operational plans. Financial support for inflationary levels e.g., for employee pay award, utilities and PPP contracts. 	20	All
<p>2. The council is unable to support households significantly impacted by the cost-of-living crisis.</p> <p>The council is unable to support households most impacted by the cost-of-living crisis resulting in increasing levels of poverty, debt, and damage to health.</p> <p>Council Top Risk</p>	25	<ul style="list-style-type: none"> Working to contribute towards the actions contained within the Child Poverty Action Plan In the context of the Cost-of-Living Crisis, and in light of school policy statements on assisting with the 'cost of the school day', numerous initiatives are in place to support children and families including e.g., breakfast clubs, free school meal payments during holiday periods, support with other welfare payments, sanitary products, IT devices, internet access, recycling school clothing and other physical resources. 	20	All
<p>3. Implications of the Scottish Fire and Rescue Service (SFRS) Unwanted Fire Alarm Signals Policy within the council's non-domestic estate.</p> <p>Whilst the risk of a fire starting within a non-domestic council property remains the same, the change in SFRS policy may result in a delayed response to the fire from the SFRS, increasing the severity of damage to the property and enhancing risk to life or injury from the fire.</p>	25	<ul style="list-style-type: none"> Support from Housing & Technical Resources to upgrade existing fire alarm systems so that confirmation of a fire can be provided as quickly as possible, and to minimise the need for staff to enter buildings to confirm the presence of fire. Publication of updated Guidance Document (GD24) for Property Responsible Persons (PRP), aligning with national guidance issued by the SFRS and Fire Industry Association. Communication with all PRP including management and personnel bulletins. Establishment of a new training module for relevant PRPs and staff. Support provided from Support Services Co-ordinators. 	16	Schools / Early Years / YFCL / Support Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
Although not a legislative change, the council do not currently have appropriate mechanisms in place to mitigate the potential impact of the change in SFRS policy. Council Top Risk		Control measures will continue to be identified and refined as understanding of how the policy change will impact building management and evacuation procedures.		
4. Disruption to council services as a result of industrial action. Council Top Risk	20	<ul style="list-style-type: none"> Work with other Resources to maximise the use of available council staff and target support to priority areas. Frequent and ongoing support for Headteachers and other managers in providing communications on up-to-date and consistent information for parents and learners. Dynamic Risk Assessment undertaken to review the position each time a strike is announced. 	16	All
5. Third and private sector market capacity. The market has a level of fragility which means that there may be reduced choice to meet demand for services. Providers are potentially unable to sustain their business models, which could result in a deterioration in service standards and provider closures, with the council requiring to source alternative service provision. Council Top Risk	25	<ul style="list-style-type: none"> Open and regular communication with partnership nurseries and childminders. Ability for other nurseries to become partner providers. Clear and up to date capacity information held on council early learning and childcare establishments. Links with SPT and fleet services to keep abreast of issues within the transport sector. Council procurement frameworks in place for ASN transport, review underway for 2024. Work with procurement colleagues where issues arise to secure further suppliers/service providers e.g., counselling services. 	12	All
6. Failure to meet sustainable development and climate change objectives and timescales in such a way to support a fair and just transition. Failure to meet local objectives will limit the council's ability to meet organisational objectives. This can increase cost, damage reputation and affect health and wellbeing. Council Top Risk	20	<ul style="list-style-type: none"> Close working with other Resources to reduce energy usage and non-recyclable waste within educational establishments. Membership of the council's Climate Change and Sustainability Steering Group. Participation in Climate Literacy training for some Education Staff, to raise general awareness and promote the Climate Change Agenda to others. <i>'Empower learners to shape and influence actions on climate change and sustainability'</i> is now one of Education Resources' 5 key priorities. Facilitating children and young people to raise awareness and use their voice on the agenda of climate emergency, for example Youth Forum on Climate Change and Sustainability contributing to 	12	Support Services / CQIS

