



Council Offices, Almada Street
Hamilton, ML3 0AA

Monday, 02 December 2019

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, 10 December 2019

Time: 10:00

Venue: Council Chamber, Council Offices, Almada Street, Hamilton, ML3 0AA

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

Yours sincerely

Paul Manning
Depute Chief Executive

Members

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

Substitutes

Jackie Burns, Maureen Devlin, Isobel Dorman, Eric Holford, Ann Le Blond, Martin Lennon, Richard Lockhart, Eileen Logan, Colin McGavigan, Mark McGeever, Jim McGuigan, David Shearer, Collette Stevenson, Bert Thomson

External Members

Religious Representatives

Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives

Andy Harvey, Ann Marie Hobson

Parent Council Representatives

Christine Hall, Hilary Kirby

BUSINESS

- 1 **Declaration of Interests**
- 2 **Minutes of Previous Meeting** 5 - 12
Minutes of the meeting of the Education Resources Committee held on 1 October 2019 submitted for approval as a correct record. (Copy attached)

Monitoring Item(s)

- 3 **Education Resources - Revenue Budget Monitoring 2019/2020** 13 - 16
Joint report dated 21 November 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 4 **Education Resources - Capital Budget Monitoring 2019/2020** 17 - 20
Joint report dated 21 November 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 5 **Education Resources - Workforce Monitoring - August and September 2019** 21 - 28
Joint report dated 1 November 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)
- 6 **Education Resource Plan - Quarter 2 Progress Report 2019/2020** 29 - 98
Report dated 18 November 2019 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Decision

- 7 **Review of Admissions Policy for Early Learning and Childcare Establishments** 99 - 104
Report dated 19 November 2019 by the Executive Director (Education Resources). (Copy attached)

Item(s) for Noting

- 8 **Education Resources - Risk Register and Risk Control Plan** 105 - 112
Report dated 19 November 2019 by the Executive Director (Education Resources). (Copy attached)
- 9 **Youth Employability and Work Based Learning** 113 - 118
Report dated 15 November 2019 by the Executive Director (Education Resources). (Copy attached)
- 10 **Education Resources - Notification of Contracts Awarded - 1 April to 30 September 2019** 119 - 122
Report dated 29 October 2019 by the Executive Director (Education Resources). (Copy attached)
- 11 **Parental Involvement and Engagement Strategy - Supporting Family Learning and the Sharing of Best Practice** 123 - 126
Report dated 21 November 2019 by the Executive Director (Education Resources). (Copy attached)
- 12 **Completion of the Schools' Modernisation Programme** 127 - 132
Report dated 15 November 2019 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: Lynn Paterson

Clerk Telephone: 01698 454669

Clerk Email: lynn.paterson@southlanarkshire.gov.uk

EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 1 October 2019

Chair:

Councillor Katy Loudon

Councillors Present

Councillor Alex Allison, Councillor John Anderson, Councillor Jackie Burns (*substitute for Councillor David Watson*) Councillor Stephanie Callaghan, Councillor Graeme Campbell, Councillor Margaret Cooper, Councillor Peter Craig, Councillor Maureen Devlin (*substitute for Councillor Mo Razzaq*), Councillor Mary Donnelly, Councillor Lynsey Hamilton, Councillor Ian Harrow, Councillor Mark Horsham, Councillor Monique McAdams, Councillor Ian McAllan, Councillor Mark McGeever (*substitute for Councillor Fiona Dryburgh*), Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Graham Scott, Councillor Collette Stevenson (*substitute for Councillor Julia Marrs*), Councillor Margaret B Walker, Councillor Jared Wark

Councillors' Apologies

Councillor Margaret Cowie, Councillor Fiona Dryburgh, Councillor Julia Marrs, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor John Ross, Councillor David Watson

External Members Present:

Christine Hall, Dr Nagy Iskander, John Mulligan

External Members' Apologies:

Gillian Coulter, Andy Harvey, Ann Marie Hobson, Hilary Kirby

Attending:

Education Resources

T McDaid, Executive Director; D Dickson, Operations Manager; A Donaldson, Head of Education (Inclusion); C McKenzie, Head of Education (Broad General Education); S Nicolson, Head of Education (Senior Phase); L Sherry, Head of Education (Support Services and School Estate)

Finance and Corporate Resources

M M Cairns, Legal Services Manager; L Harvey, Finance Manager (Resources); E McPake, Human Resources Business Partner; L O'Hagan, Finance Manager (Strategy); L Paterson, Administration Officer

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 6 August 2019 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 2019/2020

A joint report dated 28 August 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 16 August 2019 against budgeted expenditure for 2019/2020 for Education Resources, together with a forecast for the year to 31 March 2020.

The Committee decided:

- (1) that the breakeven position on Education Resources' revenue budget at 16 August 2019 be noted;
- (2) that the forecast to 31 March 2020 of a breakeven position be noted; and
- (3) that the budget virements, as detailed in the appendix to the report, be approved.

[Reference: Minutes of 6 August 2019 (Paragraph 4)]

4 Education Resources – Capital Budget Monitoring 2019/2020

A joint report dated 28 August 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2019/2020 and summarising the expenditure position at 16 August 2019.

The Committee decided: that the report be noted.

[Reference: Minutes of 6 August 2019 (Paragraph 6)]

5 Education Resources – Workforce Monitoring – June and July 2019

A joint report dated 27 August 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted on the following employee information for Education Resources for the period June and July 2019:-

- ♦ attendance statistics
- ♦ occupational health statistics
- ♦ accident/incident statistics
- ♦ disciplinary hearings, grievances and Dignity at Work cases
- ♦ analysis of leavers
- ♦ Staffing Watch as at 8 June 2019

The Committee decided: that the report be noted.

[Reference: Minutes of 6 August 2019 (Paragraph 7)]

6 Education ICT Managed Service Contract Extension October 2020 to September 2025

A report dated 6 September 2019 by the Executive Director (Education Resources) was submitted on a proposal to enter into a contract agreement with RM Education plc to extend the existing Next Generation of Learning Systems 2 (NGLS2) Managed Service Contract.

On 13 February 2013, the Executive Committee agreed that approval be given for RM Education plc to be appointed to deliver Education (ICT) Managed Service for an initial period of 7 years, with the option to extend for a further period of 5 years, subject to a satisfactory performance and funding being available.

In 2018, in consideration of exercising the option to extend the existing contract, an appraisal of options for the provision of ICT supply and support for Education Resources was undertaken. The potential alternatives, including tendering for other suppliers, had been analysed and had not been found to be sufficiently favourable, nor expected to yield the benefits achieved through the NGLS2 contract extension. The key reasons to extend the contract included RM Education plc's excellent performance throughout the NGLS2 contract period and its commitment to, and delivery of, best value evidenced by positive benchmarking, efficiencies delivered, delivery of service improvements and technology shifts.

Project governance was formally managed using Prince2 project management methodology. A Project Review Board, Project Steering Group and a number of Working Groups had been established, as detailed in Appendix 1 to the report, to gather requirements, prioritise and mediate between any competing demands.

The positive impact of Education Resources' digital infrastructure on teaching and learning had been recognised, on a regular basis, during HMIE Inspections. Extracts from various school and nursery inspection reports published during 2017/2018 were attached as Appendix 2 to the report.

Detailed information was provided on the contract deliverables, risks and benefits; financial and legal implications, community benefits and system benefits.

The proposed extension to the contract was compliant with the following requirements of the Council's Standing Orders on Contracts:-

- ◆ the extension would secure best value
- ◆ the NGLS2 contract had not been extended previously
- ◆ the performance of RM plc in the NGLS2 contract had achieved a performance rating of 70% or above, having achieved 91%
- ◆ the Council was satisfied with the financial standing of RM Education plc

As Clause 22.2 limited a contractual extension to 3 years, it was proposed that the Committee give approval for the NGLS2 contract to be extended by 5 years, from 1 October 2020 to 30 September 2025.

The Committee decided: that the Council proceed to finalise the contractual details for the NGLS2 Contract Extension, for a 5 year period, from 1 October 2020 to 30 September 2025.

[Reference: Minutes of the Executive Committee of 13 February 2013 (Paragraph 25)]

7 Standards and Quality Report 2018/2019

A report dated 5 September 2019 by the Executive Director (Education Resources) was submitted providing information on Education Resources' Standards and Quality report for session 2018/2019.

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 report made specific links to the priorities of Education Resources and the National Improvement Framework priorities, including raising attainment for all and closing the poverty related achievement gap. It was further noted that the 'Statutory Guidance Standards in Scotland's Schools etc Act 2000', placed a statutory duty on schools and local authorities to report on progress towards achieving the above priorities.

The Standards and Quality report 2018/2019 had been published on the Council's website and copies made available at the meeting. An electronic version would be sent 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.

[Reference: Minutes of 18 September 2018 (Paragraph 8)]

8 Education Scotland Inspection Update

A report dated 2 September 2019 by the Executive Director (Education Resources) was submitted providing an update on:-

- ◆ the outcome of school and associated nursery class inspections published in 2018/2019
- ◆ the support provided to schools, to achieve positive outcomes, by the Curriculum and Quality Improvement Service (CQIS)
- ◆ planned developments to support schools during 2019/2020

In August 2016, a range of new national inspection models was introduced by Education Scotland to suit particular circumstances and contexts and also to reflect the changing educational landscape. The models introduced were as follows:-

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

Inspectors used the new Quality Indicators (QIs) from 'How Good is Our School? (4th edition) (HGIOS4) and, in nursery classes, the equivalent QIs from 'How good is our early learning and childcare?' (HGIOELC).

During school session 2018/2019, Education Scotland conducted inspections of schools within the Council as follows:-

- ◆ full inspections had been undertaken in 6 primary schools (2 primary schools with nursery classes and 1 primary school with a nursery and ASN supported classes)
- ◆ short inspections had been undertaken in 6 primary schools
- ◆ 2 schools (1 primary and 1 secondary) had been visited during a Scottish thematic review of the curriculum

- ♦ 2 primary schools (1 primary and 1 nursery) had been visited during a Scottish thematic review of numeracy
- ♦ 1 ASN primary school had been visited during a Scottish thematic review of Pupil and Parent Participation

There were no inspections of secondary schools during 2018/2019.

All schools inspected had received a 'positive' outcome, that is a grade of satisfactory or above for all QIs and there had been no requirement for follow-up inspection activity as an outcome of any inspection, as illustrated in appendices 1 and 3 to the report.

Appendix 2 to the report illustrated that South Lanarkshire's total percentage for all QIs scored 'good' or 'better' had increased significantly from 68.1% in 2017/2018 to 79% in 2018/2019.

Information on planned developments and support for schools and establishments to be provided in 2019/2020 was detailed in the report.

The Committee decided: that the report be noted.

[Reference: Minutes of 18 September 2018 (Paragraph 7)]

9 Promoting Positive Relationships and Understanding Distressed Behaviour – Guidelines for Establishments

A report dated 4 September 2019 by the Executive Director (Education Resources) was submitted on a revision to the existing 'Promoting Positive Relationships and Behaviour' guidelines.

On 20 January 2015, the Committee noted the development of an information pack for establishments and services which contained approaches and strategies for promoting positive relationships and behaviour. Across Scotland, there was a heightened awareness of how children displaying distressed behaviour in schools were being supported and the need for plans to be put in place. Discussions had taken place between representatives from Education Scotland and the Council's Education Resources' Inclusive Education Service on the Council's current procedures and how those could be adapted and refreshed.

A diverse group of officers and practitioners had been established to review the current guidelines and included staff from trades unions and professional associations. The review had been undertaken around the following 3 streams:-

- ♦ central text setting out key principles about how best to engage children and families in positive and productive relationships
- ♦ planning and auditing tools to support good information gathering and planning at both school and local authority level
- ♦ training strategy to meet the needs of practitioners in different environments and be based on the strong principles around de-escalation and the duty of care

Following this review, a revised and re-named document, 'Promoting Positive Relationships and Understanding Distressed Behaviour', was produced which included a new set of guidelines, specifically for ASN schools and bases, about best practices, understanding better reasons for distressed behaviour and the use of Quiet Rooms. The series of recommendations contained in the document 'No Safe Place', published by the Scottish Children's Commissioner, had been the basis on which the Council's guidelines had been reviewed.

It was intended to launch and raise awareness of the new guidelines and revised practices with front line staff for use at the Inclusion Conference in December 2019. This would be followed by officers from the Inclusive Education Team attending Learning Community meetings to obtain feedback and comments to allow any final adjustments to be made before the revised guidelines were published.

The Committee decided: that the development of the 'Promoting Positive Relationships and Understanding Distressed Behaviour' guidelines be noted.

[Reference: Minutes of 20 January 2015 (Paragraph 10)]

10 Access to Counsellors through Primary, Secondary and Special Needs Schools

A report dated 2 September 2019 by the Executive Director (Education Resources) was submitted on:-

- ◆ the Scottish Government's commitment to the provision of counselling through primary, secondary and special schools
- ◆ the Council's proposed approach to the establishment of this service across South Lanarkshire schools

The 2018/2019 Programme for Government contained a number of commitments around children and young people's mental health which included a commitment to 'create around 350 counsellors in school education across Scotland and to ensure that every secondary school had counselling services'.

The delivery of counselling services was a joint approach between national and local government and would enable children and young people with issues affecting their mental health, to be supported more efficiently and effectively. The provision of counselling would help school staff to engage with children and young people with appropriate support services at an early stage and from within their own local communities. Counselling services should be available to secondary school pupils primarily, with access for children over the age of 10 in primary and special schools and in communities.

COSLA Officers and Scottish Government officials had developed a set of principles for the delivery of counselling through schools which would:-

- ◆ achieve the policy intent behind the commitment to increase access to counselling for children and young people
- ◆ enable local authorities to ensure any provision would be complementary and linked to existing local provision

Detailed information was provided on the:-

- ◆ aims of the policy
- ◆ position in South Lanarkshire in relation to the range of key organisations that currently offered help and support with mental health issues
- ◆ implementation of provision of counselling services across South Lanarkshire schools (phase 1) and the planned full roll-out of services from September 2020 (phase 2)

A Reference Group had been established with senior representatives from primary and secondary schools, the Educational Psychology Service, Inclusive Education Team, Curriculum and Quality Improvement Service and Finance and Corporate Resources. The Reference Group would make recommendations on the implementation of provision of counselling services across South Lanarkshire schools by the end of October 2019. In response to members' questions regarding the importance of engaging with young people on this matter, it was confirmed that this would be considered by the Reference Group.

The Scottish Government would provide funding for the provision of counselling services and the Council's allocation would be £709,000 in 2019/2020 and £961,000 in the 3 financial years 2020/2021 to 2022/2023.

The Committee decided:

- (1) that the Scottish Government's commitment to provision of counselling through primary, secondary and special schools be noted; and
- (2) that the Council's approach to the establishment of a counselling service be noted.

11 Celebrating Success Learner Journey

A report dated 11 September 2019 by the Executive Director (Education Resources) was submitted on the academic and wider achievements of children and young people in schools and establishments throughout South Lanarkshire.

Traditional examination courses and exams results were only part of what was known as the Senior Phase of education. Schools were now empowered to offer a range of pathways for individual learners, to develop their knowledge and skills and to ensure their education was tailored to their needs and aspirations.

In line with Curriculum for Excellence, schools continued to set learner pathways designed to support young people to develop their skills for learning, life and work.

Recognising and understanding the pathways which individual learners chose, as part of their 'learner journey', was one way of looking more widely at the breadth and range of achievements of learners. Learning pathways were flexible and tailored to the individual needs of young people which enabled them to make the best possible progress and be supported into sustained positive destinations. The emphasis was on young people being actively involved and engaged and, consequently, able to set and achieve their learning goals.

The Committee decided: that the report be noted.

12 Urgent Business

There were no items of urgent business.

Report

3

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|------------------|--|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Finance and Corporate Resources) Executive Director (Education Resources) |

| | |
|----------|--|
| Subject: | Education Resources - Revenue Budget Monitoring 2019/2020 |
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide information on the actual expenditure measured against the revenue budget for the period 1 April to 11 October 2019 for Education Resources.
- ♦ provide a forecast for the year to 31 March 2020.

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, as at 11 October 2019, and the forecast to 31 March 2020 of a breakeven position, 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 2019/2020.
- 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 £9.278million awarded for Pupil Equity Funding (PEF) and £1.964million for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for these two items for 2019/2020 is £11.242 million and this is contained within this reported position.
- 4.2. In relation to PEF funding, the £9.278m represents £1.534m 2018/2019 carry forward allocation and £7.744m for 2019/20 allocation. Spend and commitment to date, as at 11 October 2019, is £5.990m, with £3.288m still to spend. Staff costs are included and reflect known costs for the period 1 April 2019 to 31 March 2020.
- 4.3. 2019/2020 PEF funding is fully committed to spend by the end of the academic year June 2020 in line with the guidance. At this point in the financial year, it is anticipated that there will be a similar level of carry forward to 2018/2019. It is estimated that £1.5m will require to be carried forward at 31 March 2020 and used in April to June next year. This estimate will be updated as spend plans progress through the year and any change in position reported at a later date.

- 4.4 In relation to SAC funding, spend and commitment to date is £1.437m with £0.553m still to spend. Staff costs are included and reflect known costs for the period 1 April 2019 to 31 March 2020. As this is a specific grant allocation, funding will be received based on actual spend.

5. Employee Implications

- 5.1. None

6. Financial Implications

- 6.1. As at 11 October 2019, there is a breakeven position against the phased budget.
- 6.2. Variance explanations are outlined in Appendix A and, in the main, reflect a minor underspend within Early Years in relation to vacant posts for expansion which are in the process of being filled; an overspend on Teachers' salaries due to pupil growth; underspends in property costs and supplies and services; an over recovery of Early Years' fee income and an overspend on the cost of school transport.
- 6.3. Virements are also proposed to realign budgets across budget categories and with other Resources. These movements have been detailed in Appendix A to this report.

7. Other Implications (Including Environmental and Risk Issues)

- 7.1. The main risk associated with the Council's Revenue Budget is that there is an overspend. The risk has been assessed as low given the detailed budget management applied across the Resources. The risk is managed through four weekly Budget Monitoring Meetings at which any variance is analysed. In addition, the probable outturn exercise ensures early warning for corrective action to be taken where appropriate.
- 7.2. There are no implications for sustainability in terms of the information contained in this report.

8. Equality Impact Assessment and Consultation Arrangements

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

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

6 November 2019

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, Effective and Efficient

Previous References

- ◆ Education Resources Committee – 1 October 2019

List of Background Papers

- ◆ Financial ledger and budget monitoring results to 11 October 2019

Contact for Further Information

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

Louise Harvey, Finance Manager (Resources)

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

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 11 October 2019 (No.7)

Education Resources Summary

| Budget Category | Annual Budget | Forecast for Year | Annual Forecast Variance | Budget Proportion 11/10/19 | Actual 11/10/19 | Variance 11/10/19 | | % Variance 16/08/19 | Note |
|--------------------------------|----------------------|--------------------------|---------------------------------|-----------------------------------|------------------------|--------------------------|-----------------------|----------------------------|-------------|
| | £000 | £000 | £000 | £000 | £000 | £000 | | | |
| Employee Costs | 258,954 | 258,954 | 0 | 130,747 | 130,746 | 1 | under | 0.0% | 1,a,d,e |
| Property Costs | 24,964 | 24,964 | 0 | 18,957 | 18,892 | 65 | under | 0.3% | 2,c |
| Supplies & Services | 11,441 | 9,941 | 1,500 | 4,793 | 4,740 | 53 | under | 1.1% | 3,b |
| Transport & Plant | 10,568 | 10,568 | 0 | 5,211 | 5,438 | (227) | over | (4.4%) | 4,e |
| Administration Costs | 1,418 | 1,418 | 0 | 791 | 766 | 25 | under | 3.2% | 5,e |
| Payments to Other Bodies | 20,529 | 20,529 | 0 | 8,933 | 8,975 | (42) | over | (0.5%) | 6,c,e |
| Payments to Contractors | 34,590 | 34,590 | 0 | 16,631 | 16,631 | 0 | - | 0.0% | |
| Transfer Payments | 2,042 | 2,042 | 0 | 1,901 | 1,901 | 0 | - | 0.0% | e |
| Financing Charges | 333 | 333 | 0 | 66 | 66 | 0 | - | 0.0% | e |
| Total Controllable Exp. | 364,839 | 363,339 | 1,500 | 188,030 | 188,155 | (125) | over | (0.1%) | |
| Total Controllable Inc. | (30,386) | (30,386) | 0 | (26,232) | (26,357) | 125 | over recovered | (0.5%) | 7,e |
| Net Controllable Exp. | 334,453 | 332,953 | 1,500 | 161,798 | 161,798 | 0 | - | 0.0% | |

Variance Explanations

1. The position represents the net effect of an underspend due to the timing of recruitment of Early Years posts which is offset by an overspend in Teacher's salaries due to pupil growth.
2. The underspend is due to lower than anticipated Water and Gas costs, partially offset by an overspend on Electricity costs.
3. The underspend mainly relates to less than anticipated expenditure on the provision of lunches in Early Years establishments.
4. The transport overspend relates to the cost of transporting children to school; both ASN and mainstream transport. This is a demand led service.
5. The underspend relates mainly to expenditure on Early Years conferences being lower than anticipated.
6. This overspend reflects increased costs of Independent School placements as a result of the new Scotland Excel pricing framework.
7. The over recovery in Early Years' fees relates to increased uptake of nursery places.