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
		<p>community planning events, and mini 'COP' events for primary schools (COS1 October 2022) and for secondary schools (COS2 planned for Feb 2024).</p> <ul style="list-style-type: none"> Seek to share knowledge, experiences and accessing of resources with partners such as Keep Scotland Beautiful, Education Scotland the West Partnership. Working with schools on promoting the environmental aspects of the curriculum and encouraging pupil ownership of local targets. 		
<p>7. The council does not have the appropriate emergency / business continuity plans, contingency arrangements or partnership in place to respond to / or recover from a pandemic / endemic event.</p> <p>Council Top Risk</p>	25	<ul style="list-style-type: none"> Contribute to corporate and business continuity forums which provide a horizon scanning and scenario approach so that the impact on schools and services is duly considered. Strong links established with NHSL Public Health teams to mitigate and take actions associated with a pandemic and/or other health related matters. Pan Lanarkshire Tactical Group able to reconvene under the auspices of the Local Resilience Partnership in the event of Covid-19 or other pandemic scenarios. Regular liaison with all Headteachers and other stakeholders to provide up to date information on continuity planning, revised curriculum delivery and robust health and safety arrangements to minimise infection transmission in educational establishments including e.g., Risk Assessment, Safe Systems of Work, general health advice via health colleagues to support children, young people and staff, PPE provision. Specialist support and advice from Educational Psychologists for children, young people and employees. Frequent and ongoing support for Headteachers and other managers in providing communications on up-to-date and consistent information for parents and learners. Critical incident procedures are in place and the Management Team will be active in assessing impact and liaising with the council's business continuity advisor team who report to the CMT. Continued readiness of alternative service delivery models to be able to adapt to any further potential pandemic restrictions. Consider a range of approaches to deliver remote learning support if necessary. 	12	Support Services
<p>8. Failure to improve educational achievement and attainment and meet</p>	25	<ul style="list-style-type: none"> This is a national issue with schools and establishments taking forward priorities within the National Improvement Framework, 	12	All