Budget Virements

- a. Budget uploaded in respect of 19/20 increment change. Net effect £0.113m: Employee Costs £0.113m
- b. Transfer from reserves in relation to funding for Breakfast and Holiday Lunch Clubs, Developing Scotland's Young Workforce and New Initiative. Net effect £2.013m: Employee Costs £1.815m, Supplies and Services £0.198m
- c. Transfer to Community and Enterprise Resources in relation to Cleaning and Janitorial Services. Net effect (£0.059m): Property Costs (£0.034m) and Payment to Other Bodies (£0.025m)
- d. Funding received in respect of Counselling in Schools Initiative. Net effect £0.709m: Employee Costs £0.045m and Payments to Other Bodies £0.664m
- e. Realignment of DMS. Net Effect £0.000m: Employee Costs £3.144m, Property Costs (£0.034m), Supplies and Services (£4.148m), Transport and Plant £1.302m, Administration Costs £0.171m, Payments to Other Bodies £0.263m, Transfer Payments £0.106m, Financing Charges £0.001m, Income (£0.499m)

Report

4

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|------------------|--|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Finance and Corporate Resources) Executive Director (Education Resources) |

| | |
|----------|--|
| Subject: | Education Resources - Capital Budget Monitoring 2019/2020 |
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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 11 October 2019.

2. Recommendation(s)

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

- (1) that the Education Resources' capital programme of £25.234 million, and expenditure to date of £8.337 million, be noted.

3. Background

3.1. This is the third capital monitoring report presented to the Education Resources Committee for the financial year 2019/2020. Further reports will follow throughout the year.

3.2. The budget reflects the programme for the year approved at the Executive Committee on 29 May 2019. It also includes budget adjustments presented to the Executive Committee during 2019/2020 and the proposed adjustments recommended to the Executive Committee on 4 December 2019.

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

4. Employee Implications

4.1. None

5. Financial Implications

5.1. The total capital programme for Education Resources for 2019/2020 is £25.234 million. Anticipated spend to date was £8.307 million, and £8.337 million has been spent. This represents a position of £0.030 million ahead of profile.

6. Other Implications (Including Environmental and Risk Issues)

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

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

7. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

21 November 2019

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, Effective, Efficient and Transparent

Previous References

- ◆ Executive Committee - 29 May 2019
- ◆ Executive Committee - November 2019

List of Background Papers

- ◆ Financial ledger to 11 October 2019

Contact for Further Information

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

Lorraine O'Hagan, Finance Manager (Strategy)

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E-mail: lorraine.o'hagan@southlanarkshire.gov.uk

**South Lanarkshire Council
Capital Expenditure 2019-20
Education Resources Programme
For Period 1 April 2019 – 11 October 2019**

| <u>Education Resources</u> | Base Budget £000 | Budget Adjustments £000 | Slippage/ Acceleration £000 | Total Budget £000 | Budget to Date £000 | Actual Expenditure £000 |
|--|------------------------|-------------------------------|-----------------------------------|-------------------------|---------------------------|-------------------------------|
| Primary School Modernisation Programme | 6,653 | (250) | 0 | 6,403 | 4,942 | 4,538 |
| ICT Developments | 2,027 | 0 | 0 | 2,027 | 559 | 538 |
| Early Years 1,140 Hours | 14,286 | 0 | 0 | 14,286 | 2,166 | 2,674 |
| Other | 1,968 | 550 | 0 | 2,518 | 640 | 587 |
| TOTAL | 24,934 | 300 | 0 | 25,234 | 8,307 | 8,337 |

For Information Only

Budget Adjustments presented to Executive Committee (6 November 2019) since the last report to this Committee:

Budget Adjustments

| | |
|--|----------------|
| Primary School Modernisation Programme | (£0.250m) |
| Mobile Teaching Units | <u>£0.550m</u> |
| Total Budget Adjustments | £0.300m |

Report

5

Report to: **Education Resources Committee**
 Date of Meeting: **10 December 2019**
 Report by: **Executive Director (Finance and Corporate Resources)**
Executive Director (Education Resources)

Subject: **Education Resources – Workforce Monitoring – August and September 2019**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for August and September 2019 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 and September 2019 relating to Education Resources be noted:-

- ◆ attendance statistics;
- ◆ occupational health;
- ◆ accident/incident statistics;
- ◆ discipline, grievance and dignity at work cases;
- ◆ analysis of leavers and exit interviews
- ◆ staffing watch as at 14 September 2019

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 2019.

4. Monitoring Statistics

4.1. Attendance Statistics (Appendix 1)

Information on absence statistics is analysed for the month of September 2019 for Education Resources.

The Resource absence figure for September 2019 was 3.3%, which represents an increase of 1.3% when compared to the previous month and is 1.2% lower than the Council-wide figure. Compared to September 2018, the Resource absence figure has increased by 0.3%.

Based on the absence figures at July 2019 and annual trends, the projected annual average absence for the Resource for 2019/2020 is 3.5%, compared to a Council-wide average figure of 4.5%.

For the financial year 2019/2020, the projected average days lost per employee equates to 6.8 days, compared with the overall figure for the Council of 9.7 days per employee.

4.2. Occupational Health (Appendix 2)

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 287 referrals were made this period, an increase of 16 when compared with the same period last year.

4.3. Accident/Incident Statistics (Appendix 2)

There were 111 accidents/incidents recorded within the Resource this period, an increase of 7 when compared to the same period last year.

On further analysis of this data, 94 reports relate to physical incidents (85% of the total number reported). The staff and Resource continue to use the "Promoting Positive Behaviour and Relationships" Information Pack. The mandatory Learn Online module that was developed is available and all staff will complete this.

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

The Promoting Positive Relationships and Behaviour information pack is currently being reviewed by Education Resources and this review is taking account of the violence at work protocols.

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

There were 2 disciplinary hearings held within the Resource this period, which is a decrease of 2 when compared with the same period last year. One grievance hearing was held within the Resource this period, which is an increase of 1 when compared with the same period last year. One dignity at work hearing was held within the Resource this period, which is an increase of 1 when compared with the same period last year.

4.5. Analysis of Leavers (Appendix 2)

There were 115 leavers in the Resource this period. This figure has increased by 23 when compared with the same period last year. Exit interviews were held with 7 employees.

4.6. From September 2019, 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 three options:-

- ◆ plan to hold for savings
- ◆ fill on a fixed term basis pending savings

- ♦ transfer budget to another post

4.7. In September 2019, 29 employees in total left employment and managers indicated that the budget for 1 FTE of these would be transferred to another post. The remaining 28 are being filled.

4.8 A reconciliation of existing workforce information at 10 October 2019, showed there were 61.21 FTE vacant posts in the Resource. Of these, 58.21 FTE were being filled through a recruitment process and the remaining 3 were being held pending savings discussions. It should be noted that some of the posts at recruitment may be currently covered on a fixed term basis pending recruitment.

5 Staffing Watch (Appendix 3)

5.1 There has been an increase of 248 in the number of employees in post from 8 June 2019 to 14 September 2019.

6. Employee Implications

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

7. Financial Implications

7.1. All financial implications are accommodated within existing budgets.

8. Other Implications (Including Environmental and Risk Issues)

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

9. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning

Executive Director (Finance and Corporate Resources)

Tony McDaid

Executive Director (Education Resources)

1 November 2019

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

- ◆ Education Resources – 1 October 2019

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:-

Janet McLuckie, Personnel Officer

Ext: 4239 (Tel: 01698 454239)

E-mail: Janet.McLuckie@southlanarkshire.gov.uk

ABSENCE TRENDS - 2017/2018, 2018/2019 & 2019/2020
Education Resources

| APT&C | | | | Teachers | | | | Resource Total | | | | Council Wide | | | |
|--------------------------------------|----------------|----------------|----------------|--------------------------------------|----------------|----------------|----------------|--------------------------------------|----------------|----------------|----------------|--------------------------------------|----------------|----------------|----------------|
| | 2017 / 2018 | 2018 / 2019 | 2019 / 2020 | | 2017 / 2018 | 2018 / 2019 | 2019 / 2020 | | 2017 / 2018 | 2018 / 2019 | 2019 / 2020 | | 2017 / 2018 | 2018 / 2019 | 2019 / 2020 |
| April | 4.0 | 4.1 | 3.5 | April | 2.1 | 1.9 | 2.9 | April | 2.9 | 2.8 | 3.2 | April | 3.9 | 4.1 | 4.0 |
| May | 4.7 | 4.5 | 4.2 | May | 2.7 | 2.1 | 3.2 | May | 3.5 | 3.1 | 3.6 | May | 4.2 | 4.2 | 4.4 |
| June | 3.6 | 4.4 | 3.8 | June | 2.2 | 2.3 | 2.7 | June | 2.8 | 3.2 | 3.2 | June | 3.9 | 4.3 | 4.4 |
| July | 2.1 | 2.4 | 2.4 | July | 0.8 | 1.0 | 1.2 | July | 1.3 | 1.6 | 1.7 | July | 3.0 | 3.4 | 3.4 |
| August | 2.7 | 2.7 | 2.8 | August | 1.0 | 1.2 | 1.3 | August | 1.7 | 1.8 | 2.0 | August | 3.2 | 3.6 | 3.7 |
| September | 4.3 | 4.1 | 4.3 | September | 2.2 | 2.2 | 2.5 | September | 3.0 | 3.0 | 3.3 | September | 4.0 | 4.4 | 4.5 |
| October | 4.6 | 4.7 | | October | 2.4 | 2.2 | | October | 3.3 | 3.2 | | October | 4.1 | 4.4 | |
| November | 5.0 | 5.7 | | November | 3.5 | 3.5 | | November | 4.1 | 4.4 | | November | 4.8 | 5.1 | |
| December | 5.3 | 5.4 | | December | 3.8 | 3.1 | | December | 4.4 | 4.1 | | December | 5.1 | 4.8 | |
| January | 5.2 | 5.1 | | January | 3.0 | 3.3 | | January | 3.9 | 4.1 | | January | 5.0 | 4.9 | |
| February | 5.5 | 5.3 | | February | 3.0 | 4.0 | | February | 4.0 | 4.5 | | February | 5.0 | 5.2 | |
| March | 4.7 | 5.0 | | March | 2.9 | 3.9 | | March | 3.7 | 4.4 | | March | 4.7 | 4.9 | |
| Annual Average | 4.3 | 4.5 | 4.4 | Annual Average | 2.5 | 2.6 | 2.8 | Annual Average | 3.2 | 3.4 | 3.5 | Annual Average | 4.2 | 4.4 | 4.5 |
| Average Apr-Sep | 3.6 | 3.7 | 3.5 | Average Apr-Sep | 1.8 | 1.8 | 2.3 | Average Apr-Sep | 2.5 | 2.6 | 2.8 | Average Apr-Sep | 3.7 | 4.0 | 4.1 |
| No of Employees at 30 September 2019 | | | 3038 | No of Employees at 30 September 2019 | | | 3881 | No of Employees at 30 September 2019 | | | 6919 | No of Employees at 30 September 2019 | | | 15781 |

For the financial year 2019/20, the projected average days lost per employee equates to 6.8 days.

EDUCATION RESOURCES

| | Aug-Sep 2018 | Aug-Sep 2019 |
|---|-----------------|-----------------|
| MEDICAL EXAMINATIONS | | |
| Number of Employees Attending | 45 | 35 |
| EMPLOYEE COUNSELLING SERVICE | | |
| Total Number of Referrals | 8 | 30 |
| PHYSIOTHERAPY SERVICE | | |
| Total Number of Referrals | 111 | 138 |
| REFERRALS TO EMPLOYEE SUPPORT OFFICER | | |
| | 83 | 82 |
| REFERRALS TO COGNITIVE BEHAVIOUR THERAPY | | |
| | 24 | 2 |
| TOTAL | 271 | 287 |

| CAUSE OF ACCIDENTS/INCIDENTS | Aug-Sep 2018 | Aug-Sep 2019 |
|----------------------------------|-----------------|-----------------|
| Over 7 day absences | 0 | 2 |
| Minor | 2 | 4 |
| Violent Incident: Physical**** | 94 | 94 |
| Violent Incident: Verbal***** | 8 | 11 |
| Total Accidents/Incidents | 104 | 111 |

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

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

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

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

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

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

| RECORD OF DISCIPLINARY HEARINGS | Aug-Sep 2018 | Aug-Sep 2019 |
|---------------------------------|-----------------|-----------------|
| Total Number of Hearings | 4 | 2 |

Time Taken to Convene Hearing Aug - Sep 2019

0-3 Weeks
2

4-6 Weeks
0

Over 6 Weeks
0

| RECORD OF GRIEVANCE HEARINGS | Aug-Sep 2018 | Aug-Sep 2019 |
|------------------------------|-----------------|-----------------|
| Number of Grievances | 0 | 1 |
| Number Resolved at Stage 2 | 0 | 1 |

| RECORD OF DIGNITY AT WORK | Aug-Sep 2018 | Aug-Sep 2019 |
|---------------------------|-----------------|-----------------|
| Number of Incidents | 0 | 1 |
| Still in Process | 0 | 1 |

| ANALYSIS OF REASONS FOR LEAVING | Aug-Sep 2018 | Aug-Sep 2019 |
|--|-----------------|-----------------|
| Career Advancement | 7 | 1 |
| Moving Outwith Area | 2 | 4 |
| Further Education | 5 | 0 |
| Childcare/caring responsibilities | 1 | 1 |
| Other | 7 | 1 |
| Number of Exit Interviews conducted | 22 | 7 |

| | | |
|--|-----------|------------|
| Total Number of Leavers Eligible for Exit Interview | 92 | 115 |
|--|-----------|------------|

| | | |
|---|------------|-----------|
| Percentage of interviews conducted | 24% | 6% |
|---|------------|-----------|

**JOINT STAFFING WATCH RETURN
EDUCATION RESOURCES**

1. As at 14 September 2019

| | MALE | | FEMALE | | TOTAL |
|-----------------|------|-----|--------|------|-------|
| | F/T | P/T | F/T | P/T | |
| Teachers | 699 | 58 | 2296 | 714 | 3767 |
| Other | 139 | 82 | 481 | 2179 | 2881 |
| Total Employees | 838 | 140 | 2777 | 2893 | 6648 |

*Full - Time Equivalent No of Employees
Salary Bands

| | Director | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Fixed SCP | Teacher | TOTAL |
|----------|----------|---------|---------|---------|---------|---------|---------|-----------|---------|---------|
| Teachers | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 2.00 | 3462.50 | 3464.5 |
| Other | 1.00 | 1367.59 | 439.20 | 135.41 | 30.80 | 13.00 | 4.00 | 59.93 | 11.40 | 2062.33 |

1. As at 8 June 2019

| | MALE | | FEMALE | | TOTAL |
|-----------------|------|-----|--------|------|-------|
| | F/T | P/T | F/T | P/T | |
| Teachers | 676 | 59 | 2213 | 722 | 3670 |
| Other | 133 | 87 | 459 | 2051 | 2730 |
| Total Employees | 809 | 146 | 2672 | 2773 | 6400 |

*Full - Time Equivalent No of Employees
Salary Bands

| | Director | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Fixed SCP | Teacher | TOTAL |
|----------|----------|---------|---------|---------|---------|---------|---------|-----------|---------|---------|
| Teachers | 0 | 1.03 | 0 | 0 | 0 | 0 | 0 | 4 | 3352.3 | 3357.33 |
| Other | 1 | 1261.17 | 430.72 | 133.98 | 29.8 | 13.00 | 4 | 61.14 | 15.4 | 1950.21 |

Report

| | |
|------------------|---|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Education Resources) |

| | |
|----------|--|
| Subject: | Education Resource Plan - Quarter 2 Progress Report 2019/2020 |
|----------|--|

1. Purpose of Report

1.1. The purpose of the report is to:-

- provide the Education Resource Plan Quarter 2 Progress Report 2019/2020, for the period 1 April to 30 September 2019

2. Recommendations

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

- (1) that the Education Resource Plan Quarter 2 Progress Report 2019/2020 as summarised at paragraph 5.2. and attached as Appendix 2 of this report, be noted;
- (2) that the key achievements made by the Resource to date, as detailed in paragraph 5.3. of this report, be noted;
- (3) that the areas for improvement and associated management actions as detailed in paragraph 5.4. of this report, be noted; and
- (4) that the additional scrutiny of reporting the updated status of those measures identified as 'report later' at Quarter 4 2018/2019, as summarised in paragraph 5.5. and detailed at Appendix 3 of this report, be noted.

3. Background

- 3.1. The Education Resource Plan 2019/2020 was endorsed by Education Resources Committee on 6 August 2019 and approved by the Executive Committee and sets out the objectives and actions to be managed and delivered by the Resource for the financial year 2019/2020.
- 3.2. The Resource Plan follows the agreed corporate structure and style. The Plan is a key element of the Council's performance management arrangements. It provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the objectives set out in the Council Plan Connect 2017 to 2022.
- 3.3. Performance management is a keystone of Best Value, and ensures that the Council can demonstrate sound governance arrangements. The Resource Plan is one part of the Council's framework for planning and budgeting, and demonstrates how this leads to effective front line service delivery.

- 3.4. As part of this framework, the Resource Plan reflects the aspirations of the Council Plan and the Community Plan, as well as being complemented by the details of individual Service, Business and other Plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden Thread' of performance management which ensures a clear understanding of the Council's vision, values, ambitions and objectives at all levels.
- 3.5. The current format for performance reporting has been established since 2007 and is used for Executive Directors' reports to the Chief Executive, Resource Management Teams and Resource Committees. The focus has been on reporting progress on Council objectives, statutory performance indicators, other key performance measures and high level Resource priorities.
- 3.6. In preparing the Plan, account has also been taken of the need to ensure a robust response to Risk Management and Control. Risks associated with delivery of the actions in this Resource Plan have been identified and evaluated and are listed in the Resource Risk Register. Where necessary, controls or further actions to mitigate these risks have been agreed. Such actions are tracked through the Resource Risk Control Plan which is kept under review by the Risk Sponsor for the Resource.

4. Resource Objectives 2019/2020

- 4.1. The Resource has established a number of objectives to support the delivery of the Connect objectives in 2019/2020. These are detailed at Appendix 1.

5. Quarter 2 Progress Report 2019/2020

- 5.1. Progress against all Resource Plan 2019/2020 measures is contained in the Quarter 2 Progress Report 2019/2020, attached as Appendix 2. This report has been produced from the Council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

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

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

The overall summary of progress to date is as follows:

| Status | Measures | |
|-------------------------|------------|--------------|
| | Number | % |
| Green | 120 | 71.4% |
| Amber | 5 | 2.6% |
| Red | 2 | 1% |
| Report later/Contextual | 41 | 25.0% |
| Totals | 168 | 100 % |

(Data correct as at 14 November 2019)

5.3. Key achievements for 2019/2020 are noted below:

5.3.1.

| Connect Objective: Improve achievement, raise educational attainment and support lifelong learning | |
|---|---|
| Resource Objective | Achievement |
| Raise standards in literacy, numeracy and close the poverty-related attainment gap | Active Literacy Training for primary class teachers and senior leaders on effective practice around the teaching of phonics, spelling and reading which is research-informed, has taken place throughout August and September over nine days. Approximately two hundred staff attended and feedback was extremely positive. |
| | Numeracy Co-ordinators have been trained on how to use the refreshed SLC Numeracy Strategy to support planning and assessment. Schools have also received individual support to help develop the numeracy skills of learners. |
| | By the end of June 2019, 70 additional primary school staff completed French/Spanish primary training. |
| | A South Lanarkshire Teachers' Reading Group, consisting of twenty five practitioners, has been established with the aim of fostering children's reading for pleasure through supporting adults own reading for pleasure and research informed practice |
| | To support the implementation of 1140 hours EL&CC, a showcase event was held in June 2019 for managers and practitioners to support them in delivering high quality service provision for children and families. |
| | Over 300 pupils received an Achievement Award at the annual Education Resources Achievement Awards Ceremony in the Town House in June 2019. |
| | A South Lanarkshire Council 'How Good is Our Early Learning and Childcare Toolkit' has been successfully developed and issued to all local authority funded early learning and childcare establishments. |
| | An Early Learning and Childcare information bulletin 'Sway' has been issued monthly to all early learning and childcare establishments. This is part of the agreed communication strategy with providers to keep them informed on current national and local advice and guidance to ensure consistency of approach and in ensuring high quality service |

| | |
|--|---|
| | provision for children and families. |
| | A progress report and presentation on building capacity and capability within the children's services workforce were provided to the Community Planning Partnership Board in September 2019, on behalf of the Children's Services Partnership, as evidence of actions in support of Getting it Right for Every Child. |
| Improve health and wellbeing to enable children and families to flourish | The annual report for the Children's Services Plan 2018/2019 was published in September and submitted to the Scottish Government. |
| Support children and young people to develop their skills for learning, life and work | The MCR Pathways programme has been introduced in 6 Secondary Schools to support young people to achieve positive outcomes in terms of the wellbeing and learning journey. |

| Connect Objective: Ensure schools and other places of learning are inspirational | |
|---|--|
| Resource Objective | Achievement |
| Raise standards in literacy, numeracy and close the poverty-related attainment gap | The 128 th new primary school opened with the completion of the building of Black Mount Primary School (formerly Walston Primary School) on 20 August 2019. This completes a significant milestone for the Council in terms of modernising the whole of the school estate in South Lanarkshire. |
| | The new Early Learning Unit in Hamilton which caters for young children 0-5 with special and complex needs opened to children on 1 October 2019. This completes the Nursery establishment modernisation programme. |
| Improve health and wellbeing to enable children and families to flourish | A highly successful conference on children and young people's mental health and wellbeing took place in May 2019. The keynote speaker was Professor Rory O'Connor from the University of Glasgow whose film and evidenced based presentation on 'indicators of suicide' has been made available for future use in schools and establishments in line with our commitment to improve the wellbeing of young people. |

5.3.2. Resources have established their own Resource objectives to support the delivery of Connect Objectives. In addition to working towards these objectives, it is recognised that the Council will continually aim to improve and ensure effective and efficient use of resources, and that business will be conducted with integrity and transparency and will operate to the highest standards. In order to monitor and report progress against these values, Resource objectives have also been identified, under the heading Delivering the Plan and achieving Best Value.

5.3.3.

| Delivering the Plan and achieving Best Value | |
|---|--|
| Resource Objective | Achievement |
| Progress the Council's Digital Strategy within the Resource | ParentPay online school payments system continues to go live, in phases, across the Resource, with 12 learning communities now up and running. More than 20,000 parental accounts are registered and more than 10,000 payments are made every month. |

5.4. Areas for improvement

Measures that have been classified as 'red' (major slippage against timescale or shortfall against target).

There are 2 measures classified as 'red' at Quarter 2

| | |
|---|--|
| 96% of Freedom of Information (FOISA) requests to be processed within the 20 working day period | <p>There was a 20% increase in the number of FOI requests received in Education in 2018/2019. The response rate should be considered in the context of the number and complexity of the requests received. The target rate is 96% and we achieved 95.1%</p> <p>Action point: Education Resources will continue to review its process for handling FOI requests and has put in place enhanced monitoring and review processes to ensure improvements in 2019/2020. It is worth noting that the 'clock' in terms of the 20 days does not stop for FOI requests received during the summer holiday period.</p> |
| 90% of Data Protection Act (DPA) requests to be processed within 30 calendar days | <p>In 2018/19, 51 requests were received and 31 (60.8%) were responded to within the statutory time period, not meeting the target. The response rate should be considered in the context of the number and complexity of the requests received and that the 30 day response time still continues during school holiday periods.</p> <p>Action point Education Resources continues to review its process for handling GDPR/DPA requests and has put in place enhanced monitoring and review processes to ensure improvements in 2019/2020. It is worth noting that the 'clock' in terms of the 30 days does not stop for GDPR requests received during the summer holiday period.</p> |

5.5. Report Later

Measures included in the quarterly progress reports can be assigned the 'report later' status. In order to report on the final status of these measures an update is now included in this report. Of the 26 measures identified as 'report later' as at Quarter 4

2018/2019, 21 of these are Local Government Benchmarking Framework indicators, for which the 2018/2019 results will not be published until January 2020. The revised status and narrative relating to the 'report later' measures is detailed at Appendix 3.

6. Employee Implications

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

7 Financial Implications

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

8. Other Implications (Including Environmental and Risk Issues)

- 8.1. The Community Plan 2017 to 2027 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the actions contained within Connect.
- 8.2. Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.
- 8.3. The Resource Plan takes into account Resource responsibilities in relation to sustainable development and climate change.

9. Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid
Executive Director (Education Resources)

18 November 2019

Link(s) to Council Values/Ambitions/Objectives

- ♦ The Resource Plan has been structured upon the Vision, Values, Ambitions and Objectives in the Council Plan Connect 2017 to 2022

Previous References

- ♦ Education Resources Quarter 4 Progress Report 2018/2019 – 6 August 2019
- ♦ Education Resources Quarter 2 Progress Report 2018-19: 19 February 2019

List of Background Papers

- ♦ Council Plan Connect 2017-22 – endorsed by the Executive Committee on 8 November 2017 and approved by the full Council on 6 December 2017
- ♦ Education Resources Plan 2019/2020 – approved by Education Resources Committee on 6 August 2019

Contact for Further Information

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

Des Dickson (Education Operations Manager)

Ext: 4904 (Tel: 01698 454495)

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

Education Resource Objectives 2019/2020**Connect Objective: Improve achievement, raise educational attainment and support lifelong learning****Resource Objectives:**

Raise standards in literacy, numeracy and close the poverty-related attainment gap;
 Improve health and wellbeing to enable children and families to flourish; and
 Support children and young people to develop their skills for learning, life and work.

Connect Objective: Ensure schools and other places of learning are inspirational**Resource Objectives:**

Raise standards in literacy, numeracy and close the poverty-related attainment gap;
 Improve health and wellbeing to enable children and families to flourish; and
 Ensure inclusion and equality are at the heart of what we do.

Connect Objective: Protect vulnerable children, young people and adults**Resource Objectives:**

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

Connect Objective: Support our communities by tackling disadvantage and deprivation, and supporting aspiration**Resource Objectives:**

Raise standards in literacy, numeracy and close the poverty-related attainment gap;
 Improve health and wellbeing to enable children and families to flourish; and
 Ensure inclusion and equality are at the heart of what we do.

Connect Objective: Work with communities and partners to promote high quality, thriving and sustainable communities**Resource Objectives:**

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

Connect Objective: Encourage participation in physical and cultural activities**Resource Objective:**

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

Connect Objective: Delivering the Plan and achieving Best Value**Resource Objective:**

Deliver and communicate the Council Plan and ensure high standards of governance;
 Promote equality and the wellbeing of staff;
 Develop improvement activity and promote scrutiny; and
 Improve the skills, flexibility and capacity of the workforce.

Education Resources

improve

Resource Plan

Performance Report 2019-20

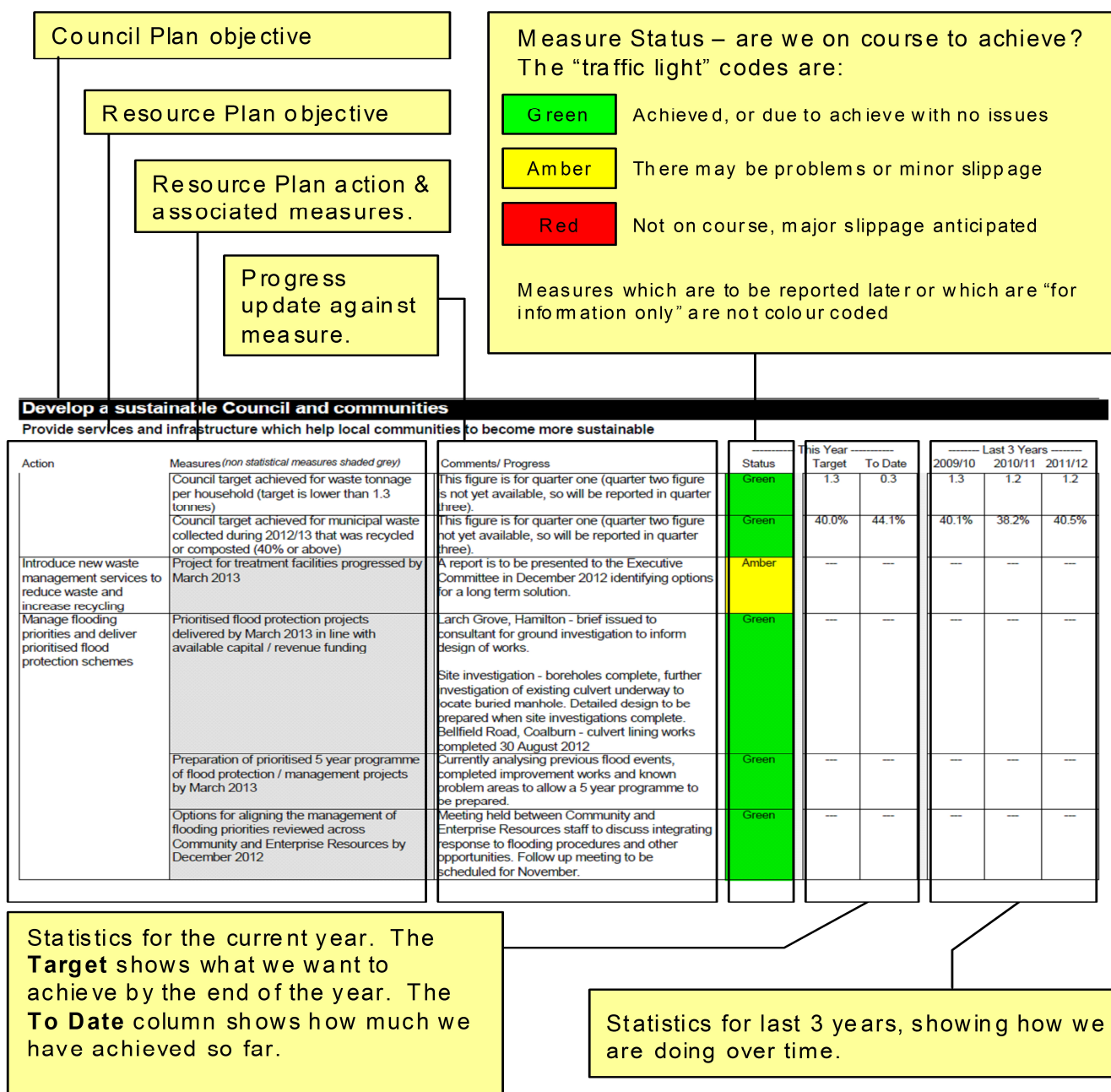
Quarter 2 : April 2019 - September 2019

(This represents the cumulative position to September 2019)



How to use this performance report

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





Summary - number of measures green, amber and red under each Council

| Council Objective / Theme | Green | Amber | Red | To be reported later / Contextual | Total |
|---|------------|----------|----------|-----------------------------------|------------|
| <i>Improve services for older people</i> | | | | | |
| Protect vulnerable children, young people and adults | 6 | | | 10 | 16 |
| <i>Deliver better health and social care outcomes for all</i> | | | | | |
| <i>Improve the quality, access and availability of housing</i> | | | | | |
| <i>Improve the road network, influence improvements in public transport and encourage active travel</i> | | | | | |
| Work with communities and partners to promote high quality, thriving and sustainable communities | 16 | | | 1 | 17 |
| <i>Support the local economy by providing the right conditions for inclusive growth</i> | | | | | |
| Support our communities by tackling disadvantage and deprivation and supporting aspiration | 4 | | | | 4 |
| Improve achievement, raise educational attainment and support lifelong learning | 66 | 3 | | 26 | 95 |
| Ensure schools and other places of learning are inspirational | 15 | | | | 15 |
| Encourage participation in physical and cultural activities | 6 | | | | 6 |
| Delivering the plan and achieving best value | 7 | 2 | 2 | 4 | 15 |
| <i>Embed governance and accountability</i> | | | | | |
| Total | 120 | 5 | 2 | 41 | 168 |