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>the aims of the National Improvement Framework.</p> <p>Improvement in attainment particularly in literacy and numeracy, reducing the poverty related attainment gap, promoting health and wellbeing and improving positive school leaver destinations are priorities for all schools. The availability of resources, curricular changes, standards of leadership and wider socio-economic issues can affect levels of attainment and achievement. This applies also to adult literacy and numeracy initiatives as well as other community learning activities.</p>		<p>(including using PEF and SEF funding) in order to raise attainment in literacy and numeracy, close the equity gap and provide more positive destinations.</p> <ul style="list-style-type: none"> Continuous improvement remains an overarching aim of Education Resources with a current focus on health and wellbeing, continuity of learning and continued focus on recovery post pandemic. Trend data available for analysis. Positive strides have been made in enhancing analytic skills within schools. Progress is monitored continuously at primary and secondary levels and actions taken where required. Support and challenge from Quality Link Officers and Locality Managers. 		
<p>9. Failure to promote positive relationships and understand distressed behaviours.</p> <p>Failure to promote positive relationships and understand distressed behaviours can lead to continuing behaviours which can disrupt effective teaching and learning. It can affect school and individual performance, lower employee morale and divert resources from front line provision.</p> <p>This also links into the Council Top Risk Failure to ensure the health, safety and wellbeing of employees and the protection of service users and members of the public in the delivery of council services also detailed in number 17 below.</p> <p>Failure to proactively understand distressed behaviour and continue to seek positive strategies in relation to children and young people can lead to serious physical or</p>	20	<ul style="list-style-type: none"> The 'Promoting Positive Relationships and Understanding Distressed Behaviour' Resource is now embedded across the Resource for all establishments and supported by a learn-online module providing CPD for all staff. Additional specialist intervention training is available where required. Established procedures for clear recording of incidents, including those reported as violent incidents are also in place along with additional supports for those employees affected. Multi agency planning processes based on a staged intervention approach facilitate information sharing and robust assessment and planning responses. Continued use of anti-bullying guidance 'Treat Me Well' developed in partnership with Respect Me, the national organisation for anti-bullying. Schools now using this as a basis when considering the introduction of a variety of supports such as peer mentors, mediation, health ambassadors and other initiatives to support the messages of anti-bullying, respect and the importance of positive mental health and wellbeing. Process for recording and monitoring of incidents in place. Pupil counselling services in place. Working group with Trade Union partners to consider issues and consider potential improvement to processes. 	12	Inclusion Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>psychological injury as well as creating barriers to learning, affecting council reputation and increasing the risk of litigation.</p> <p>For some, extended lockdown or isolation periods has increased distressed behaviours when accessing their education.</p>		<ul style="list-style-type: none"> Use of data gathered/research undertaken post lockdown to assist with issues arising post covid pandemic lockdown periods. Availability of training to support effective learning and teaching for children with additional support needs. 		
<p>10. Procurement activity is affected by supply chain issues; a lack of resources; non-compliance or legal challenge.</p> <p>Failure to meet statutory procurement requirements can result in poor contract management, poor value for money, legal challenge and financial penalty.</p> <p>Council Top Risk</p>	25	<ul style="list-style-type: none"> Representation on Corporate Procurement Review Groups. Regular meetings with procurement colleagues on issues arising and planning for contract requirements and contract renewals. Working with the Central Procurement Team to ensure an effectively targeted PEF/SEF spend while still ensuring procurement compliance. Regular interface meetings between Education and Procurement to allow sharing and resolving of issues and to ensure compliance. Significant project work on Education Services Procured Service Arrangement (PSA) involving cross Resource inputs. Working with other partners such as SPT to better plan and mitigate service delivery issues due to market conditions. 	12	All
<p>11. Lack of clear and complete data transfer from early years to P1 in relation to child protection or support required with ASN.</p>	16	<ul style="list-style-type: none"> Ensure manual processes are in place for the transfer of all relevant data, which should be complete and timely, and in place while IT solution is being sought. Consider adequate resourcing to support new developments, impact analysis of service requirements and levels of training rollout. Cross Resource working on risk mitigation. Work with other local authorities to gain shared solutions where possible, design in-house systems or purchase IT products. 	12	All
<p>12. Failure to comply with or meet the expected standards, scrutiny levels, or improvement as identified by regulatory bodies.</p> <p>Inability to meet minimum requirements of Education Scotland or Care Inspectorate - either in council run or partner establishments.</p> <p>Council Top Risk</p>	25	<ul style="list-style-type: none"> Use of Care Inspectorate Quality Frameworks and other National Improvement Frameworks to enhance practice. Regular engagement with early years partner providers with access to support and training. Improvement plans developed at both establishment and service level. Support and challenge from Education Quality Link Officers and Locality Managers. Access to resources, training and regular meetings with HQ Officers and Heads of Service. 	9	Early Years / Schools / CQIS