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures <i>(non statistical measures shaded grey)</i> | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|---|---|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy | Provide high quality support and guidance for establishments to support the implementation of the SLC Literacy Strategy | <p>So far this session, Additional Support Needs Co-ordinators in schools have received training around South Lanarkshire's newly launched framework for assessing, identifying and support pupils with weak literacy skills and dyslexia.</p> <p>The Literacy Co-ordinators' Meeting scheduled for October 10th 2019 will provide support and guidance for Literacy Co-ordinators in primary and secondary sectors on South Lanarkshire's newly launched framework for assessing, identifying and support pupils with weak literacy skills and dyslexia, as well as Scottish Book Trust input on developing a reading culture and Education Scotland input on Scots Language.</p> <p>Secondary Literacy Co-ordinators will meet on October 28th where they will review support for learners and resources which will support literacy across curriculum subjects. In November 2019, primary and secondary Newly Qualified Teachers will experience sector specific literacy inputs from the Central Literacy Team as part of their core South Lanarkshire professional Learning.</p> | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--------|---|---|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| | Build on support to refresh learning and teaching skills in literacy resulting in high quality experiences for learners | <p>Active Literacy Training for primary class teachers and senior leaders on effective practice around the teaching of phonics, spelling and reading which is research-informed, has taken place throughout August and September over nine days. Approximately two hundred staff attended and feedback was extremely positive, averaging 3.9/4.</p> <p>Twelve more schools have become part of the Active Literacy Project, receiving additional support via generic training, Literacy Coach training and bespoke support from the Central Literacy Team.</p> <p>Approximately one hundred staff attended Talk for Writing training for Nursery- Primary 3 on 25th and 26th September. Feedback was extremely positive, averaging 3.9/4.</p> <p>Representative cohort of ten primary schools across Cam-Glen, Hamilton and East Kilbride have taken part in training session one of a Talk for Writing Leadership group. This will be followed by another two sessions throughout session 2019-20 Feedback from session one was very positive.</p> <p>On October 7th-9th, thirty members of school staff will embark on Catch Up Literacy Training- a one to one reading intervention.</p> | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--------|---|--|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| | Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy | Numeracy Co-ordinators have been advised at Co-ordinators events on how to use the refreshed SLC Numeracy Strategy to support planning and assessment. Schools have also received individual support as requested. | Green | --- | --- | --- | --- | --- |
| | Build on support to refresh learning and teaching skills in numeracy resulting in high quality experiences for learners | Last session a number of staff received training in Maths Recovery. This approach is well researched and aims to strengthen pedagogical practice in Primary Schools. Evidence from this work suggests that it has a significant impact on learners problem solving skills. Staff from across SLC have been trained on an intervention to support struggling learners in Numeracy. Data collected from school's indicates that this intervention is having a significant impact on learners. | Green | --- | --- | --- | --- | --- |
| | Ensure the highest quality of experiences for all learners by supporting the implementation of learning and teaching approaches and strategies to ensure that every child achieves the highest standards in literacy and numeracy | The newly appointed Development Officer for Play Based Learning will organise a sub group that will focus on play based pedagogy. Training is scheduled on effective learning and teaching approaches with all Newly Qualified Teachers throughout the session. | Green | --- | --- | --- | --- | --- |
| | Continue to provide a range of supports to progress assessment, tracking and monitoring and moderation to enable all staff to have confidence in specifying teacher judgements within the Broad General Education | A robust plan is in place to deliver moderation training to all primary senior management teams and to a representative from each primary school. This training will also be supported by the West Partnership. Two further cohorts of secondary schools will also undertake training with the Development Officer for Literacy. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--------|--|---|--------------|-----------------------|---------|--------------------------|-------|-------|
| | | | | Target | To Date | | | |
| | Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Literacy | Report to be provided at Quarter 3 | Report Later | 71.9% | ----- | 71.5% | 72.2% | 72.0% |
| | Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Numeracy | Report to be provided at Quarter 3. | Report Later | 78.0% | ----- | 77.0% | 78.2% | 78.9% |
| | Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Literacy (S3, 3rd level or better) | Report to be provided at Quarter 3. | Report Later | 90.1% | ----- | 87.0% | 90.0% | 93.2% |
| | Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Numeracy (S3, 3rd level or better) | Report to be provided at Quarter 3. | Report Later | 89.0% | ----- | 86.0% | 89.7% | 91.2% |
| | Develop support materials and deliver training on literacy, numeracy and health and wellbeing for all Early Learning and Childcare establishments to ensure improved outcomes for children | Working groups are currently developing new support material for literacy, numeracy and health and wellbeing. | Unassigned | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|--|---|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Continue to achieve equity by 'closing the poverty related attainment gap' and meeting the aspirations of the Attainment Scotland Fund | Provide support to all schools participating in the Scottish Attainment Challenge (SAC) to meet the commitments set in SAC plans and to submit annual reports reflecting their progress to the Scottish Government | The Scottish Attainment Challenge (SAC) funding continues to have impact across all our schools' programme schools for our most vulnerable children and young people. All primary and secondary schools involved in the SAC Schools' Programme, have been supported by the Equity Strategic Lead and Attainment Advisor to submit their final impact report for 2018-2019. A Career-Long Professional Learning event took place in August 2019. School visits have also taken place across almost all schools by the Equity Strategic Lead and/or Attainment Advisor. 'Clinics' are planned to further support schools during the school session. | Green | --- | --- | --- | --- | --- |
| | Provide support to schools in effective use of Pupil Equity Funding to help close the poverty related attainment gap | Revised and updated Local Authority Pupil Equity Funding (PEF) Guidance has been issued to all schools and is being used across the authority. Clear governance framework remains in place for equity. PEF Post (Equity Bulletin) is issued termly to schools to update them on equity-related matters. @SLCAttainment Twitter feed continues to be utilised to share good practice across the authority. The #itsSLC Equity and Excellence Showcase event shared good practice across the local authority in May 2019. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--------|--|---|--------------|-----------------------|---------|--------------------------|------|-------|
| | | | | Target | To Date | | | |
| | 100% of schools to include a 'Cost of the School Day' position statement in their 2019-20 handbook | A 'Cost of the School Day' position statement will be incorporated into school handbooks by December 2019. | Green | 100.0% | 100.0% | 0.0% | 0.0% | 0.0% |
| | Provide 'Cost of the School Day' training to all twelve SAC schools and all other establishments who request support during school session 2019/20 | A training package has been prepared and offered to all SLC schools. To date 2 schools have taken advantage of this opportunity. One twilight course has run which was attended by 15 staff and 1 SAC school. Three more twilights are available to schools. 1 SAC school and 2 full Learning Communities (10 schools) have booked In Service training for the November In Service days. A presentation was made to all SAC Head Teachers on the 21st of September to share key messages and remind of training/support on offer. | Green | --- | --- | --- | --- | --- |
| | Produce a 'Best practice Guide' for 'Cost of the School Day' for establishments based on results of staff, pupil and parent/carer surveys | Best Practice ideas are being collected by schools on the Cost of the School Day. Currently schools are being given a Best Practice Leaflet guide collated from available literature on Cost of the School Day which will be replaced by a South Lanarkshire Council specific booklet when all information is gathered. | Green | --- | --- | --- | --- | --- |
| | Overall Average Total Tariff | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 889 | 918 | ----- |
| | Average Total Tariff SIMD Quintile 1 | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 622 | 603 | ----- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|--|--|--------------|-----------------------|---------|--------------------------|-------|-------|
| | | | | Target | To Date | | | |
| | Average Total Tariff SIMD Quintile 2 | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 786 | 793 | ----- |
| | Average Total Tariff SIMD Quintile 3 | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 881 | 975 | ----- |
| | Average Total Tariff SIMD Quintile 4 | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 1,071 | 1,089 | ----- |
| | Average Total Tariff SIMD Quintile 5 | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 1,184 | 1,217 | ----- |
| | Percentage of pupils achieving 1 or more awards at SCQF level 4 or above (on leaving school) | Report to be provided at Quarter 4. | Report Later | 96.3% | ----- | 96.6% | 96.0% | 96.2% |
| | Percentage of pupils achieving 1 or more awards at SCQF level 5 or above (on leaving school) | Report to be provided at Quarter 4. | Report Later | 87.0% | ----- | 86.0% | 87.8% | 87.2% |
| | Percentage of pupils achieving 1 or more awards at SCQF level 6 or above (on leaving school) | Report to be provided at Quarter 4. | Report Later | 65.9% | ----- | 65.4% | 66.8% | 65.6% |
| Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed | Percentage of pupils gaining 5 or more awards at Level 5 | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 61.0% | 63.0% | ----- |
| | Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD) | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 43.0% | 41.0% | ----- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures <i>(non statistical measures shaded grey)</i> | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|--|--------------|-----------------------|---------|--------------------------|-------|-------|
| | | | | Target | To Date | | | |
| | Percentage of pupils gaining 5 or more awards at Level 6 | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 35.0% | 36.0% | ----- |
| | Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD) | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 19.0% | 17.0% | ----- |
| Take forward key aspects of Curriculum for Excellence in all schools and | Improve the effective use of Benchmarks to assess pupil learning | As part of the moderation training staff will engage further with the benchmarks to support effective assessment and teacher judgement. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|----------------|--|---|-----------------------|--------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | |
| establishments | Provide professional learning activities which support the learning and teaching of Literacy and English for all children and young people | <p>Seven Primary Early Level Literacy training twilights for practitioners, throughout session 2019-20, are taking place in venues across Clydesdale, Cam-Glen and East Kilbride.</p> <p>A pilot programme of five professional learning sessions, exploring reading development and ways to support learners facing difficulties, beyond early level, is underway. South Lanarkshire Literacy Team and Psychological Service are collaboratively planning and presenting the sessions. The pilot will be evaluated rigorously by Psychological Service.</p> <p>A South Lanarkshire Teachers' Reading Group, consisting of twenty five practitioners, has been established with the aim of fostering children's reading for pleasure through supporting adults own reading for pleasure and research-informed practice.</p> | Green | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--------|--|---|-----------------------|--------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | |
| | Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people | <p>Numeracy Co-ordinators have been updated on advice from SLC and Education Scotland at Numeracy Co-ordinator events through out the session.</p> <p>Number talks training is also being offered this session with the first event being held in September.</p> <p>Catch Up Numeracy training continues to be offered to teaching and support staff.</p> <p>Schools and Early Years establishments are continuing to offer training for their staff in line with their improvement priorities.</p> | Green | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|---|--|--------------|-----------------------|---------|--------------------------|--------|-------|
| | | | | Target | To Date | | | |
| | Continue to implement the actions in the Science, Technology, Engineering & Maths (STEM) Strategy to achieve better outcomes for learners | To further develop and coordinate STEM work across the authority, a consultation group has been set up by key officers in the Curriculum and Quality Improvement Service. This consultation group is made up of key leaders from establishments across the authority with an interest in developing STEM both within their schools and across the authority. This group will have involvement with initiatives such as - Primary STEM Leaders, Mission Discovery 2020 programme, Upstream Battle. | Green | --- | --- | --- | --- | --- |
| Continue to support the implementation of Languages 1 + 2 through training for teachers | Continue to support establishments in delivering Languages 1 + 2 through professional learning | This session, fifty four primary teachers are registered for Primary Languages Learning in French/Spanish across eight twilight session. Five South Lanarkshire teachers are embarking on a thirty-two week module in either French, Spanish or Mandarin offered by Open University and Scotland's Centre for Languages. Representatives from seven primary schools attended an eTwinning twilight session for staff to find out about eTwinning and the added value on pupil learning/global citizenship. Plans are underway to support primary schools to take part in Euroquiz 2019-20. | Green | --- | --- | --- | --- | --- |
| Provide high quality learning experiences for all | Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school | 92.9% of primary pupils consulted as part of HMIE process express satisfaction with school. | Green | 93.0% | 92.9% | 91.0% | 100.0% | 95.4% |
| | Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school | There have been no secondary school inspections as at Quarter 2. | Report Later | 78.0% | 0.0% | 78.8% | 0.0% | 78.0% |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|---|--------------|-----------------------|---------|--------------------------|-------|-------|
| | | | | Target | To Date | | | |
| | Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision | 91.2% of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, express satisfaction with service provision. Only 4 pre-school inspections have taken place as at Quarter 2. | Amber | 93.0% | 91.2% | 100.0% | 94.0% | 93.0% |
| | Percentage of adults satisfied with local schools | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 75.7% | 73.3% | ----- |
| Progress the key themes of self-evaluation and leadership in all establishments and services | Provide support for establishments to engage in rigorous and robust self-evaluation using How Good is our School (4th Edition) which results in improved outcomes for learners | The Curriculum & Quality Improvement Service continue to provide support for establishments in using 'How Good is our School' (HGIOS) 4 to achieve improved outcomes. A Validated Self Evaluation programme - is in place for 2019/20. | Green | --- | --- | --- | --- | --- |
| | Provide support to establishments on improvement planning and reporting which leads to focused delivery of key priorities | Quality Link Officers provide 1:1 support for establishments through their annual visit schedule. These visits are shaped by both local authority and school improvement priorities. The service also runs a programme of training for Head Teachers (and other relevant colleagues) called 'Improving our Schools'. Schools are able to opt in to sessions to suit their Improvement Planning priorities. | Green | --- | --- | --- | --- | --- |
| | Percentage of funded Early Years provision which is graded good/better | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. | Report Later | ----- | ----- | 95.2% | 0.0% | ----- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|---|--------|-----------------------|---------|--------------------------|--------|--------|
| | | | | Target | To Date | | | |
| | Proportion of schools receiving positive inspection reports | At Quarter 2, 100% of schools have received a positive inspection report. | Green | ----- | 100.0% | 100.0% | 100.0% | 100.0% |
| Implement the requirements of General Teaching Council for Scotland's, Professional Review and Development and Professional Update | Continue to ensure Professional Review and Development and Professional Update takes place in all schools in line with GTCS standards | Continued engagement with staff to complete Professional Update by GTCS deadline set by GTCS. We have liaised with GTCS and staff to monitor staff engagement and completion of Professional Update. Continued dialogue with the GTCS to monitor staff movement into the Authority and their position with regards to their professional Update. | Green | --- | --- | --- | --- | --- |
| Progress leadership development at all levels, within schools and all learning establishments | Continue to develop leadership for Newly Qualified Teachers (NQTs) | A programme of Professional Learning in commenced in September 2019 for newly qualified teachers. The focus is on National and Local priorities and delivered by a range of professionals including Lead Officers and Educational Psychologists. All probationers will engage in a Practitioner Enquiry which will concluded in May 2020. Throughout the session the progress of NQTs will be monitored closely and additional support will be provided as appropriate. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures <i>(non statistical measures shaded grey)</i> | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|--|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| | Continue to develop leadership at all levels through the Leadership Framework | Education Scotland have developed their online resource to incorporate the former SCEL framework and the Career Long Professional Learning opportunities offered within South Lanarkshire Council align with these to support leadership at all levels. So far this session we have had a good uptake and very positive feedback on the delivery of our Aspiring Heads course and excellent feedback from the Coaching & Having Difficult Conversations input. | Green | --- | --- | --- | --- | --- |
| | Continue to develop leadership capacity through our programme of 'Professional Learning Trios' | The Head Teacher professional Learning Trios continue to support school improvement through local authority guided peer support and challenge. The professional dialogue and sharing practice which is afforded through this opportunity has been very well received. | Green | --- | --- | --- | --- | --- |
| Ensure the roll out of the new Shared Inspection Framework | Deliver a programme of training and directed support for Early Years staff to all Early Learning and Childcare establishments on key aspects of new Shared Inspection Framework by June 2020 | Education Scotland and the Care Inspectorate have recently announced that the launch of the new Shared Inspection Framework is on hold until after the early learning and childcare expansion (August 2020). Work will commence on this target as soon as the new Shared Inspection Framework is launched. | Amber | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | ----- Last 3 Years ----- | | | |
|--|--|--|-----------------------|--------|--------------------------|-----|-----|-----|
| | | | Status | Target | To Date | | | |
| Develop awareness raising, training and support materials for all Early Learning and Childcare establishments | Ensure implementation of the new Scottish Government 'National Standard' for Early Learning and Childcare by December 2019 | Implementation on-going. Briefings with managers/designated staff to be completed December 2019 | Green | --- | --- | --- | --- | --- |
| Report on the outcome of inspections of Early Learning and Childcare as part of the improvement planning framework | Support the delivery of key aspects of 'How Good is our Early Learning and Childcare?' | An SLC 'How Good Is Our Early Learning and Childcare' Toolkit has been successfully developed and issued to all early learning and childcare establishments (local authority and funded providers). All Early Learning and Childcare Locality Lead Officers and Quality Officers are currently involved in supporting establishments through the process of Validated Self-Evaluation (VSE) using 'How Good Is Our Early Learning and Childcare' (HGIOELC) Quality Indicators. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | ----- Last 3 Years ----- | | | |
|---|--|--|-----------------------|--------|--------------------------|-----|-----|-----|
| | | | Status | Target | To Date | | | |
| | Implement monitor and evaluate a range of supports for leaders and practitioners in managing change towards 1140 hours to ensure sustainment and improvement of the quality of provision | Termly 1140 hours Early Learning and Childcare Showcase Events are taking place to support practitioners and leaders to ensure sustainment and improvement of quality provision during a period of change. A first event was held in June 2019 and a second is planned for October 2019. Evaluations from our first Showcase event were very positive. An ELC Bulletin (Sway) is now created and issued monthly to all early learning and childcare establishments. The comprehensive Bulletin contains relevant, current national and local advice and guidance to ensure sustainment and improvement of quality early learning and childcare provision. | Green | --- | --- | --- | --- | --- |
| Ensure the delivery of an action plan to implement the new Scottish Government 'National Standard' for Early Learning and Childcare | Develop an action plan for validation/evaluation process for the implementation of the new national standard for Early Learning and Childcare | Funded providers will be delivered through procurement process. Outcomes will be known January 2020. Local Authority database established and action plans will be established for those required. | Green | --- | --- | --- | --- | --- |
| Ensure the implementation of the revised curriculum guidance Building the Ambition | Deliver a programme of training and directed support to all Early Learning and Childcare establishments on the revised curriculum guidance Building the Ambition | Training will be devised and delivered when the revised document is launched by Education Scotland. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|---|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Ensure the delivery of Scottish Government Additional Graduate commitment in line with national and local priorities | Ensure additional graduates are targeted to specific nurseries within SIMD areas leading to improved outcomes for children | Targeted work on-going. Positive outcomes being realised. | Green | --- | --- | --- | --- | --- |
| Build sustainable confidence and capacity in Quality improvement arising from the Children and Young People's Improvement Collaborative | Present a progress report on building capacity and capability within the children's services workforce to the Community Planning Partnership | A progress report and presentation were provided for the Community Planning Partnership Board in September 2019 on behalf of the Children's Services Partnership. The CPP Board also benefited from a paper highlighting work to progress the Children's Rights agenda by children's services partners. | Green | --- | --- | --- | --- | --- |
| | Support the local implementation of effective changes in the Children and Young People's Collaborative and engage with national events | The Children and Young People's Improvement Collaborative National Learning Event is scheduled for November 12th and 13th. South Lanarkshire have been nominated in three award categories and children's services partners will be represented at the event. A further update will be provided at Q3. | Green | --- | --- | --- | --- | --- |
| Review and revise the attendance operating procedure | Implement revised Operating Procedure on promoting attendance in establishments | The revised operating procedure on promoting and recording attendance is in the process of being drafted for consultation and is on target to be published by the end of 2019. | Green | --- | --- | --- | --- | --- |
| Effectively manage the planning, delivery and performance of projects and services defined within the Education ICT Managed Service Contract | Ensure that the ICT managed service supports the delivery of digital learning and teaching in a safe and secure manner | Over 100 head teachers and senior staff attended the 'on-line safety' training event in October 2019 hosted by RM, with key speakers from NSPCC, Police Scotland, Child Protection Officer and the UK's Safer Internet team to demonstrate how we keep learners safe. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|--|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Promote and celebrate the achievements of young people | Organise the annual achievement award ceremony to celebrate children's success by June 2019 | over 300 pupils attended the Pupil Award Ceremony on 3 June 2019 in the Town House Hamilton | Green | --- | --- | --- | --- | --- |
| Assess the impact of a maths assessment and intervention programme on raising attainment in numeracy and closing the poverty related attainment gap | Evaluate and report on improvements in attainment scores for children with lower levels of numeracy in SIMD Deciles 1 and 2 catchment areas | The impact of the Maths Recovery Programme has been measured, achieved and report available. Research has found that at a whole class implementation level Maths Recovery has raised attainment scores in the area of problem solving for primary 1 children in schools in SIMD 1 and 2 catchment areas. | Green | --- | --- | --- | --- | --- |
| Progress plans to create a tool to support parental engagement, confidence and knowledge in developing children's emerging numeracy skills | Produce a parental leaflet and run workshops on early numeracy skills development | A parental leaflet has been drafted. Wider consultation to take place to inform final leaflet. | Green | --- | --- | --- | --- | --- |
| Implement the Council's accommodation strategy to achieve the increase of nursery hours for three and four year olds and eligible two year olds to 1140 hours by August 2020 | Identify accommodation projects to ensure strategic number of places for three and four year olds and eligible two year olds are met | Building projects and refurbishments at design and construction phase in partnership with Housing & Technical Resources with the target date of August 2020. Schedule in place to take forward the Council's plans with robust monitoring and evaluations mechanisms in place. | Amber | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures <i>(non statistical measures shaded grey)</i> | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|--|-------------------------------------|--------------|-----------------------|---------|--------------------------|---|----|
| | | | | Target | To Date | | | |
| Roll out Breakfast Clubs to all schools | Increase the number of Breakfast Clubs during school session 2019/20 from 40 to 77 | Report to be provided at Quarter 3. | Report Later | 77 | 40 | 0 | 0 | 40 |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|--|---|-----------------------|--------|---------|--------------------------|---|---|
| | | | Status | Target | To Date | | | |
| Deliver services and programmes to further improve literacy and numeracy skills among learners | Number of learners that have improved their literacy, numeracy, IT skills and budgeting skills | <p>To date, 765 learners improved literacy skills; 593 learners have improved numeracy skills; 601 learners have improved IT skills; and 206 learners have improved budgeting skills.</p> <p>A range of services and programmes such as the Reach Forward @ UC, a partnership group between Rutherglen High and Youth, Family and Community Learning Service whereby the most disengaged pupils out of school are offered an alternative curriculum in a community based setting, aiming to improve attainment and support the pupils re-enter education; the Strategy Games Group in East Kilbride Universal Connections where young people participate in board, card and table top strategy games which enables them to work on their core skills in literacy, numeracy, problem solving and other youth literacies and social/emotional literacy; and the ASDAN Personal Social and Development Programme with adult learners in Whitehill Universal Connections, where learners have developed and written a children's book, has provided socially isolated learners vital opportunities to develop their numeracy and literacy skills base as well as improve their social skills and mental health and wellbeing.</p> | Green | ----- | 2,165 | 0 | 0 | 0 |

Improve achievement, raise educational attainment and support lifelong learning**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | | |
|---|---|---|-----------------------|--------|---------|--------------------------|---|---|-----|
| | | | Status | Target | To Date | | | | |
| Provide opportunities for learners to achieve awards through the Youth, Family and Community Learning Service | Number of learners that have achieved a nationally recognised award, qualification or received an award to recognise their achievements | <p>841 leaners achieved nationally recognised awards or qualifications.</p> <p>These include: formal qualifications, Duke of Edinburgh (Bronze, Silver and Gold); Food Hygiene; Lvl 1 Customer Services; Lvl 2 Food Hygiene, Saltire Awards; Dynamic Youth Awards and Youth Achievement Awards.</p> <p>653 learners received awards to recognise their achievements to date including: Youth Scotland Hi5 awards; 5 Step Fitness programme; participation certificates for their involvement in programmes and HeartStart.</p> <p>Participation in nationally recognised awards support learners work towards their aspirations, recognise their abilities and plan towards work outcomes, further education or to support others in the community access the opportunities that they have experienced.</p> <p>The impact of recognition of achievement sees improvement in self-esteem and self-belief in learners and raises aspirations.</p> | Green | ----- | 1,494 | | 0 | 0 | 450 |

Improve achievement, raise educational attainment and support lifelong learning**Improve health and wellbeing to enable children and families to flourish**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|---|---|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually | Provide professional learning activities which support the learning and teaching of Health and Wellbeing to help improvement outcomes for children and young people | The authority wide Attachment Strategy Implementation Group is working towards a programme of training to launch this with all colleagues working in schools. The Mentors in Violence Prevention scheme is established in 11 secondary schools. This is being widened out this session to include other schools including ASN establishments. | Green | --- | --- | --- | --- | --- |
| Progress the Scottish Government's commitment to increase nursery hours for three and four year olds and eligible 2 year olds by August 2020 | Lead a range of consultation events to ensure the planning and delivery of flexible 1140 hours meets the future needs of children, families and communities for implementation over the period to August 2020 | Consultation continues to be carried out with parents, carers and partners on the delivery of 1140 hours. South Lanarkshire Council establishments are providing more than 600 hours of Early Learning and Childcare. In addition, funded providers are providing up to 800 hours of Early Learning and Childcare. Children now access their funded place from the Monday following their third birthday. We continue to monitor and evaluate uptake to inform planning for August 2020. | Green | --- | --- | --- | --- | --- |
| Ensure the commitment of Early Learning and Childcare to the Foundation Apprentices Programme | Develop and deliver training and support programme for Early Learning and Childcare Foundation Apprentices | Training is devised and delivered to the Early Learning and Childcare Foundation Apprentices as required. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Improve health and wellbeing to enable children and families to flourish**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|--|--|--------------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Complete an evaluation of Phase 1 & 2 of the rollout of additional hours for Early Learning and Childcare 1140 hours | Evaluate and report on the outcomes and impact for children and parents of the 1140 hours across 12 nursery classes and 12 stand-alone establishments | Evaluation outcomes extremely positive on 1140 hour implementation. | Green | --- | --- | --- | --- | --- |
| Complete the implementation of Phase 3 and beyond of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments | Report on progress on Phase 3 and beyond 1140 hours Early Learning and Childcare by December 2019 | Report to be provided at Quarter 3. | Report Later | --- | --- | --- | --- | --- |
| Develop an implementation plan for Free at 3 from August 2019 | Develop and implement an action plan for Free at 3 for all Early Learning and Childcare providers | Implementation plan achieved. All eligible children accessing places for the coming year. | Green | --- | --- | --- | --- | --- |
| Deliver change through implementing improvement methodology on a partnership basis | Implement the Children and Young People's Health and Wellbeing in Education Quality Improvement Practicum and ensure all partners contribute appropriately | The work to implement the Children and Young People's Health and Wellbeing in Education Practicum has now moved into delivery phase. Initial data is being gathered around wellbeing using the Strengths and Difficulties Questionnaire (SDQ scores) and a bespoke outcome tool devised with strong engagement with the group of (now) S4 girls. The partners are engaging well in the National Practicum training days and are currently building a 'storyboard' around the progress made so far in implementing the improvement model. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|--|--|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Maintain the Children's Services Partnership commitment to implementing parts one and three of the Children and Young People's Scotland Act 2014 | Publish a Children's Services Plan annual report by October 2019 | The annual report for the Children's Services Plan 2018/19 has now been published and submitted to the Scottish Government as per legislative duty. The report has been shared with all partners. | Green | --- | --- | --- | --- | --- |
| | Produce suitable materials for children and young people that reflect key themes contained in the Children's Services Plan | Work is on-going through partners to discuss including the Council's engagement and participation team, the engagement of children, young people and parents in building the 2020-23 Children's Services Plan. The intended outcome is that the 'Final Report' of the 2017-20 plan will incorporate an animation of highlights from the preceding three years, in a more child and family friendly format. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Improve health and wellbeing to enable children and families to flourish**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|---|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Maintain the Children's Services Partnership commitment to addressing poverty, inequality and disadvantage | Implement Education Resources linked aspects of the Child Poverty Action Plan | This is on-going and lead Education staff have contributed to the building of a data tool to support reporting at the end of 2019/20. | Green | --- | --- | --- | --- | --- |
| Through partnership working access the capacity of schools to use nurture strategies focussing on the indicators set out in the document "Applying nurture as a whole school approach" | Develop and implement a comprehensive nurture/attachment training programme for schools to support the embedding of attachment informed practice with staff | <p>Nurture</p> <p>A series of training events around nurture and attachment have been put in place:</p> <p>Lego ABC (01/10/2019), Lego ABC (12/12/2019), Wellbeing Toolkit for Teens (02/10/2019), 3 day Accredited training - 24/25 October 2019 and 15/11/2019), Emotion Coaching (28/10/2019) and Emotion Coaching 28/02/2020).</p> <p>Attachment</p> <p>The attachment strategy group has completed the strategy, is finalising the poster and concertina for launch in November 2019. Training programmes are being developed to be run initially in each locality then as Learn on Line modules. These will be completed in March 2020. A presentation will be delivered to Newly Qualified Teachers with a 'Questions & Answers' afterwards. The final step being a document for schools to support their self evaluation of attachment informed practice.</p> | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Improve health and wellbeing to enable children and families to flourish**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|---|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Plan and implement revisions to the Promoting Positive Relationships and Behaviours (PPRB) guidance in collaboration with Education Resources partners | Consult with key Education Resources partners to review revised Promoting Positive Relationships and Behaviours (PPRB) guidance and training plan | The Promoting Positive Relationships: Understanding Distressed Behaviours (PPRB) pack has been produced and a report on progress was presented to the Education Committee, 1 October 2019. The PPRUDB will be launched at the Inclusion Conference in December 2019. | Green | --- | --- | --- | --- | --- |
| Support the embedding of attachment informed practice in the Education Resources workforce | Develop and distribute learning materials to support the implementation of the Attachment Strategy | A meeting was held of the Attachment Strategy Implementation Group 22 August 2019. Key people were identified to take forward a sub group to develop learning materials including posters and leaflets. The sub group met 12 September 2019 and agreed a structure for posters and leaflets which will be shared with the wider group at the next Attachment Strategy Implementation Group, 3 October 2019. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning**Improve health and wellbeing to enable children and families to flourish**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|--|--|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Enhance principles of attachment, resilience and child development within the context of future parenting for secondary pupils | Produce and disseminate a programme for secondary school pupils to teach principles of attachment, resilience and child development within the context of future parenting | The evaluation report from Pilot 2 within Calderside Academy is now complete. The findings will be used to inform the attachment programme for secondary pupils and a further update will be made at Quarter 4. | Green | --- | --- | --- | --- | --- |
| Deliver learning programmes to promote positive health and wellbeing | Number of Individuals and/or families that report improved confidence, self-esteem, health and wellbeing | 4,416 learners have reported improved confidence and self esteem; 2,928 learners have reported that their mental health and wellbeing has improved; and 2,923 learners have reported improvements in their physical health and wellbeing. Opportunities include gender based group work, parents groups, environmental programmes, and empowering programmes. This is a new measure for 2019/20 and will set the benchmark for measuring future performance. | Green | ----- | 4,416 | 0 | 0 | 0 |
| Establish a coherent plan to deliver training to staff on attachment theory in order to support the care and wellbeing of children and young people | Number of Education Resources staff trained on attachment theory in order to support the care and wellbeing of children and young people | It was agreed that a number of awareness raising initiatives be explored including members of the strategy group speaking at the Inclusion Conference during Quarter 3 with 53 employees trained on attachment theory so far. | Green | 200 | ----- | 0 | 0 | 0 |

Improve achievement, raise educational attainment and support lifelong learning**Support children and young people to develop their skills for learning, life and work**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|---|--------------|-----------------------|---------|--------------------------|-------|-------|
| | | | | Target | To Date | | | |
| Develop employability skills and sustained, positive school leaver destinations for all young people | Support establishments to take forward Developing Scotland's Young Workforce and improve outcomes for young people | Designated staff in all secondary schools are attending planning and current practice meetings and work continues in all schools through the learner journey to develop the life and work skills of young people. | Green | --- | --- | --- | --- | --- |
| | Continue to build and sustain strategic partnerships with local authorities, establishments, colleges and universities and business partners to widen the offer to young people in the Senior Phase | Secondary schools continue to strengthen and build on partnerships with employers, businesses, colleges and universities to provide individual learning pathways for young people. | Green | --- | --- | --- | --- | --- |
| | Continue to support the implementation of the Standard for Work Experience, Career Education Standards and School/Employer Partnerships | Continuous work in this area but moving forwards and evolving to meet the needs of the young people. | Green | --- | --- | --- | --- | --- |
| | Provide high quality professional learning activities in partnership with our key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams | Continuous work in this area but moving forwards and evolving to meet the needs of the young people. | Green | --- | --- | --- | --- | --- |
| | Implement the MCR Pathways programme to support young people to achieve positive outcomes | All 6 secondary schools are making progress and have started group work and matching mentors. | Green | --- | --- | --- | --- | --- |
| Work with key partners to ensure that young people enter a positive and sustained destination | Percentage of Pupils Entering Positive Destinations | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 95.8% | ----- | ----- |
| | Participation rate for 16-19 year olds (per 100) | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 91.2% | 92.5% | ----- |
| | Maintain the percentage of young people entering and sustaining a positive destination | Report to be provided at Quarter 4. | Report Later | 94.4% | ----- | 94.0% | 95.8% | 96.4% |

Improve achievement, raise educational attainment and support lifelong learning**Support children and young people to develop their skills for learning, life and work**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|--|--------|-----------------------|---------|--------------------------|------|------|
| | | | | Target | To Date | | | |
| | Close the poverty related gap in positive and sustained destinations for young people between the most and least deprived areas | Positive destinations continues to achieve the target rate of 6.8% in the context of closing the poverty related gap whilst maintaining the overall success rate of 96%. | Green | 6.8% | 4.6% | 0.0% | 0.0% | 0.0% |
| Develop Foundation Apprenticeship opportunities for young people in S5 and S6 (Senior Phase) | Provide up to 400 Foundation Apprenticeship opportunities for young people during 2019/20 | The figure includes new starts in August 2019 as well as returners on 2 year programmes which commenced in August 2018. All young people who were eligible and applied for a Foundation Apprenticeship were offered one. | Green | 400 | 329 | 0 | 0 | 0 |
| Develop the Gradu8 programme which will provide a college based learning opportunity with a focus on a vocational learning experience with a nationally recognised qualification | Provide up to 600 opportunities in the Gradu8 programme which offer work based learning experiences and qualifications from August 2019 | 860 pupils in S4-S6 started Gradu8 across 9 subject areas and 2 winter leavers programmes. The programme is delivered in partnership with colleges and local training providers. Starts were higher than anticipated due to increased uptake from schools. | Green | 600 | 860 | 0 | 0 | 0 |
| Deliver the Training for Trades programme to provide a vocational learning experience and industry related qualifications through work placements | Deliver up to 100 places to meet the needs of young people who require additional support to achieve and sustain a positive post school destination | 267 pupils are engaged in the programme (196 from 2018/19 Summer Leavers). | Green | 100 | 267 | 0 | 0 | 100 |

Improve achievement, raise educational attainment and support lifelong learning**Support children and young people to develop their skills for learning, life and work**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | ----- Last 3 Years ----- | | | | |
|--|---|---|-----------------------|--------|--------------------------|--|-----|-----|-----|
| | | | Status | Target | To Date | | | | |
| Sustain the Aspire project that identifies and provides bespoke employability and general support for young people identified as being at risk of not achieving or sustaining a positive destination post school | All young people engaging with the Aspire programme will have an individual support package | All young people referred to Aspire and who engage with the service have an individual learning plan with an assigned key worker. | Green | --- | --- | | --- | --- | --- |
| Work with key partners to ensure all care experienced young people are supported to achieve a positive post school destination | Continue to work with partners to effectively identify, track and deliver individualised employability support packages for care experienced young people | Regular meetings are being held with Social Work, Skills Development Scotland, Corporate Resources and schools to track all care experienced young people to ensure positive outcomes for young people. | Green | --- | --- | | --- | --- | --- |
| Development of a package of support and advice for education practitioners in the areas of Extreme Demand Avoidance and pathological demand avoidance | Assess Extreme Demand Avoidance and pathological demand avoidance and produce and disseminate a resource package of advice for education practitioners in supporting children and families by December 2019 | The resource pack on extreme demand avoidance and pathological demand avoidance will be published by December 2019. | Green | --- | --- | | --- | --- | --- |

Ensure schools and other places of learning are inspirational**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|--|---|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed | Provide a range of supports to schools and establishments to facilitate development of 'Curriculum Rationale' and 'Learner Journey' to enable all learners to succeed | Schools are reviewing their curriculum rationale in the context of learner journeys to further develop the skills, qualifications and achievements of learners. | Green | --- | --- | --- | --- | --- |
| Support learning and raise attainment through the use of digital technologies and the ICT infrastructure | Continue to support schools to implement national and local digital learning strategies in order to embed the use of digital technologies and lead to increased attainment | Pilot of Learning Community based digital learning training model ongoing. Following training events and live streaming sessions to celebrate National Digital Learning week, the Certified Google Educator programme has now been launched – 22 staff have successfully completed the Level 1 exam to gain official Google accreditation. Progression to Level 2 and Trainer certification to be completed by December 2019. Seven South Lanarkshire Council schools have obtained the Digital Schools Award and 68 are now registered as working towards certification. | Green | --- | --- | --- | --- | --- |

Ensure schools and other places of learning are inspirational**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|---|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Provide high quality continuous professional learning activities for practitioners (based on the needs identified in the CQIS audit) which equip staff to inspire learners, improve attainment and celebrate success | Continue to deliver a high quality programme of professional learning opportunities across a range of themes e.g. Learning and Teaching and the Curriculum | There are regular opportunities to engage in a wide range professional learning throughout the school year. Opportunities include external and internal input, sharing good practice from within the authority, guided networking and many more. | Green | --- | --- | --- | --- | --- |
| Continue to develop the use of digital technology and the ICT infrastructure to support learning and raise attainment | Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching | Engagement with Education Scotland on elements of Glow functionality continues. Google Guardian e-mail pilot is underway in Larkhall Academy which provides for a useful engagement tool to list assigned homework. Feedback will determine whether this functionality will be rolled out. | Green | --- | --- | --- | --- | --- |
| | Ensure that the ICT infrastructure is fit for purpose and supports the growing and evolving needs of learners and practitioners | Wireless refresh was completed in Secondary schools over the summer holidays with more than 600 wireless access points (WAPs) replaced with Aruba WAPs. Secondary station refresh 2.3 is also underway with over 1000 devices due to be replaced. Primary, Additional Support Needs (ASN) and Early Years refresh is also due to start in November with nearly 2,500 stations to be replaced. | Green | --- | --- | --- | --- | --- |

Ensure schools and other places of learning are inspirational**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|---|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Embed the objectives of the Digital Education Strategy | Continue to support digital learning to enhance the learning skills of young people through the managed service contract and Glow | Planning for Google certification process is underway with high levels of interest. Training is organised locally for schools and focusses on delivering curricular outcomes (eg tools to support or enhance numeracy, or accessibility tools to support literacy). | Green | --- | --- | --- | --- | --- |
| Complete the Council's Schools Modernisation programme transforming the learning and teaching environment for all | Complete the building of new schools/establishments during 2019/20 to meet the target of modernising all 128 primary schools by June 2020 and any proposed new builds | The 128th new primary school opened with the completion of the building of Black Mount Primary School (formerly Walston Primary School) on 20th August. This completes a significant milestone for the Council in terms of modernising the whole of the school estate in South Lanarkshire. | Green | --- | --- | --- | --- | --- |
| Complete the Council's Nursery Modernisation programme transforming the learning and teaching environment for all | Complete the build of the new Early Learning Unit to conclude the Council's nursery modernisation programme | The new Early Learning Unit in Hamilton which caters for young children 0-5 with special and complex needs opened to children on 1st October 2019. This completes the Nursery establishment modernisation programme. | Green | --- | --- | --- | --- | --- |
| Monitor the efficient use of the school estate and progress accommodation planning for housing and population growth | Take forward plans for planning consent to build a new primary school for the East Kilbride Community Growth Area | The Section 75 Planning Agreement for the new school in Jackton has been prepared as the first stage in the process to begin building works. | Green | --- | --- | --- | --- | --- |
| | Conduct up to 3 statutory public consultations on suitable accommodation in suitable locations by the end of school session 2019/2020 | Currently undertaking a consultation to realign the catchment areas of Newfield and Stonehouse Primary Schools. The consultation commenced on 9th September 2019 and will close on 29th October 2019. | Green | 3 | 1 | 0 | 0 | 0 |

Ensure schools and other places of learning are inspirational**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | ----- Last 3 Years ----- | | | | |
|--------|--|--|-----------------------|--------|--------------------------|--|-----|-----|-----|
| | | | Status | Target | To Date | | | | |
| | Complete work on Woodhead Primary School (extension) and St Athanasius PS Nursery (adaptation) by the end of school session 2019/2020 | Woodhead Primary extension completed ahead of schedule with the nursery element occupied on 15th August 2019. Works to adapt St Athanasius nursery were completed over the summer period and occupied on 15th August 2019. | Green | --- | --- | | --- | --- | --- |
| | Commence work on St Charles PS (extension), St Mary's PS, Hamilton (extension) and Crawforddyke PS (adaptation) by the end of school session 2019/2020 | St Charles extension was approved at planning at the 13th August 2019 committee with work targeted to commence late 2019. Crawforddyke PS design has been agreed and programmed to be complete for start of 2020/21 session. St Marys Hamilton monitoring programme continuing. | Green | --- | --- | | --- | --- | --- |

Improve health and wellbeing to enable children and families to flourish

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|--|--|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Lead Education Resources on supporting a coherent and evidence based response to the Scottish Government's suicide prevention agenda | Provide progress reports on the revision of documentation on Suicide Prevention to Education Management Team and the Children`s Services Strategy group | Revised structure to Lifelines document agreed. Update provided to Children's Strategy Group, presentation planned for Child Protection Committee meeting, 11 October 2019. | Green | --- | --- | --- | --- | --- |
| | Hold a Head Teachers / Head of Establishment conference on children and young people's mental health and wellbeing focussing on trauma, distress and issues related to self-harm and suicide by May 2019 | This conference took place in the summer term of session 2018-2019. The keynote speaker was Professor Rory O'Connor of Glasgow University. The evaluations of the conference were very positive and a video was taken of the input and made available to practitioners on youtube. | Green | --- | --- | --- | --- | --- |

Ensure schools and other places of learning are inspirational**Ensure inclusion and equality are at the heart of what we do**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|--|--|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Ongoing review of school estate to meet developing needs of children with Additional Support Needs (ASN) | Implement the recommendations of the review of the quality of accommodation in order to meet the needs of learners with additional support needs | Continue to work with inclusion to identify requirements in ASN establishments | Green | --- | --- | --- | --- | --- |

Protect vulnerable children, young people and adults**Raise standards in literacy, numeracy and close the poverty-related attainment gap**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|--|--|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Support the effective implementation of the Education Resources Literacy Guidance across the authority | Disseminate the literacy guidance document 'Identifying, understanding and addressing weak literacy skills and dyslexia' within South Lanarkshire' to all schools and services | The Literacy Guidance document has been published. Information sessions have been held with Head Teachers at all learning communities. Training has been held with Extended Teams and Learning Support Principal Teachers from all secondary schools. A short life-working group is currently producing a list of recommended assessments of literacy. A parent's information leaflet is being produced. | Green | --- | --- | --- | --- | --- |

Protect vulnerable children, young people and adults**Improve health and wellbeing to enable children and families to flourish**

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|---|---|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Revise Promoting Positive Relationships and Behaviours guidance | Publish and implement revised Promoting Positive Relationships and Behaviours (PPRB) Guidance by June 2020 | The revised guidance is published and will be sent to all establishments and partners at the start of October 2019. The official launch to all HTs and partners will be at the Inclusion Conference in December 2019. All schools have access to a presentation from Inclusion regarding this and all information and documents will be on Glow and the Intranet. A training plan is also in place. | Green | --- | --- | --- | --- | --- |
| Extend the bereavement and loss training to the Education workforce who work with children and young people with additional support needs | Publish and implement a differentiated version of the Give us a break! Programme and associated resources for the Education workforce who work with children and young people with additional support needs | A manual for the differentiated resource has been drafted and edited. Teaching resources have been collated for each of the five phases of the programme. It is planned that these will be made available electronically. | Green | --- | --- | --- | --- | --- |
| Support the delivery of Parental Pathways | Number of participants successfully using new skills to enhance their parenting skills | A range of activities have engaged parents to develop their skills to become more confident in supporting their child's educational development. Activities have included Sleep Clinic within Lanark Universal Connections helping to improve sleep difficulties within the family; and Early Bird Healthy Minds sessions providing advice and information about emotional wellbeing for parents of children with autism. | Green | ----- | 150 | 0 | 0 | 0 |

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|---|---|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Support the Broad General Education of vulnerable young people and improve life chances through learning, personal development and active citizenship | Provide a range of blended learning opportunities to support learners to broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups | 4,109 learners have reported improved social skills; 2,204 learners have reduced risk related behaviour; and 501 learners have improved their mental health and wellbeing as a result of engagement in a range of blended learning opportunities. | Green | --- | --- | --- | --- | --- |

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|---|--|-----------------------|--------|---------|--------------------------|-------|-------|
| | | | Status | Target | To Date | | | |
| Progress approaches in respect of national education priorities | Exclusion incidents per 1,000 pupils in primary schools | Report to be provided at Quarter 4. | Report Later | 8 | ----- | 7 | 10 | 6 |
| | Exclusion incidents per 1,000 pupils in secondary schools | Report to be provided at Quarter 4. | Report Later | 48 | ----- | 51 | 53 | 41 |
| | Reduction in the overall number of days lost through exclusion in secondary schools | Report to be provided at Quarter 4. | Report Later | 2,662 | ----- | 2,927 | 2,970 | 2,088 |
| | Reduction in the overall number of days lost through exclusion in primary schools | Report to be provided at Quarter 4. | Report Later | 456 | ----- | 460 | 545 | 363 |
| | Reduction in the average number of half days absence per pupil in primary schools | Report to be provided at Quarter 4. | Report Later | 19.0 | ----- | 18.0 | 19.0 | 21.0 |
| | Reduction in the average number of half days absence per pupil in secondary schools | Report to be provided at Quarter 4. | Report Later | 31 | ----- | 28 | 32 | 34 |
| | School attendance rate | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 93.9% | 93.4% | ----- |

Protect vulnerable children, young people and adults

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--------|--|--|--------------|-----------------------|---------|--------------------------|-------|-------|
| | | | | Target | To Date | | | |
| | School attendance rate - looked after children | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 91.1% | 89.5% | ----- |
| | School exclusion rates (per 1,000 pupils) | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 25.6% | 28.0% | ----- |
| | School exclusion rates (per 1,000 looked after children) | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | 80 | 86 | ----- |

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|--|--|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Improve recording and reporting of bullying incidents | Implement the use of the SEEMIS Bullying & Equalities module in all schools by the end of session 2019/20 to ensure continued development of the key messages within "Treat Me Well" | All Learning Communities have been versed in the implementation of this package and they have had a manual from Inclusion Services and a deadline for implementation set. All was well received. | Green | --- | --- | --- | --- | --- |

Support our communities by tackling disadvantage and deprivation and supporting aspiration

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

| Action | Measures <i>(non statistical measures shaded grey)</i> | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--------------------|--|---|-----------------------|--------|---------|--------------------------|---|---|
| | | | Status | Target | To Date | | | |
| In line with South | 13 summer holiday clubs to be delivered | 13 Holiday clubs were run during the summer | Green | 13 | 13 | 0 | 0 | 0 |

Support our communities by tackling disadvantage and deprivation and supporting aspiration

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|---|---|-----------------------|--------|---------|--------------------------|---|---|
| | | | Status | Target | To Date | | | |
| In line with South Lanarkshire's approach to tackling poverty, roll out summer school holiday clubs across targeted locations building on the success of the pilot in summer 2018 | 13 summer holiday clubs to be delivered in targeted locations | <p>13 Holiday clubs were run during the summer of 2019 with 727 young people accessing the provision. Of the 727, 445 young people achieved nationally recognised awards (Hi5 and Dynamic Youth Award), 70 required additional support to engage in the activities, and the activities themselves were supported by 7 young volunteers and 1 adult volunteer, trained through the YFCL Volunteer Development Programme and the Burnbank Family Centre.</p> <p>Young people were supported to access a range of health and wellbeing and physical activities including sports and nerf wars, first aid, fire safety, drama, dance, music, storytelling, arts and crafts, and railway safety, whilst accessing nutritious meals each day they attended the Holiday club. The Holiday Lunch Clubs also provided the opportunities for partner agencies to engage in activity such as NHS Child Smile initiative.</p> <p>Staff reported positive feedback from both parents and young people accessing the provision, with children gaining more confidence and an increased willingness to engage in physical activities as well as their social interactions.</p> <p>Following on from the Summer programme, after school clubs have been established in Loch, St Anthony's, Glenlee and St Cuthbert's Primary Schools with 97 continuing to engage in programmes so far, participating in a variety of activities aimed at increasing health and wellbeing, including arts and crafts, football, basketball, teambuilding exercises and non-baking baking.</p> | Green | 13 | 13 | 0 | 0 | 0 |

Support our communities by tackling disadvantage and deprivation and supporting aspiration

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

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|--|--|---|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Continue the implementation of the Early Bird Training programme across all localities in partnership with the National Autistic Society | In partnership with the National Autistic Society, deliver the Early Bird training programme across South Lanarkshire establishments | Early Bird is being streamlined cross services and training is planned for October 2019 for all Early Bird Plus deliverers. Social Work, ARCH, YFCL, Health and Education are planning together effectively and have been resourced to aid delivery. This has been very successful and continues to go from strength to strength with referral pathways and procurement routes being clarified in all services. | Green | --- | --- | --- | --- | --- |
| Provide opportunities to celebrate success within the Youth, Family and Community Learning Service | Organise a range of Youth, Family and Community Learning Service celebration events and/or awards ceremonies that recognise the achievements of young people, adults, families and communities | <p>A range of celebration events have taken place to recognise the contribution and participation of learners of all ages across the Youth, Family and Community Learning Service.</p> <p>Celebrations included:</p> <ol style="list-style-type: none"> 1. the end of Summer Holiday Club programme event - brought together all 13 clubs: the children and their families, to share in a common experience and celebrate the end of the programme, 2. Family Man Fun Day - annual event held on Father's Day to celebrate and engage families in fun activities and provide relevant information regarding services and learning opportunities within the community. 3. Duke of Edinburgh - 2 annual awards ceremonies to celebrate the successes of young people gaining their Bronze, Silver and Gold Awards. 283 young people were recognised for their achievements. 4. Rutherglen Universal Connections end of Summer celebration - recognising the achievements of learners across the summer. | Green | --- | --- | --- | --- | --- |

Work with communities and partners to promote high quality, thriving and sustainable communities

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

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|--|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Through engagement with Early Learning and Childcare for third sector and childminders ensure the delivery of 1140 hours | Deliver a programme of development and support for third sector partners for 1140 hours Early Learning and Childcare through Support for Play and Learning in Lanarkshire (SPELL) | Support continues to be provided through SPELL in relation to support visits and training and development to third sector providers. | Green | --- | --- | --- | --- | --- |
| | In partnership with Scottish Childminding Association (SCMA) Develop and implement programme of training and support for Childminders for 1140 hours Early Learning and Childcare | Support continues to be provided through SCMA in relation to advice, network meetings and training and development to Childminders across SLC. | Green | --- | --- | --- | --- | --- |

Work with communities and partners to promote high quality, thriving and sustainable communities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|--|--|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes | Further embed climate change awareness and sustainability in Curriculum for Excellence | Four schools were selected from each sector (primary, secondary, ASN) to participate in the Upstream Battle challenge aimed at promoting change of behaviour and preventing marine litter at source. Lead teachers attended twilight training courses and worked with teams of children in their establishments. SLC was represented by a primary school team at the final event. We will continue to work with our RIC partners on planning and participating in future events such as the Upstream battle Hackathon. Consultation with secondary Geography teachers provided positive feedback on the usefulness of the State of the Environment Report tile on Glow in terms of use of quantitative and qualitative data. The resource will continue to be promoted to primary and secondary teachers to raise awareness and encourage use. | Green | --- | --- | --- | --- | --- |
| | Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools | Ten SLC teachers applied to participate in the West Partnership Professional Learning Programme aimed at developing confidence in delivering pupil entitlement to Learning for Sustainability and building STEM skills. The programme focuses on aspects such as the Global picture in terms of global goals and the circular economy as well as citizen science. Twilight sessions are underway with 4 SLC establishments hosting sessions throughout the year. | Green | --- | --- | --- | --- | --- |

Work with communities and partners to promote high quality, thriving and sustainable communities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|--|--------------|-----------------------|---------|--------------------------|-------|-------|
| | | | | Target | To Date | 0 | 0 | 0 |
| | Number of schools involved in Eco schools projects | Report to be provided at Quarter 4. | Report Later | ----- | ----- | 0 | 0 | 0 |
| Deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target | Continue to reduce vehicle emissions in 2019-2020 against the baseline of 2014-15 | Education Resources continues to support the Council's commitment to reduce vehicle emissions in 2019-20 against the baseline of 2014-15. The annual target reduction being 6% per year, with the actual reduction to date being in the region of 28.96%. It is acknowledged that Education Resources has a relatively low Fleet carbon usage in comparison with other resources. | Green | 6.0% | 29.0% | 0.0% | 34.1% | 27.8% |
| | Resource Services engage with Community and Enterprise Resource's Fleet Services to develop service specific vehicle emissions reduction strategies in line with service delivery requirements | Education Resources has a relatively low Fleet carbon usage in comparison with other resources. The annual target of reduction is 6% per year against a 2014-2015 baseline. Current actual reduction is in region of 28.96% against baseline. | Green | --- | --- | --- | --- | --- |
| Progress the council's sustainable development and climate change strategy within the Resource | New or ongoing sustainable development and climate change activity with the Resource | All South Lanarkshire Council schools and nurseries are registered with the Eco Schools Programme with 67 schools currently having Green Flag status demonstrating the school's commitment to Learning for Sustainability. Plans are in place for all East Kilbride schools to participate in the Beat the Street competition which is aimed at changing individual's travel choices to be more sustainable. | Green | --- | --- | --- | --- | --- |
| Contribute to reducing the Council's reliance of avoidable single-use plastic items | Demonstrate action to reduce the reliance of single-use plastic items across the Resource | A number of single use items such as plastic cups and straws have now been removed from the I Proc system. This initiative has been supported by Education Resources. | Green | --- | --- | --- | --- | --- |