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>13. Information governance not subject to adequate control</p> <p>ICT and other data rich processes in Education fail to meet service user, employee and legislative requirements.</p> <p>Failure to have an effective strategy and mechanisms in place to manage and protect the data we hold can increase the risk of fraud, theft, organised crime and cyber-attacks as well as leading to loss of trust with stakeholders and damage to the reputation of the Resource and Council. Failure to comply with legislative requirements associated with information governance and data management (including GDPR sharing data, systems failure, virus attack, loss of confidential or sensitive information, outdated equipment, inappropriate access, misuse of email and online protection) will have adverse consequences for the council.</p> <p>Council Top Risk</p>	20	<ul style="list-style-type: none"> ▪ Mandatory information governance training/GDPR. ▪ Information sharing protocols and data transfer procedures are in place. ▪ Operating Procedure providing guidance on the use of electronic devices. ▪ As part of the school ICT managed service contract, virus protect software is updated and downloaded regularly, and workstations and servers are also refreshed regularly. ▪ Appropriate Privacy Impact Assessments in place for all 3rd party apps in use within schools. ▪ Continued development of online systems for more effective data collection, analysis and secure storage and retrieval e.g., introduction of ParentPortal. 	9	All
<p>14. Failure to meet Child Protection and other care and wellbeing legislation.</p> <p>Failure to meet Child Protection requirements can result in significant harm to children and young people. Failure to provide appropriate levels of care and welfare within school can lead to harm, injury, isolation and create barriers to learning. Failure to progress a Healthy Lifestyle agenda can lead to poor eating habits, lack of exercise and poor health as well as challenging behaviours, disruption and poor engagement.</p>	25	<ul style="list-style-type: none"> ▪ Our Child Protection procedures are firmly embedded in all schools and services. The importance of reporting and recording arrangements on our management information systems is well established. All schools have a policy on notification of unauthorised pupil absence. ▪ GIRFEC is an Improvement Priority within Resource and Establishment planning. Child Protection training is mandatory for all employees. ▪ Effective participation in the multi-agency Children's Services planning process. ▪ External validation on care and welfare practices is in place via HMIE / Care Inspectorate inspections. 	9	Inclusion Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
Failure to manage non-attendance can result in increased risks for children, lower attainment and achievement, disengagement with key services, poor results for schools and damage to council reputation.		<ul style="list-style-type: none"> Emphasis on supporting vulnerable children, young people and families within our recovery planning. Enhanced support through continued roll out of Pathfinders, 		
<p>15. Lack of capacity and skills to meet increased service demands.</p> <p>A significant reduction in appropriately trained and competent employees as a result of budgetary reduction can result in poor performance, ineffective change management, reduced levels of provision, establishment closures, unsafe working practices, low morale and stress.</p> <p>Council Top Risk</p>	20	<ul style="list-style-type: none"> The Resource Learning, Development and Workforce Planning Board provide clear strategic direction on employee development linked directly to corporate and Resource planning. A Resource Learning and Development Plan is in place. Workforce planning and succession planning procedures are well established. Staff undertake a range of mandatory courses to ensure compliance with essential relevant training requirements. There is effective partnership working with Trade Unions on outcomes from wide scale consultative processes such as the Employee Survey. Where budget savings have reduced the number of employees within a service, a review of priorities and tasks is completed to ensure change is planned and the impact on all stakeholders is minimised as far as possible. Education has seen a significant increase in online employee learning and agreed a formal partnership with TUs on future mandatory training. Training improves practice and provides effective risk control. On-going resources available via the Education run Staff Learning Centre. Inclusion Hub and the recently launched 'Feed'. Ongoing consideration to changes in recruitment approaches e.g., timing and advertising options to maximise levels of interest. 	9	All
<p>16. Inability to maintain infrastructure assets and property in a safe and well-maintained condition and failure to achieve objectives of asset / property reviews.</p> <p>Council Top Risk</p>	16	<ul style="list-style-type: none"> Liaison with Housing & Technical colleagues to ensure any spend, particularly from a reducing budget or where markets conditions are incurring higher than normal costs, is targeted to priority areas. Issues relating to health and safety, wind and watertightness or which threaten service closure are treated as priority, however other elements of maintenance may then be progressed at a slower pace. ICT contract in place for provision of ICT in schools, however any future financial constraints may affect elements of provision. 	9	Schools / Early Years / Support Services
17. Failure to ensure the health, safety and wellbeing of employees and the protection of service users and members	20	<ul style="list-style-type: none"> All educational establishments use the Corporate Occupational Health and Safety Management System. 	8	Support Services