Work with communities and partners to promote high quality, thriving and sustainable communities

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

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|--|--------|-----------------------|---------|--------------------------|-------|--------|
| | | | | Target | To Date | | | |
| Review the Education Resources Parental Involvement Strategy | Review and disseminate a revised Parental Involvement and Engagement Strategy by December 2019 | The Education Resources Committee on 6 August agreed to issue the revised strategy to all schools, parent councils and others in September 2019 and to provide a progress report on the impact in Autumn 2020. | Green | --- | --- | --- | --- | --- |
| | Organise an annual parents conference in partnership with parents by March 2020 | Parent Conference organised for the 13 November 2019. | Green | --- | --- | --- | --- | --- |
| | Percentage of schools with a Parent Council/Group | 95% of schools have a Parent Council/Parent Group. The remaining 5% are engaging with parents/carers to them ins setting a new group. | Green | ----- | 95.0% | 0.0% | 0.0% | 0.0% |
| Promote and support the role of volunteering for all ages within local communities and enhance social commitment | Maintain the number of volunteers supporting Youth Family and Community Learning Service activities | 587 people have been involved in volunteering to become active within their community through local youth work, summer clubs, literacy and numeracy provision, delivery of learning opportunities within communities, , sports clubs, gala days and celebration events. | Green | 450 | 587 | 0 | 260 | 393 |
| Promote and support the role of volunteering for all ages within local communities and enhance social commitment | Maintain number of volunteer hours delivered in support of Youth Family and Community Learning Service activities in local communities | 30,524 hours of volunteering given to the community. Apart from the financial contribution made to communities through the efforts of volunteers, the wider impact of volunteering is recognised in its ability to address loneliness, develop resilience and self-esteem, and broadens social contact. Volunteers supported through the Youth, Family and Community Learning Service continues to receive guidance, training and direction to help with their volunteering. | Green | 18,572 | 30,524 | 0 | ----- | 18,572 |

Work with communities and partners to promote high quality, thriving and sustainable communities

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

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|---|--|--------|-----------------------|---------|--------------------------|-----|-----|
| | | | | Target | To Date | | | |
| Increase opportunities for English for speakers of other languages (ESOL) learners to actively engage in local communities | The number of learners improving their English Language skills | Through engagement of opportunities such as the ESOL Summer programme, incorporating Intermediate Writing class, Elementary class, Beginners class and Absolute Beginners class, learners report improved English skills and confidence to use them in everyday life situations. | Green | ----- | 106 | 0 | 0 | 0 |
| | The number of learners participating in other learning and/or community activity | Participation in other learning and/or community activity has engaged learners in fun family time involving activities that supported the following: Texture, colours, shapes, Counting, Singing, Storytelling, Arts and crafts, Bubbles Painting and games, in addition to trips and visits during the summer. | Green | ----- | 183 | 0 | 0 | 0 |
| Promote a consistent focus on local and national democratic learning, as defined within the Community Learning Development Strategic | Engage learners to empower them to participate in local decision making through consultation activities which promote the voice of learners and communities | To date, through a variety of programmes and opportunities across Youth, Family and Community Learning Services, 1,226 learners have improved their understanding of community and world issues, 1,597 learners have engaged in consultation activity such as programme development, Housing Policy development, and summer holiday provision, Fun Day planning; 898 learners have contributed to local or national decision making through the promotion of opportunities through social media, discussions and direct interest such as NHS engagement in Lanark; 765 learners support and influence their own community, including participating in formal decision making through representation on Tenants Forums, Neighbourhood Management and South Lanarkshire Youth Council. | Green | --- | --- | --- | --- | --- |

Encourage participation in physical and cultural activities**Improve health and wellbeing to enable children and families to flourish**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|---|--------|-----------------------|---------|--------------------------|--------|--------|
| | | | | Target | To Date | | | |
| Improve wellbeing outcomes for children and families and getting it right for every child | Continue to provide a range of supports to all establishments to embed Health and Wellbeing in the curriculum | The Glow Health and Wellbeing tile has been updated with resources and weblinks to support curriculum delivery. There are working groups on-going with NHS colleagues to evaluate the Healthy Schools resource. | Green | --- | --- | --- | --- | --- |
| Continue to develop new approaches to ensure high quality Physical Education in establishments | Continue to deliver a range of professional programmes for practitioners, with partners, focused on the quality of provision of Physical Education | Partnership working with South Lanarkshire Leisure and Culture colleagues is ongoing to identify and meet Career Long Professional Learning needs. Primary Dance, Netball, Volleyball and Fun Fitness events have been arranged for this term to support teachers in their delivery of Physical Education. | Green | --- | --- | --- | --- | --- |
| | Percentage of establishments undertaking 2 hours of Physical Education through the Healthy Living Survey | 100% of primary establishments undertaking 2 hours of Physical Education. In Secondary Schools, Broad General Education (S1-3), all pupils receive a minimum of 2 periods of Physical Education; Senior Phase (S4) the majority of pupils receive 2 periods of Physical Education. Next Healthy Living Survey to take place February 2020. | Green | ----- | ----- | 100.0% | 100.0% | 100.0% |

Encourage participation in physical and cultural activities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|---|--|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed | Develop the skills of young people in instrumental music tuition through the Youth Music Initiative | Quarter 2 has seen an ongoing rise in Youth Music Initiative instrumental music tuition and music-making opportunities for children and young people in South Lanarkshire. Significant developments and highlights have included approximately 7000 young people taking part in school-based musical learning and significant representation from South Lanarkshire Council pupils in national ensembles (National Youth Orchestra of Scotland; National Youth Choir of Scotland; Scottish National Youth Jazz Orchestra; West of Scotland Schools' Orchestras and Concert Bands). | Green | --- | --- | --- | --- | --- |

Encourage participation in physical and cultural activities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|--|--|-----------------------|--------|---------|--------------------------|-----|-----|
| | | | Status | Target | To Date | | | |
| Continue to develop and consolidate the SLC Confucius Hub | Sustain the provision of Mandarin and Chinese language and culture lessons in primary and secondary schools throughout South Lanarkshire | South Lanarkshire Confucius hub has a very successful end to the 18/19 session. 11 pupils gained SQA qualifications at Higher and National 5 level 50% of these at A pass. Session 19/20 has started off really positive with 32 educational establishments across the authority in primary, secondary and community settings continuing with Mandarin as an second foreign language (L3). The Confucius hub currently has 6 Mandarin teachers delivering the provision successfully across the authority. It is anticipated they the number of pupils accessing the provision last term will be maintained in session 2019/20. Five pupils from the South Lanarkshire hub have applied for the 2020/21 scholarship to study in Tianjin, China for 1 year. | Green | --- | --- | --- | --- | --- |
| Broaden the perspectives of learners through new experiences, thinking and learning | Increase access to a broad range of physical, cultural, and creative learning opportunities | 1,703 learners have accessed a range of programmes and activities, in particular, during the Q2 period, through 9 centre summer programmes, 13 holiday lunch club programmes and an ESOL summer programme. These activities have reduced isolation for some young people and their parents at this time and the 22 programmes enable staff to continue to build relationships with families and young people, as well as foster resilience amongst learners, widen experiences and introduce them to new experiences. | Green | --- | --- | --- | --- | --- |

Delivering the plan and achieving best value**Deliver and communicate the Council Plan and ensure high standards of governance**

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|--|--|--------|-----------------------|---------|--------------------------|--------|-------|
| | | | | Target | To Date | | | |
| Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA | 96% of Freedom of Information (FOISA) requests to be processed within the 20 working day period | Data for FOI requests is reported one quarter in arrears. In Quarter 1, 82 requests were received and 78 (95.1%) were responded to within the statutory time period. This is slightly below the target of 96%. The response rate should be considered in the context of the number and complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods. | Red | 96.0% | 95.1% | 83.9% | 95.1% | ----- |
| Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA | 96% of Environmental Information (Scotland) Regulations EI(S)R requests to be processed within the 20 working day period unless extended to 40 working days in exceptional circumstances | Data for EI(S)R requests is reported one quarter in arrears. There were no requests made to Education Resources during Quarter 1, under the Environmental Information (Scotland) Regulations. | Green | 96.0% | 0.0% | 0.0% | ----- | 0.0% |
| | 90% of General Data Protection Regulation (GDPR)/Data Protection Act (DPA) requests to be processed within 30 calendar days | Data for GDPR/DPA requests is reported one quarter in arrears. In Quarter 1, 10 requests were received of which 5 (50.0%) were completed within the statutory time period. The response rate should be considered in the context of the complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods. | Red | 90.0% | 50.0% | 100.0% | 100.0% | ----- |

Delivering the plan and achieving best value

Promote equality and the wellbeing of staff

| Action | Measures(<i>non statistical measures shaded grey</i>) | Comments/ Progress | ----- This Year ----- | | | ----- Last 3 Years ----- | | |
|---|---|--|-----------------------|--------|---------|--------------------------|------|------|
| | | | Status | Target | To Date | | | |
| Reduce the annual rate of accidents and violent incidents involving employees | Achieve a 5% reduction in the rate of accidents / violent incidents involving employees by June 2020 and report this rate and preventative actions to Education Resources Committee | <p>Work continues to develop both better recording procedures on accidents and violent incidents to ensure more effective on-line recording facilities and, on preventative measures through the dissemination of the Positive Relationships and Understanding Behaviours practice guide. Education have made the commitment an increase MAPA (Managing Aggression and Potential Aggression) Pivotal training. MAPA Pivotal trainers have increased from 4 to 12.</p> <p>Given the newly revised recording procedures the measure for 2019/20 has been amended accordingly and this will now set the benchmark for measuring future performance.</p> | Amber | 5.0% | 11.9% | 0.0% | 0.0% | 0.0% |

Delivering the plan and achieving best value

Develop improvement activity and promote scrutiny

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | ----- This Year ----- | | ----- Last 3 Years ----- | | | |
|--|--|--|-----------------------|--------|--------------------------|--------|-------|--------|
| | | | Status | Target | To Date | | | |
| Progress the council's Digital Strategy within the Resource | Provide updates on digital transformation activities within the Resource | ParentPay online school payments system continues to go live in phases across the Resource, with 12 learning communities now up and running and the remaining 5 scheduled from October through to March. More than 20,000 parental accounts are registered and more than 10,000 payments are made every month. | Green | --- | --- | --- | --- | --- |
| | | Over the summer, the cashless meals system in secondary schools was updated to CRB's latest Fusion product, which is cloud based and offers increased functionality to parents and pupils, some of which will be turned on over the coming months. | | | | | | |
| | | Work is also underway to scope impact, risks and requirements around SEEMiS legacy applications retirement. A number of SEEMiS legacy apps will be retired from 2020 - 2021, leaving some significant gaps in tools available to deliver services. Collaboration with other authorities is taking place, as is evaluation of a range of options within different work streams. | | | | | | |
| Ensure that high standards of governance are being exercised | 90% of risk control actions completed by due date | There were no risk control actions to be completed in this period. | Green | 90% | 90% | 100% | 80% | 100% |
| | 90% of audit actions completed by due date | There were no risk control actions to be completed in this period | Green | 90.0% | 100.0% | 100.0% | 60.0% | 100.0% |

Delivering the plan and achieving best value

Develop improvement activity and promote scrutiny

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|--|--------|-----------------------|---------|--------------------------|------|------|
| | | | | Target | To Date | | | |
| Continue the roll out of ParentPay across all establishments | Percentage of establishments using Parentpay | At Quarter 2, 172 establishments (school, nursery class and stand alone nurseries) have gone live with Parentpay - 78% roll out. 48 establishments over 4 learning communities have still to roll out with the last learning community going live at the end of March 2020. Parental activation rates have been good with a number of schools achieving 100% activation by parents. | Green | ----- | 78.0% | 0.0% | 0.0% | 0.0% |
| Progress the key themes of self-evaluation and leadership in all establishments and services | Provide support for establishments and services to engage in rigorous and robust self-evaluation that results in service improvement | <p>A continuous improvement sub group has been created within Youth, Family and Community Learning Service to drive the improvement agenda for all establishments and services.</p> <p>Key to the development has been the engagement of staff from across the YFCL Service with the remit to discuss and seek improvements in the collection and use of data to secure improvement in Service delivery.</p> <p>During Q3, the Education Scotland Peer Evaluation Toolkit is being explored to further develop self-evaluation and secure service improvement.</p> | Green | --- | --- | --- | --- | --- |

Delivering the plan and achieving best value**Improve the skills, flexibility and capacity of the workforce**

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|---|---|--|--------------|-----------------------|---------|--------------------------|--------|-------|
| | | | | Target | To Date | | | |
| Ensure our commitment to employees through the development and implementation of personnel policies and employment learning and development (L&D) opportunities | Labour turnover rate less than 5% | For the period April to Sept 2019 the labour turnover rate was 2.8% which is below the target of 5.0% | Green | 5.0% | 2.8% | 2.1% | 3.9% | 3.9% |
| | 100% coverage of Performance Appraisals (PAs) of employees in scope | The Quarter 2 year to date figure shows 19% coverage of performance appraisals for employees in scope. In Education, the majority of performance appraisals (within teaching) are conducted later in the current school session. | Amber | 100.0% | 19.0% | 85.7% | 100.0% | ----- |
| Utilise the council workforce strategy toolkit to review and produce revised Resource Workforce plans and continue the cyclical reporting framework | Continue to review workforce plans and monitor actions to respond to workforce changes and meet future needs in line with the workforce planning review cycle | Report to be provided at Quarter 4. | Report Later | --- | --- | --- | --- | --- |

Provide sound financial stewardship for the council

| Action | Measures(non statistical measures shaded grey) | Comments/ Progress | Status | ----- This Year ----- | | ----- Last 3 Years ----- | | |
|--|--|--|--------------|-----------------------|---------|--------------------------|--|-------|
| | | | | Target | To Date | | | |
| Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery | Cost per primary school pupil | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | | | ----- |
| | Cost per secondary school pupil | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | | | ----- |
| | Cost per pre-school education registration | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018-19 figures will be available in January 2020. Report to be provided at Quarter 3. | Report Later | ----- | ----- | | | ----- |

'Report later' measures

Update of Education Resource Plan 2018/2019 Quarter 4 Progress Report

6

| Measure | Comments at Quarter 4 2018/2019 | Updated status at Q2 2019/2020 | Updated comments |
|--|---------------------------------|--------------------------------|--|
| Overall Average Total Tariff (LGBF) | | Report Later | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018/2019 figures will be available in January 2020 and 2019/2020 figures will be available in January 2021. |
| Average Total Tariff SIMD Quintile 1 (LGBF) | | Report Later | |
| Average Total Tariff SIMD Quintile 2 (LGBF) | | Report Later | |
| Average Total Tariff SIMD Quintile 3 (LGBF) | | Report Later | |
| Average Total Tariff SIMD Quintile 4 (LGBF) | | Report Later | |
| Average Total Tariff SIMD Quintile 5 (LGBF) | | Report Later | |
| Percentage of pupils gaining 5 or more awards at Level 5 (LGBF) | | Report Later | |
| Percentage of pupils from deprived areas (Senior Phase) gaining 5 or more awards at Level 5 (SIMD) (LGBF) | | Report Later | |
| Percentage of pupils gaining 5 or more awards at Level 6 (LGBF) | | Report Later | |
| Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD) (LGBF) | | Report Later | |
| Percentage of adults satisfied with local Schools (LGBF) | | Report Later | |
| Percentage of funded Early Years provision which is graded good/better (LGBF) | | Report Later | |
| Proportion of Pupils Entering Positive Destinations (LGBF) | | Report Later | |
| Participation rate for 16-19 year olds (per 100) (LGBF) | | Report Later | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018/2019 figures will be available in January 2020 |

| Measure | Comments at Quarter 4 2018/2019 | Updated status at Q2 2019/2020 | Updated comments |
|--|---------------------------------|--------------------------------|---|
| School attendance rates (LGBF) | | Report Later | and 2019/2020 figures will be available in January 2021. |
| School attendance rates (looked after children) (LGBF) | | Report Later | |
| School exclusion rates (per 1,000 pupils) (LGBF) | | Report Later | |
| School exclusion rates (per 1,000 looked after children) (LGBF) | | Report Later | |
| Ensure implementation of European Social Fund (ESF) programme across stand-alone nurseries for the targeted 20 parents for 26 weeks over 2 years in order to support and tackle unemployment into employment | | | Project deferred by the Scottish Government. Awaiting further guidance. Training continues for the parents currently on the programme. |
| 96% of Freedom of Information (FOISA) requests to be processed within the 20 working day period | | | <p>In Quarter 4, 55 Freedom of Information (FOI) requests were received and 22 (40%) were responded to within the statutory time period.</p> <p>In 2018/2019, 265 requests were received and 221 (83.4%) were responded to within the statutory time period not meeting the target.</p> <p>There was a 20% increase in the number of FOI requests received in Education in 2018/2019. The response rate should be considered in the context of the number and complexity of the requests received. Education Resources continues to review its process for handling FOI requests and has put in place enhanced monitoring and review processes to ensure improvements in 2019/2020.</p> |
| 96% of Environmental Information (Scotland) Regulations EI(S)R requests to be processed within the 20 working day period unless extended to 40 | | | There were no Environmental Information (Scotland) Regulations requests to Education Resources in 2018/2019. |

| Measure | Comments at Quarter 4 2018/2019 | Updated status at Q2 2019/2020 | Updated comments |
|---|---------------------------------|--------------------------------|--|
| working days in exceptional circumstances | | | |
| 90% of Data Protection Act (DPA) requests to be processed within 30 calendar days | | | <p>In Quarter 4, 15 General Data Protection Regulation/Data Protection Act (GDPR/DPA) requests were received and 7 (46.7%) were responded to within the statutory time period.</p> <p>In 2018/19, 51 requests were received and 31 (60.8%) were responded to within the statutory time period, not meeting the target.</p> <p>The response rate should be considered in the context of the number and complexity of the requests received and that the 30 day response time still continues during school holiday periods. Education Resources continues to review its process for handling GDPR/DPA requests and has put in place enhanced monitoring and review processes to ensure improvements in 2019/2020.</p> |
| Implement a programme of training to ensure adherence to new national standards for the Care Inspectorate | | | Education Resources continues to progress a range of training, development opportunities and support materials in support of the new National Standard for Early Learning and Childcare in August 2020. |
| Cost per primary school pupil (LGBF) | | Report Later | This is a Local Government Benchmarking Framework (LGBF) indicator. 2018/2019 figures will be available in January 2020 and 2019/2020 figures will be available in January 2021. |
| Cost per secondary school pupil (LGBF) | | Report Later | |
| Cost per pre-school education registration (LGBF) | | Report Later | |

SUMMARY

| | |
|---|-----------|
| Measures outstanding/to be reported later | |
| LGBF 2018-98 figures that will not be available until January 2020 | 21 |
| - Ensure implementation of European Social Fund | 1 |
| - 96% of Freedom of Information (FOISA) requests | 1 |
| - 96% of Environmental Information (Scotland) Regulations EI(S)R requests | 1 |
| - 90% of Data Protection Act (DPA) requests | 1 |
| - Implement a programme of training | 1 |
| Contextual – for information only | 0 |
| Total (agrees to IMPROVe report dated 18 July 2019) | 26 |

Report

7

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|------------------|---|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Education Resources) |

| | |
|----------|--|
| Subject: | Review of Admissions Policy for Early Learning and Childcare Establishments |
|----------|--|

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the review of the policy for admissions of children into early learning and childcare establishments in South Lanarkshire, including the process and outcome of a recent consultation; and
- ♦ to seek approval for the admissions policy and process for the allocation of places to local authority and funded partner provider establishments from March 2020.

2. Recommendation(s)

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

- (1) that the priorities for admission to all early years' establishments, as detailed in Appendix 1, be approved;
- (2) that the admissions policy and process for the allocation of places to all early years' establishments be implemented from March 2020;
- (3) that the admissions policy for early years' establishments be endorsed and referred to the Executive Committee for approval.

3. Background

- 3.1. On 31 March 1998, the Education Resources Committee approved a revised admissions policy in light of national policy development. The priorities took account of the new statutory duties of the Children (Scotland) Act 1995 which was implemented in April 1997, ensuring that priority places would be available for 'children in need'.
- 3.2. The Government issued guidance under the Standards in Scotland's Schools etc Act 2000 which requires councils to review their admissions policies every two years.
- 3.3. The Children and Young People (Scotland) Act 2014 represents one of the biggest changes to children's legislation for over a decade and introduced a new concept of early learning and childcare (ELC), details of which have been shared previously with the Education Resources Committee.
- 3.4. The last review of the admissions policy for ELC establishments was presented to the Education Resources Committee on 6 February 2018.

- 3.5. The current admissions policy has a closing date of end April each year for parents/carers to submit an application for consideration for a place for their child. In moving towards the implementation of the 1140 hours from August 2020 and, in line with central admissions allocation, it is now proposed to introduce a closing date of the end of February each year. This will allow for parents/carers to have their child's place confirmed in May of each year. In addition, closing dates for 'Early Entry to Primary School' and 'Deferred Entry from School' will be 20 January. Allocation of places will be confirmed by the end of May.

4. Consultation and engagement

- 4.1. The Education Resources' Early Years team sought the opinions of parents, families and providers on the current admissions policy and on proposed amendments, taking account of what matters to them in terms of early learning and childcare provision.
- 4.2. A consultation was undertaken from October to November 2019 with over 500 responses received, (90 of which were early years establishments which reflected the views and opinions of parents/carers and staff). The responses also included those made by parents/carers of children from 0-5 years who attend local authority establishments, partner providers and childminders, with some from those intending to access early years in the near future.
- 4.3. Some points worth highlighting include:

| | |
|--|-----|
| Parents who wish their child to attend 38 weeks | 54% |
| Parents who wish their child to attend more than 38 weeks up to 51 weeks | 19% |
| Parents who wish their child to attend for 52 weeks | 27% |

- Parents believe that in the future there should be greater flexibility and accessibility
- Strong opinions were noted, that where there are twins or multiple births within the same family, the allocation of places being the same sessions in the same nursery
- Parents were unanimous that siblings within the same family, where possible, should be allocated places in the same early learning and childcare setting and same times.

5. Proposals

- 5.1. The proposed admissions policy is outlined in Appendix 1.
- 5.2. The admissions policy priorities will be used for the allocation of an early learning and childcare place. Once places are allocated, particular patterns of sessions are then matched wherever possible: morning, afternoon or full day.
- 5.3. Where there are too many requests for the preferred sessions than places available, a ballot will be held in line with agreed procedures and places allocated in line with the admissions policy.
- 5.4. In relation to the proposed priorities for allocation of additional hours, a number of Early Learning and Childcare establishments may be able to offer additional hours and, as we move to implementing 1140 hours, this may increase. It may be that

additional hours will be through the phased approach to 1140 hours, free for children who fall within the Council's exemption criteria and paid by other parents. The charge to parents and/or carers for this service is detailed within the Council's Nursery Fees' Policy.

- 5.5. The Annual Admissions' allocation will move from May to March beginning in 2020. All applications for local authority and partner nurseries are considered with places allocated. Parents will be informed of their child's early learning and childcare place in writing by the end of May each year (was June previously)
- 5.6. Applications received after the end of February each year will not be processed until after the full Early Learning and Childcare admission process has been concluded in May each year. This may reduce the choice of Early Learning and Childcare establishment available to parents and/or carers if the nurseries they have chosen are oversubscribed.
- 5.7. Children will be allocated on a first come, first served basis into any remaining places in accordance with the Admissions Policy criteria.
- 5.8. If there are no places available at a particular Early Learning and Childcare establishment, then parents and/or carers will be offered an alternative nursery.
- 5.9. Deferred entry to Primary School
If a parent and/or carer applies for deferred entry to primary school for their child they may be able to access an additional year of funded Early Learning and Childcare. This will only be considered where either of the following apply:
 - children whose 4th birthday falls in the January or February of the year they are due to start primary school. These children are considered returning children.
 - when parent/carers wish to be considered for deferred entry for their child where the 4th birthday falls between August and December their application will be considered by an Admissions Scrutiny Group.

6 Employee Implications

- 6.1 There are no direct employee implications arising from the implications in this report.

7 Financial Implications

- 7.1 The Nursery Charges Policy will apply to the allocation of nursery places where applicable.

8 Other Implications (Including Environmental and Risk Issues)

- 8.1 The main risk associated with this report in taking forward the legislative requirements in the Children and Young People (Scotland) Act at this stage is that further additions to the legislation are still awaited.

- 8.2 To mitigate the risk, a further evaluation of the impact of the new legislation and the eligibility criteria to determine affordability and sustainability will be monitored.

9 Equality Impact Assessment and Consultation Arrangements

- 9.1. This report does introduce a new policy, and therefore, an impact assessment will be conducted prior to implementation.
- 9.2. Consultation involved an on-line consultation for parents/carers and stakeholders from the beginning of October 2019 until November 2019 and this has helped to shape and influence the revised admissions policy.

Tony McDaid
Executive Director (Education Resources)

19 November 2019

Link(s) to Council Values/Ambitions/Objectives

- Improve achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References

- Education Resources Committee - 6 February 2018
- Executive Committee – 28 February 2018

List of Background Papers

None

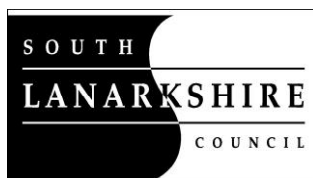
Contact for Further Information

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

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E-mail: stewart.nicolson@southlanarkshire.gov.uk



Education Resources

South Lanarkshire Council Early Learning and Childcare Admissions Policy 2020

Purpose:

When the Council are considering places for ELC the admissions policy will be used to determine the allocation of places.

Guidance pertaining to each priority will be contained in guidelines for staff.

Proposals

The proposed admissions policy is outlined below.

| <i>Proposed Policy Children aged 0-3 years</i> | <i>Proposed Policy Children aged 3-5 years</i> |
|---|---|
| <i>Priority 1</i> | <i>Priority 1</i> |
| <ul style="list-style-type: none"> Children affected by Abuse Children with additional support needs Looked after and Accommodated Children from birth up 2 years old Children who at any time from the age of 2 years have been <ul style="list-style-type: none"> a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the home <p><i>All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment</i> <i>*2 year olds as required by relevant legislation from time to time applying</i></p> | <ul style="list-style-type: none"> Children affected by Abuse Children with additional support needs Children who at any time have been <ul style="list-style-type: none"> a) Looked after and Accommodated or b) subject to a Kinship Care Order Children affected by Domestic Violence Children affected by Substance Misuse Children affected by a disability within the home <p><i>All applications within Priority 1 must be substantiated by a wellbeing assessment/single agency assessment</i></p> |
| <i>Priority 2</i> | <i>Priority 2</i> |
| <ul style="list-style-type: none"> New applications: (0-3 year olds) | <ul style="list-style-type: none"> Children in their pre-school year – new applications Deferred entry children Aug/Dec Transfer application pre-school year children – change in circumstances |
| <i>Priority 3</i> | <i>Priority 3</i> |
| <ul style="list-style-type: none"> Transfer applications – change in circumstances | <ul style="list-style-type: none"> Children in their ante pre-school year - new applications Transfer applications ante-pre-school year – change in circumstances |

| Priority 4 | Priority 4 |
|---|---|
| <ul style="list-style-type: none"> Transfer applications – parental choice | <ul style="list-style-type: none"> Transfer application pre-school year children - parental choice Transfer applications ante-pre-school year – parental choice |
| Priority 5 | Priority 5 |
| <ul style="list-style-type: none"> All children resident outwith South Lanarkshire Council who are not within a catchment area of a primary school within the Council Area | <ul style="list-style-type: none"> All children resident outwith South Lanarkshire Council who are not within a catchment area of a primary school within the Council Area |
| Priority 6 Additional Hours | |

Priority 1 All Priority 1 Children

Priority 2 Children whose parents and/or carer are in employment or education

Priority 3 All children allocated a place in the nursery including those children returning to nursery for a further year which includes deferred children approved by the Council

- Priorities 1-4 are children who are resident within South Lanarkshire Council Area and those children who are catchment pupils for a South Lanarkshire Council Primary school
- All children (non SLC primary school catchment children) residing outwith the Council no matter the circumstances are considered priority 5
- Eligible children will have access to Early Learning and Childcare regardless of age, gender, race, religion or need.
- Early Learning and Childcare will be provided on a non-denominational basis.
- Securing a place in a school nursery class does not guarantee a primary school place within the same primary school
- Children deferring entry from Primary 1 January and February birthdays Council are considered returning children
- Children deferring entry from Primary 1 August to December birthdays who have been approved for a deferred year of funding are considered returning children
- Additional hours are only considered once all eligible children have been allocated their entitlement

Report

8

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|------------------|---|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Education Resources) |

| | |
|----------|--|
| Subject: | Education Resources - Risk Register and Risk Control Plan |
|----------|--|

1. Purpose of Report

- 1.1. The purpose of the report is to:-
 - ♦ provide 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 be 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. Education Resources follows this guidance in developing, monitoring and updating a Resource 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 their impacts.
- 3.3. The Resource scores these risks in accordance with the Council approach based on likelihood and impact. This results in risks being scored between one and nine (low – high).
- 3.4. All risks will have an inherent score (risk if we do nothing) and a residual score (risk after applying controls).
- 3.5. The last update of the Education Resources' Risk Register was reported to the Education Resources Committee on 19 February 2019.
- 3.6. The Council's top Risk Register and Risk Control plan has been reviewed. This work was completed in October 2019.
- 3.7. The Central Risk Management Team reviews Resource compliance annually in accordance with the Council's Risk Management Strategy. The 2018/2019 review concluded that Education Resources achieved 100% compliance, with a score of 42 out of a possible 42 areas.

4. Resource Risk Management Group

- 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 meets on a quarterly basis as part of the Education Resources Health and Safety Joint Strategy 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 on ensuring that the Register reflects the improvement planning process.

5. Risk Register

- 5.1. The Resource Risk Register has now been reviewed and updated for 2019/2020. The update takes account of 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 any new risks to be added and for the control measures and scores of the existing risks to be reviewed in light of any new information or developments.
- 5.3. Risks can result from internal or external influences including, for example, legislative changes, outcomes from internal Service changes and funding cuts, as well as assessing the impact of delivery of national and local priorities.
- 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. Whilst risk content remains consistent with 2018/2019, some important changes to the Risk Register have been made:
 - ◆ risk scoring has been increased in relation to the impacts of a 'no deal Brexit' within Education
 - ◆ consideration has been given to the risks associated with decommissioning of a range of SEEMiS supported IT functions by 2021
 - ◆ consideration has been given to the risks associated with progressing the national agenda on Empowerment
 - ◆ the continuation of potential risks associated with delivery on early learning and childcare (1,140hrs)
- 5.6. Risks scored seven to nine are considered to be high risks and these are monitored closely. Top risks identified for the Resource, i.e. those that are residually scored as being high, are attached at Appendix 1.
- 5.7. A clear link has been made to the Council's top risks. Top risk rankings and Resource specific risk implications are noted within the Appendix.
- 5.8. Risks evaluated residually as being medium or low risk will be monitored to ensure that they continue to be adequately managed.

6. Insurance Hotspots

6.1. A review of claims from the previous year identified the following insurance hotspot areas for Education Resources:-

- ◆ slips, trips and falls
- ◆ falls from height

6.2. The following progress has been made with actions included in the hotspot action plan:-

- ◆ Safe System of Work on working at height issued to all employees
- ◆ mandatory training on step stools and step ladders
- ◆ mandatory training on manual handling
- ◆ the development of Health and Safety and Mandatory training matrices for all employees

6.3 A separate action plan has been agreed and actions to mitigate hotspot areas will be progressed over the forthcoming year.

7. Scope and appetite for risk

7.1. South Lanarkshire 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 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. South Lanarkshire Council's ideal risk exposure should be consistent with an acceptable tolerance of:-

- ◆ no more than 20 per cent of residual risks at a high level
- ◆ around 40 per cent to 50 per cent of residual risks at a medium level
- ◆ around 30 per cent to 40 per cent of residual risks at a low level

7.4. Education Resources risk exposure is detailed in the table below:-

Education Resources Risk Exposure

| Residual risk score | Number of risks | Percentage of risks |
|----------------------------|------------------------|----------------------------|
| High (7, 8 or 9) | 4 | 21 |
| Medium (4, 5, or 6) | 9 | 47 |
| Low (1, 2, or 3) | 6 | 32 |
| | 19 | 100 |

7.5. The table above shows that Education Resources' risk exposure is in line with the ideal profile outlined above.

7.6. Education Resources has ensured that all inherent risks scored at a high level have cost effective control measures in place. Where further control measures are required, these are included within the Resource risk control plan.

8. Risk Control Actions

- 8.1. All risk control actions due for delivery in 2019/2020 are on target for completion.
- 8.2. Progress with completion of Resource Risk Control actions is monitored on a monthly basis by the Central Risk Management team. This is also reviewed by the Resource Risk Group.
- 8.3. Any outstanding actions to mitigate risks within the Risk Control Plan will be progressed by the relevant officers.

9. Major projects, partnerships or change

- 9.1. Within Education Resources, five major partnerships have been identified (schools modernisation primary programme/early years' expansion programme, schools modernisation secondary programme, Strathclyde Partnership for Transport, RM provision of managed ICT services and Early Years' Partner Provider framework). Mainly due to the high level of finance, all are considered to have a high inherent risk but robust control measures mean all have been assessed as having a low residual risk.
- 9.2. Appropriate risk management arrangements are in place for 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. During the year, if any new initiatives are identified which would help mitigate any particular risk faced by the Resource, some financial assistance may be available from the Risk Management Fund. This is managed through a bid being submitted and assessed against set criteria.

13. Other Implications (Including Environmental and Risk Issues)

- 13.1. Failure to demonstrate that risk is actively considered and managed can not only lead to avoidable financial loss but could also affect delivery of services and could affect the Resource reputation.
- 13.2. There are no implications for sustainability in terms of the information contained in this report.

14. Equality Impact Assessment and Consultation Arrangements

- 14.1. 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.
- 14.2. Consultation on the content of this report has been undertaken with members of the Education Resources' Risk Management Group.

Tony McDaid
Executive Director (Education Resources)

19 November 2019

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, effective, efficient and transparent

List of Background Papers

- ◆ Education Resources Committee – 19 February 2019

Contact for Further Information

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

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Appendix One

Education Resources Risk Register 2019/2020

Extract of risks with residual score seven, eight and nine

| Risk Description | Inherent Risk Score | Sample Controls | Residual Risk Score | Service |
|---|---------------------------|--|---------------------------|---------|
| <p>Reduction in available funding and income. The financial pressures placed on budgets and the impact of efficiency measures places a risk on the delivery of core services.</p> <p>(Council Top Risk)</p> | 9 | <p>Continuous financial monitoring will take place in line with good governance arrangements.</p> <p>Planned regular meetings with Corporate Finance will assist in reviewing, monitoring and identifying further solutions and help ensure a balanced budget. Senior Officers have contributed to Corporate Services efficiency groups and the Resource is represented on the Corporate Procurement Group.</p> <p>A number of review groups have been established within the Resource to look at more effective service delivery models in light of budget reductions.</p> <p>Estimated inflationary levels for employee pay award and PPP contracts, the two largest areas of spend, are built into the Council's annual budget.</p> | 8 | All |

| Risk Description | Inherent Risk Score | Sample Controls | Residual Risk Score | Service |
|---|---------------------------|---|---------------------------|----------------------------|
| <p>Failure to adequately prepare for national expansion in early years education and childcare provision The Scottish Government is committed to increasing the Early Learning and Childcare (ELC) entitlement to 1140 hours for all 3 and 4 year olds in addition to eligible 2 year olds (based on FME) by August 2020.</p> <p>This represents a significant expansion of services within the Council requiring considerable capital and revenue resources. The Council is likely to face challenges in acquiring the necessary physical assets and staffing levels. A failure to meet these levels could affect both quality and availability of services for service users in South Lanarkshire.</p> <p>(Council Top Risk)</p> | 9 | <p>Consultations with parents under 'Together we can, and we will' completed.</p> <p>Review of estimate numbers of children and existing accommodation undertaken. Requirements of major extensions and new builds identified and approved at Executive Committee. Likely additional funding levels identified.</p> <p>Workforce planning underway including apprenticeships and on-going recruitment campaigns under the staged phases of rollout of 1140 hours nursery provision. 350 FTE additional staff employed to date.</p> <p>Discussions ongoing with partner providers including those in relation the availability of places within their establishments, confirmation on the rate of pay per nursery place, introduction of new procurement procedures and quality standards required.</p> <p>Discussions with the Scottish Government and COSLA continue on the level of funding provided.</p> | 8 | Early Years, School Estate |

| Risk Description | Inherent Risk Score | Sample Controls | Residual Risk Score | Service |
|--|---------------------------|---|---------------------------|-------------------------------------|
| <p>The Council is significantly affected by the impact of the UK leaving the European Union</p> <p>Failure to agree a deal could have significant impacts on:</p> <ul style="list-style-type: none"> • Funding and Finance • Workforce and employment • Procurement • Legislation <p>A “no-deal Brexit” could place additional demand on services due to reduced growth, higher unemployment, inflationary and other budget pressures, supply chain interruption, customs and regulatory issues.</p> <p>(Council Top Risk)</p> | 9 | <p>Education Resources works closely with Finance and Corporate Resources on an ongoing basis to assess the impacts of Brexit on the council's financial and workforce planning strategies including those in relation to procurement and recruitment.</p> <p>The Resource works closely with Heads of Establishment to maximise the additional funding made available from the Scottish Government to tackle the poverty related attainment gap.</p> | 8 | All |
| <p>Failure to meet commitments to meet teacher numbers and pupil/teacher ratios</p> <p>The Scottish Government and the Council has made a commitment to protect teacher numbers and the pupil: teacher ratio. An estimated increase in pupil numbers for session 2019 and potentially inadequate numbers of teachers across the national education system may pose a threat in meeting the numbers required and maintaining the existing ratio. This could result in possible financial penalty and increasing reputational risk, as well as disruption to service delivery.</p> <p>(Council Top Risk)</p> | 9 | <p>Planning for projected increases in pupil numbers is ongoing.</p> <p>Regular workforce monitoring meetings take place, chaired by the Executive Director, to give early consideration to teacher staffing requirements and effective recruitment methods.</p> <p>An evaluation of staff absence and impending cover requirements are also considered.</p> | 7 | Education/ Finance/ Personnel |

Report

9

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|------------------|---|
| Report to: | Education Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Education Resources) |

| | |
|----------|--|
| Subject: | Youth Employability and Work Based Learning |
|----------|--|

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the Youth Employability Service's work-based programmes that have been developed to support young people who have been identified as "being at risk" of not achieving or sustaining a positive destination when they leave school
- ♦ provide an update on the range of vocational learning provision available in the senior phase

2. Recommendation(s)

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

- (1) that the developments around youth employability and work-based learning are noted;
- (2) that the Aspire, Gradu8, Foundation Apprenticeships programmes, to develop the skills and work opportunities for young people, be noted;

3. Background

3.1. Following work to consolidate and align the delivery and management of youth employability services within Education Resources, a range of services and supports have been developed which are assisting young people to develop the vocational and work readiness skills required to progress to sustained and appropriate post-school destinations.

3.2. These services, along with robust tracking and monitoring processes, are achieving positive results for young people and their communities. A total of 3,258 young people left school in South Lanarkshire in 2017/2018. The South Lanarkshire positive destination rate of 96.4% was the highest figure recorded for South Lanarkshire since the information has been collected and the 4th highest in Scotland. It is also the 4th consecutive year that the South Lanarkshire figure has been greater than the Scottish average.

3.3. In 2017/2018, the South Lanarkshire figure of positive destinations achieved by the young people in the 20% most deprived areas was 93.2%. This is the highest figure recorded since figures became available and it is above the national average of 90.4%, for the 20% most deprived areas. The difference in South Lanarkshire between the 20% most deprived areas and the 20% least deprived leavers is 4.6%. This is a smaller gap than the national average of 6.8%. The gap within South Lanarkshire continues to narrow year on year.

- 3.4. In partnership with Skills Development Scotland, work is ongoing to confirm and record the destinations of all 2018/2019 leavers and it is anticipated that these will be published in March 2020.

4. ASPIRE (Targeted Employability Support)

- 4.1. The ASPIRE Youth Employability programme has been operating for the last 2 years with strong outcomes for young people. ASPIRE is funded by the European Social Fund, Scottish Government's No-one Left Behind fund and the core budget of Education Resources and provides a bespoke employability programme for young people aged from the last 6 months of school to age 19 who are at risk of becoming unemployed (26 if care experienced).
- 4.2. Young people are supported in line with Getting It Right for Every Child and Raising Achievement for All, with a dedicated vocational development worker preparing an individualised action plan designed to address barriers to employment. The action plan may include 1-2-1 support, personal development and confidence building activities, work experience and vocational tasters and individual supports, if appropriate, such as counselling.
- 4.3. 742 young people were supported last year through ASPIRE and 85% moved on to a positive destination (above the national average of 81%). Any young people who are not ready to move on receive ongoing additional support. 127 care experienced young people received support.
- 4.4. Continued improvements in tracking and identifying need has seen an increase in the number of referrals. As a result, actions have been taken as a result to reach out to what can be described as our most disengaged group of young people. Working with key partner agencies work will continue to support and address the needs of these young people, for example, by accessing mental health services.

5. Gradu8

- 5.1. The Gradu8 programme offers senior phase pupils an opportunity to study towards a qualification in an area of work they may wish to pursue after leaving school. The purpose of the Gradu8 courses is to provide an additional choice for senior phase pupils, by allowing them to study for a vocational or nationally recognised qualification which is designed to help pupils transition to the world of work. The level is SCQF level 4/5 and provides a good opportunity for the young person to develop their skills and to move onto a Foundation Apprenticeship, employment or to further study at college.
- 5.2. The courses are delivered by South Lanarkshire College, New College Lanarkshire, Glasgow colleges and local training providers. In 2017/2018, there were 242 pupils engaged with the programme. In 2018/2019, this figure rose to 502 pupils. In August 2019, 845 senior phase pupils were recruited on to the programme.
- 5.3. The table below shows the uptake for Gradu8 by course for 2019/2020:-

| | |
|-----------------------------|-----|
| Early Years and Childcare | 140 |
| Construction Trades | 235 |
| Uniformed services | 81 |
| Engineering | 78 |
| Beauty | 52 |
| Make-up artistry | 51 |
| Hair and Barbering | 50 |
| Hospitality | 37 |
| Mental Health and Wellbeing | 50 |
| Horticulture | 2 |
| Winter leavers programme | 69 |
| Total | 845 |

- 5.4. Planning for 2020/2021 is underway and will include delivery in 3 new vocational subjects of Digital and Media, Business & Marketing and Sports and Fitness.