Risk Description	Inherent Risk Score	Sample Controls	Residual Risk Score	Service
<p>of the public in the delivery of council services.</p> <p>Failure to comply with current Health and Safety legislation and guidance can result in injury or death to employees and service users. The council would be liable for such occurrences and as such at risk of prosecution.</p> <p>Council Top Risk</p>		<ul style="list-style-type: none"> ▪ Detailed Employee Health and Safety risk assessments and SSOW for all sectors and curricular areas. All properties are inspected regularly in line with Fire and Workplace Health and Safety regulations. A Health and Safety Training Matrix and Resource Health and Safety Strategy Group in place. ▪ Clear processes for Fire Inspection and Property Maintenance Audits are in place in all establishments. ▪ Incident reports are analysed monthly in partnership with HTR (break-in, fire, and vandalism). ▪ Schools have fire sprinkler or suppressor systems. ▪ Regular liaison with the council's Health and Safety Team. ▪ Headteachers and managers are supported in their management of risk by Support Services Co-ordinators. ▪ All grade 5 Managers and above will complete IOSH accredited training. 		

Appendix 3: Comparison of the 2023 and 2022 Resource risk registers

Risk Category	Key risk	2022 Residual risk score	2023 Residual risk score	Change in residual risk scores	Changes to key risk descriptions
1 Very High (15-25)	Reduction in available funding and income.	20	20	No change	Wording updated to remove effects of pandemic. Wording around price increases streamlined.
	The Council is unable to support households significantly impacted by the cost-of-living crisis.	20	20	No change.	
	Changes in the response to automatic fire alarms by the Scottish Fire and Rescue Service within the council's non-domestic estate	N/A	16	New Risk	
	Disruption to Council services as a result of industrial action	16	16	No change.	
2 High (8-12)	Third and private sector market capacity.	N/A	12	New Risk	
	Failure to meet sustainable development and climate change objectives and timescales in such a way to support a fair and just transition.	12	12	No change	
	The Council does not have the appropriate emergency / business continuity plans; contingency arrangements or partnership in place to respond to / or recover from a pandemic / endemic event.	12	12	No change	
	Failure to improve educational achievement and attainment and meet the aims of the National Improvement Framework.	12	12	No change	
	Failure to promote positive relationships and understand distressed behaviours.	12	12	No change	

	Procurement activity is affected by supply chain issues; a lack of resources; non-compliance or legal challenge.	12	12	No change	
	Lack of clear and complete data transfer from early years to P1 in relation to child protection or support required with ASN.	9	9	No change	Change in focus of SEEMIS decommissioning impact on Early Years transition solely.
	Failure to comply with or meet the expected standards, scrutiny levels, or improvement as identified by regulatory bodies	N/A	9	New Risk	
	Information governance not subject to adequate control	9	9	No change	
	Failure to meet Child Protection and other care and wellbeing legislation.	9	9	No change	
	Lack of capacity and skills to meet increased service demands.	9	9	No change	
	Inability to maintain infrastructure assets and property in a safe and well-maintained condition and failure to achieve objectives of asset / property reviews.	N/A	9	New risk	
	Failure to ensure the health, safety and wellbeing of employees and the protection of service users and members of the public in the delivery of council services.	8	8	No change	

Report

12

Report to:	Education Resources Committee
Date of Meeting:	5 December 2023
Report by:	Executive Director (Education Resources)

Subject:	Education Resources - Notification of Contracts Awarded: 1 April to 30 September 2023
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide notification in line with Standing Orders on Contracts to Committee of all contracts awarded by Education Resources during the period 1 April to 30 September 2023

2. Recommendation(s)

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

- (1) that details of the contracts awarded be noted.

3. Background

3.1. It is a requirement of Clauses 21.8 and 22.5 of the Standing Orders on Contracts that details of the acceptance of all tenders above £50,000 be reported retrospectively to the relevant Committee for noting, other than those under Clause 21.3 where the award is not the lowest in a price only tender, or costs exceed the approved financial provision. In these instances a report is submitted to the appropriate Committee and subsequent authority to award is granted by that Committee.

4. Contract Awards

4.1. A full list of contracts covering the period 1 April to 30 September 2023 on the basis of lowest offer and/or most economically advantageous offer submitted, is provided at Appendix 1.

5. Employee Implications

5.1. Contracts management, including performance appraisal, will be undertaken by both the main service user and the Procurement Team.

6. Financial Implications

6.1. Appropriate budgetary provision is available for each of the contracts awarded.

7. Climate Change, Sustainability and Environmental Implications

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

8 Other Implications

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

9. Equality Impact Assessment and Consultation Arrangements

- 9.1 This report does not introduce a new policy, function or strategy nor recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.
- 9.2. There is also no requirement to undertake any consultation in terms of the information contained in this report.

Carole McKenzie

Executive Director (Education Resources)

6 November 2023

Link(s) to Council Values/Priorities/Outcomes

- ♦ Value: Accountable, effective, efficient and transparent

List of Background Papers

- ♦ Standing Orders on Contracts

Contact for Further Information

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

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E-mail: emma.smith@southlanarkshire.gov.uk

Education Resources

Contracts Awarded by Education Resources over £50,000 in value

Contractor	Contract Reference	Value of Contract Awarded	Date of Award	Brief Description	Contract Period
Maths Recovery Council UK Resources	SLC/PS/EDUC/22/051	£140,000.00	31/07/23	Maths Recovery Training Courses	01/09/2023 - 18/05/2024
Kooth Digital Health Limited	SLC/ED/23/009	£180,094.00	03/08/23	Provision of Online Mental Health and Wellbeing Support for Children and Young People	10/06/2023 - 09/06/2024
Training Initiatives Ltd	SLC/PS/EDUC/19/022/MC24	£63,000.00	10/08/23	GradU8 - Winter Leavers Construction Provision	29/08/2023 - 21/12/2023
Edenred (UK Group) Ltd	SLC/ED/23/016	£168,000.00	25/08/23	Reward and Recognition Scheme	12/08/2023 - 11/08/2027
Various Suppliers from Passenger Transport Framework	SLC/PS/FINCOR/19/057/PTS001 2023	£3,086,605.10	27/06/23	ASN School Transport	16/08/2023-26/06/2024 (extension 26/06/2025)
Various Suppliers from Passenger Transport Framework	SLC/PS/FINCOR/19/057/PTS002 2023	£1,499,935.05	27/06/23	ASN School Transport	16/08/2023-26/06/2024 (extension 26/06/2025)
Various Suppliers from Passenger Transport Framework	SLC/PS/FINCOR/19/057/PTS003 2023	£575,319.24	13/07/23	ASN School Transport	16/08/2023-26/06/2024 (extension 26/06/2025)
Various Suppliers from Passenger Transport Framework	SLC/PS/FINCOR/19/057/PTS004 2023	£261,183.50	18/07/23	ASN School Transport	16/08/2023-26/06/2024 (extension 26/06/2025)
Various Suppliers from Passenger Transport Framework	SLC/PS/FINCOR/19/057/PTS005 2023	£342,114	18/07/23	ASN School Transport	16/08/2023-26/06/2024 (extension 26/06/2025)

Achieve More Scotland	SLC/PS/EDUC/19/028	£42,500,000	24/08/2023	Education Services Procured Service Arrangement - Phase 2	24/08/2023 - 19/12/2026 extension to 19/12/2031
Beat Buddies					
Clickview					
Enable Scotland					
Experiential Play					
Foundation for Positive Mental Health					
Includem					
JP Counselling					
Macdonald Education					
Reset CPT					
The Miracle Foundation					
The Royal Blind School					
The Talking Room					
Young Enterprise					

Contract Extensions by Education Resources over £50,000 in value

Contractor	CRN	Value of Contract Awarded	Date of Extension	Brief Description	Contract Extension period
TextHelp Ltd	SLC/PS/EDUC/21/012	£127,300.00	11/09/2023	TextHelp - Read and Write Platform	01/10/23 - 30/09/25