6. Foundation Apprenticeships

- 6.1. Foundation Apprenticeships have been developed by Skills Development Scotland (SDS) with support from the European Social Fund. The objective is to help young people gain valuable, real-world work experience and access work-based learning while they are still at school by giving them earlier exposure to the world of work and equipping them with the skills, experience and knowledge they need when they leave school.
- 6.2. A Foundation Apprenticeship (FA) offers a blended learning experience combining school, college and work-based activities. Lasting one or two years, students will typically begin their Foundation Apprenticeship in S5 for the 2 year course and S5/S6 for the 1 year course. Young people will spend time out of school at college and/or with a local employer and will complete the Foundation Apprenticeship which is awarded at the Higher level, alongside their other subjects like National 5s and Highers. Foundation Apprenticeships are currently available in twelve subject areas, linked to growth sectors of the Scottish economy, so young people are gaining industry experience which will help them kick-start a successful career in their chosen field. In 2017/2018, there were 44 pupils engaged in the programme. This has risen to 192 pupils in 2018/2019. In 2019, 330 pupils have successfully engaged on a Foundation Apprenticeship.
- 6.3. The following table provides information on the number of pupils engaged on a Foundation Apprenticeship for August 2019 and includes new starts and returners. 95 young people are being supported through FA hubs within South Lanarkshire schools

| Framework | No of pupils |
|--|--------------|
| Accountancy | 10 |
| Business Skills | 29 |
| Civil Engineering | 26 |
| Creative Digital Media | 24 |
| Engineering Systems and Mechanical Engineering | 55 |
| Financial Services | 8 |
| Food & Drink Operations | 2 |
| ICT Hardware | 8 |
| ICT Software | 23 |
| Scientific Technologies | 5 |

| | |
|---|------------|
| Social Services and Healthcare | 58 |
| Social Services Children and Young People | 82 |
| Total | 330 |

- 6.4. South Lanarkshire Council's Youth Employability Service's Foundation Apprenticeship team support the management and delivery of the programme and work closely with schools, local colleges and training providers. This central team will continue to deliver a strong publicity campaign as well as an improved communications approach for schools, parents and carers and all young people interested in FA. It will also greatly assist employer engagement and establish clear points of contact to help develop guidance and procedures to support effective work based learning.
- 6.5. Building on experience, this model has shown to be effective and has created the opportunity for all pupils in the senior phase from the 17 high schools across South Lanarkshire to access the 12 Frameworks within the Foundation Apprenticeship.
- 6.6. The Council delivers the Modern Apprenticeship and the Graduate Apprenticeship for Early Years and Child Care and the Modern Apprenticeships for Social Care and Business Administration. The planned delivery of the FA builds on this and creates a pathway for young people to enter employment.
- 6.7. The Council has now received funding confirmation from Skills Development Scotland for the delivery of Foundation Apprenticeships from 2020 to 2022. This programme will be delivered through a consortium arrangement with South Lanarkshire College which will offer increased flexibility and increased options for young people. The consortium will deliver FAs in the following vocational frameworks:
- ◆ Accountancy
 - ◆ Business skills
 - ◆ Creative and Digital Media
 - ◆ Social Services and Healthcare
 - ◆ Social Services Children and Young People
- 6.8. Young people will be able to apply for the remainder of the available frameworks through other providers including Glasgow colleges.

7. Employee Implications

- 7.1. The programmes described in this report are delivered and managed by the Youth Employability Service. External funding supports approximately 25 of the 33 staff and this is likely to be subject to change in the coming years due to changes in European funding associated with Brexit and changes in Scottish Government employability funding. Staff are on temporary contracts to March 2022 and would revert to previous posts through SWITCH2 should the funding come to an end.

8. Financial Implications

- 8.1. Costs associated with all these programmes are met from the core budget of Education Resources along with the European Social Fund/ Foundation Apprentice and Scottish Government grants.

9. Other Implications (Including Environmental and Risk Issues)

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

9.2 There are no implications for sustainability 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. Consultation and engagement continues to take place with SDS, colleges, training providers and is a core part of delivering a bespoke programme to suit the needs of young people.

Tony McDaid
Executive Director (Education Resources)

15 November 2019

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

- Education Resources Committee – 27 November 2018

List of Background Papers

Contact for Further Information

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

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Report

10

| | |
|------------------|---|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Education Resources) |

| | |
|----------|---|
| Subject: | Notification of Contracts Awarded – 1 April to 30 September 2019 |
|----------|---|

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide notification to Committee, in line with Standing Orders on Contracts, of all contracts awarded by Education Resources during the period 1 April to 30 September 2019

2. Recommendation(s)

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

- (1) that details of the contracts awarded in the period 1 April to 30 September 2019 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 awarded during the period 1 April to 30 September 2019, on the basis of lowest offer and/or most economically advantageous offer submitted, is provided at Appendix 1.

5. Employee Implications (Including Environmental and Risk Issues)

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. Other Implications (Including Environmental and Risk Issues)

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

8. Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid
Executive Director (Education Resources)

29 October 2019

Link(s) to Council Values/Ambitions/Objectives

- ◆ Accountable, effective, efficient and transparent
- ◆ **Previous Reference**
None

List of Background Papers

- ◆ Standing Orders on Contracts

Contact for Further Information

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

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Education Resources

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

| Name of Successful Tenderer | Value of Contract Awarded | Date of Award | Brief Description (include period of contract) |
|------------------------------------|----------------------------------|----------------------|---|
| Various Framework Suppliers (5) | £268,226 | 28/06/19 | 24 month contractual extensions to Call Offs from the Framework for the Provision of Passenger Transport Services 01/07/17 – 30/06/19 (extension awarded to 01/07/21) |
| Various Framework Suppliers (28) | £987,179 | 16/08/19 | Mini Competition from the Passenger Transport Services Framework – PTS001 2019 - 16/08/19 to 15/08/20 with option to extend until 15/08/21 |
| Various Framework Suppliers (23) | £1,006,511 | 16/08/19 | Mini Competition from the Passenger Transport Services Framework – PTS002 2019 - 16/08/19 to 15/08/20 with option to extend until 15/08/21 |
| Various Framework Suppliers (9) | £303,046 | 16/08/19 | Mini Competition from the Passenger Transport Services Framework – PTS003 2019 - 16/08/19 to 15/08/20 with option to extend until 15/08/21 |
| Various Framework Suppliers (6) | £339,863 | 16/08/19 | Mini Competition from the Passenger Transport Services Framework – PTS004 2019 - 16/08/19 to 15/08/20 with option to extend until 15/08/21 |
| Various Framework Suppliers (11) | £292,999 | 16/08/19 | Mini Competition from the Passenger Transport Services Framework – PTS005 2019 - 16/08/19 to 15/08/20 with option to extend until 15/08/21 |
| Various Framework Suppliers (6) | £147,870 | 16/08/19 | Mini Competition from the Passenger Transport Services Framework – PTS006 2019 - 16/08/19 to 15/08/20 with option to extend until 15/08/21 |
| Various Framework Suppliers (5) | £76,210 | 16/08/19 | Mini Competition from the Passenger Transport Services Framework – PTS007 2019 - 16/08/19 to 15/08/20 with option to extend until 15/08/21 |
| NEW COLLEGE LANARKSHIRE | £150,000 | 09/09/19 | Provision of GradU8 Programme – Negotiated Contract - 09/09/19 - 29/05/20 |
| AF JAMIESON | £100,000 | 16/09/19 | Provision of Piano Tuning, Maintenance and Repair Services - contract - 12/09/16 to 22/09/19 with option to extend until 11/09/21 (extension awarded to 11/09/20) |

| Name of Successful Tenderer | Value of Contract Awarded | Date of Award | Brief Description (include period of contract) |
|------------------------------------|----------------------------------|----------------------|--|
| GL ASSESSMENT LTD | £150,000 | 27/09/19 | Provision of Educational Assessment Resources – Negotiated Contract to increase value 27/09/19 to 01/06/20 |

Report

11

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|------------------|---|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Education Resources) |

| | |
|----------|---|
| Subject: | Parental Involvement and Engagement Strategy - Supporting Family Learning and the Sharing of Best Practice |
|----------|---|

1. Purpose of Report

1.1. The purpose of the report is to:

- ♦ advise of the steps taken to promote family learning in line with the newly revised, Parental Involvement and Engagement Strategy launched at the Parents Conference on 13 November 2019.

2. Recommendation(s)

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

- (1) that it be noted that the roll-out of the revised Parental Involvement and Engagement Strategy – ‘working together to support children and family learning’, along with a ‘guide for Parent Councils’, produced by parents for parents, was welcomed by parents/carers and schools at the Parents as Partners Conference held on 13 November 2019

3. Background

3.1. On 6 August 2019, the Education Resources Committee noted the progress being made to revise the Council’s Parental Involvement and Engagement Strategy in line with the Scottish Schools (Parental Involvement) Act 2006 and the actions which arise in the ‘Learning Together’ National Action Plan published in August 2018.

3.2. Active parental involvement, engagement, family learning and learning at home are effective and positive influences on a child’s education. Evidence based research shows that parents, carers and families are the most important influence on children’s attitudes, behaviour and achievements.

3.3. The Council’s schools and nurseries play an equally important role in welcoming parents/carers to be partners in their children’s learning journey. Effective parental involvement, therefore, must also be inclusive by encouraging parents, carers and families to be active participants and by making them feel welcome and valued.

4 Parents as Partners Conference

4.1. Around 100 people attended the Parents as Partners conference held on 13 November 2019 where the focus was on ‘*working together to support family learning*’ in order to help develop a child’s potential through their learning journey from nursery, primary, secondary and if they require additional support needs schools.

- 4.2 Rachel Baxter, Head Teacher of Netherburn Primary School, who led the working group which developed the new Parental Involvement and Engagement Strategy, showcased a film which featured 4 parents talking about their individual learning stories and on how the Strategy can be put into practice. The film premier showed that parents from Netherburn Primary are now more confident in supporting their children's learning at school and at home.
- 4.3 Members of the Parents' Focus Group launched a 'Parents Guide' on the role of a Parent Council and copies have been published for all schools and Parent Councils with an on-line version being posted on the Council's website. Copies of the 'Parents Guide' have been made available in Members' Areas.
- 4.4 Another highlight was the showcase of best practice on family learning with the following schools in attendance along with Dyslexia Scotland and the National Parent Forum for Scotland.
- | | |
|----------------------------------|--------------------------------------|
| ◆ Burgh Primary, Rutherglen | ◆ Cathkin High, Cambuslang |
| ◆ Hareleeshill Primary, Larkhall | ◆ Hollandbush Nursery, Hamilton |
| ◆ Lanark Grammar | ◆ Netherburn Primary, Larkhall |
| ◆ Sanderson High, East Kilbride | ◆ National Parent Forum for Scotland |
- 4.5 With the launch of the revised Strategy and Parent Council guide firstly with parents, the next stage is to continue the roll-out using case studies to show what has worked well as there is a commitment throughout Education Resources to meet the requirements in the National Improvement Framework and other associated legislation and Scottish Government guidance.

5 Next Steps

- 5.1 Family learning and parental engagement is something that will continue to feature Council schools and services over the coming months and the Strategy will be rolled out to schools through learning community meetings with case studies being shared to help show what has worked well and build momentum for improvement.
- 5.2 There is also a need to support and empower parents and carers so they feel they have the confidence and skills to support their children's learning and improve the quality of learning at home and plans are being drawn up to offer training and support for parents delivered jointly with parents in localities.
- 5.3 Evidence shows that in South Lanarkshire there is a strong track record in supporting parental engagement and involvement. The evaluations from the Parents as Partners Conference help to confirm this:-
- ◆ 99% showed they welcomed the new Strategy supported by the film and case studies
 - ◆ 96% showed they welcomed the new Parent Council Guide
 - ◆ 97% agreed that the conference provided an ideal opportunity to network
 - ◆ 97% agreed they felt confident to share what they had learned with others at their respective nursery/school
 - ◆ 100% enjoyed the musical entertainment from Lesmahagow High school
- 5.4 The parents focus group deserve the credit for the planning of the Conference and have intimated that they will use the evaluations to guide the next steps in promoting and supporting family learning and learning at home.

- 5.5 It is proposed to provide a further report on the impact of the revised Parental Involvement and Engagement Strategy to a future meeting of this Committee.

6 Employee Implications

- 6.1 None

7 Financial Implications

- 7.1 To be met from within existing resources.

8 Other Implications (Including Environmental and Risk Issues)

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

- 8.2. There are no risk implications arising from the proposals in this report.

9 Equality Impact Assessment and Consultation Arrangements

- 9.1 There is no requirement to carry out an equality impact assessment arising from the recommendations from this report.

- 9.2 The revised strategy and parent council guide were developed and designed with parents/carers, nurseries, schools and services and other stakeholders.

Tony McDaid

Executive Director (Education Resources)

21 November 2019

Link(s) to Council Values/Ambitions/Objectives

- ◆ Raise Educational Attainment for All
- ◆ Increase Involvement in Lifelong Learning
- ◆ Improve Lives of Vulnerable Children, Young People and Adults

Previous References

- ◆ Education Resources Committee – 6 August 2019

List of Background Papers

- ◆ The Scottish Schools (Parental Involvement) Act 2006
- ◆ Learning Together – national action plan (August 2018)
- ◆ Review of learning at home (August 2018)
- ◆ Review of family learning (2018)
- ◆ Parents as Partners – Toolkit
- ◆ Council Plan

Contact for Further Information

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

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Report

12

| | |
|------------------|---|
| Report to: | Education Resources Committee |
| Date of Meeting: | 10 December 2019 |
| Report by: | Executive Director (Education Resources) |

| | |
|----------|--|
| Subject: | Completion of the Schools Modernisation Programme |
|----------|--|

1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide information on the completion of the Schools' Modernisation Programme which has been achieved through the commitment of the Council and the strength of the commitment of all Council services to work together, and with partners to create a modern and vibrant school estate

2. Recommendation(s)

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

- (1) to note that the Schools' Modernisation Programme, which began in 2004, has now officially been completed and that over 46,000 children and young people are now being taught in, and staff work in modern, innovative school buildings.

3. Background

- 3.1. In line with the principles of best value, which were first introduced into the public sector through the Local Government Act 2003, the Council embarked upon a journey to improve and invest in its school estate.
- 3.2. A long-term plan was adopted by the Council, with the vision being shared with schools and their communities, supported by significant capital and revenue funding designed to transform the whole of the school estate to provide future generations of young people with modern and safe environments they could be proud of.
- 3.3. In 2004, the Council commenced its ambitious building programme following an exercise to determine the priority of the rebuilding schedule mainly around the extent of existing buildings. Furthermore, the decision recognised the opportunity to provide better community and leisure facilities within an improved learning estate, bringing wider benefits to the entire community of South Lanarkshire.
- 3.4. This included the modernisation (refurbishment and new building) of 128 primary schools at a cost of £866 million, completed on time and in line with budget.
- 3.5. The successful completion of the Schools' Modernisation Programme is a key element in the delivery of a range of Connect objectives, including aspirations to 'ensure schools and other places of learning are inspirational' and 'improve achievement, raise educational attainment and support lifelong learning'.

- 3.6. The modernised schools have been widely welcomed by Head Teachers, teachers and parents as 'providing a vibrant and stimulating education environment' for primary age children. (Best Value Report March 2019).
- 3.7. There is evidence that the significant investment in the school estate by the Council is having a positive impact for children, young people and local communities. The Accounts Commission also acknowledged that the Council has a strong track record of delivering large scale capital projects on time and on budget which is further evidence of the way Council services have worked together and with external providers to create what is arguably one of the largest school building projects of this kind.
- 3.8. Over 46,000 children attend nurseries and schools on any given day throughout South Lanarkshire and it is clear to see that the new school buildings are a notable feature in all of our communities and the localities of Clydesdale, East Kilbride, Hamilton, Rutherglen/Cambuslang.
- 3.9. There is no doubt that young people take pride in their school buildings as do our teachers and support staff, who work in modern and vibrant environments which have been designed to more readily deliver a 'curriculum for excellence' and to help achieve better outcomes for all learners.

4. The Secondary School Estate

- 4.1. The secondary school estate was delivered through a Public-Private Partnership (PPP) arrangement with 19 new school buildings being created and completed in 2009.
- 4.2. The pride and ownership of the new school buildings by learners and staff should not be under estimated as it generates an ethos of feeling valued and on the importance of investing for future generations of learners who will go to develop their knowledge, skills for life and work.

5. The Primary Schools' Modernisation Programme

- 5.1. The schools' modernisation programme is a testament to the vision of the Council to invest in its school estate and on what can be achieved through both corporate and partnership working and liaison with the Scottish Government and the Scottish Futures Trust, to ensure the 'Schools for the Future' objectives were being met.
- 5.2. The first primary school to be modernised was Our Lady of Lourdes in East Kilbride, which opened in 2004 and was funded through a 20 year lease agreement. Thereafter, the Council committed to a capital funding programme which would secure adequate funding to undertake an entire schools' modernisation programme.
- 5.3. Buildings were designed and constructed using a mixture of external contractors and the Council's own Building Services. The second new school building to open was St John the Baptist in Uddingston.
- 5.4. New school buildings were constructed at an average rate of 9 per year with 25% of them delivered by Building Services and the rest via a number of external contractors including Carillion, Keir, Bovis Lend Lease and Morrison Construction.

- 5.5. In conjunction with the architects, Head Teachers, teachers, pupils and parents played a key part in shaping and influencing aspects of the design, creating elements of uniqueness which reflected, in many instances, aspects that mattered to the community the school/nursery it serves. This included for example, historical artefacts, stain glass windows, art work, the retention of old records and things from the past.
- 5.6. As time progressed, designs changed as the curriculum demands changed e.g. there was less need for traditional ICT suites when ICT became more embedded into classroom learning.
- 5.7. Along the way, there were also some changes to the original programme usually following further dialogue with local communities and elected members with the voice of learners featuring, wherever possible. Whilst taking account of the many views that were expressed during the journey, the focus remained on delivering on the milestones of creating new locally based schools in communities; adapting to meet the needs of some of our most vulnerable children which was a priority and adapting to change were a key feature.
- 5.8. No longer, as was the case prior to the build of new schools, is there a requirement to close schools for property related matters and when you travel to any community in South Lanarkshire you can see that the Council has invested well in its school estate. It is evident that a high value has been placed on the commitment to deliver on providing a high quality education estate for the benefit of learners of all ages in local communities.
- 5.9. After consultation, schools such as Underbank and Walston, were relocated. Walston Primary was also renamed Black Mount Primary School. (Opened in August 2019). Two new additional primary schools, Park View and Newton Farm opened as a result of housing development. The last stand alone early years' establishment, the Early Learning Unit in Hamilton, which caters for some of our most vulnerable children, opened in October 2019. In addition to nursery classes within primary schools, there was an added commitment to also undertake new builds of the stand alone early years' establishments.
- 5.10. This programme has been the largest in the UK, if not Europe and one which the Council steadfastly remained committed to regardless of financial challenges arising during the 15 years of implementation.

6. Beyond the completion of the Programme

- 6.1. Some of the buildings are now approaching 15 years old and are being maintained under Housing and Technical Resources' planned maintenance programme.
- 6.2. In addition to this, the Scottish Government recently launched their Learning Estate Strategy, including the creation of a fund to recognise the financial commitment needed to maintain the condition of Scotland's school estate and assist with future developmental changes and population growth.

- 6.3. School life continues to change and the buildings must, therefore, continue to be adaptable, for example:
- ◆ a programme of upgrade of MUGA pitches to synthetic surface
 - ◆ adaptations to allow for pupil growth and changes in the Inclusion agenda
 - ◆ expansion of nursery class provision to accommodate the 1140 hours of early learning and childcare from August 2020.
 - ◆ expansion to school accommodation to meet pupil growth including e.g. the intention to build a new primary school at Jackton.

7. What has been achieved?

- 7.1. The overall achievement of the programme can be summarised as follows:

- ◆ 128 new primary schools, including 4 ASN schools and one gaelic unit
- ◆ 62 nursery classes within the primary school builds
- ◆ 16 ASN units within the primary school builds
- ◆ 15 community rooms or wings within the primary school builds
- ◆ 12 new stand alone early years establishments
- ◆ 1 community asset transfer currently underway

- 7.2. The completion of the programme means that South Lanarkshire's 46,000 children and young people are now all being taught within a modernised education estate, enhancing the learning and teaching experience and therefore the opportunity to achieve maximum educational benefit for our pupils.

8. Employee Implications

- 8.1. The programme was delivered by the Schools' Modernisation Team within Education Resources, in conjunction with numerous Housing and Technical Resources colleagues and valuable input from other Council Resources.
- 8.2. In addition, the programme was supported by various other colleagues from across the Council, including Planning and Building Control, Roads, Finance and Legal.

9. Financial Implications

- 9.1. The total cost of rebuilding/refurbishing all 128 primary schools and 12 standalone nurseries was £866m.
- 9.2. Housing developer contributions amounting to £11m (1.3%) of the total programme are due to the Council, primarily connected to the new schools.
- 9.3. The remaining £811m of funding, equating to 94% of the total programme cost, was provided by the Council. Over the last 15 years the Council has remained committed to the programme by continuing to allocate grant funding via a share of the General Capital Grant, and also by borrowing, with the additional loan charges incurred being built into the Council's budget strategy.

10. Other Implications (Including Environmental and Risk Issues)

- 10.1. There are no significant risk implications in terms of the information contained within this report.
- 10.2. There are no implications for sustainability in terms of the information contained within this report. The schools modernisation programme also assists with the Fairer Scotland agenda.

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. There is also no requirement to undertake any consultation in terms of the information contained in the report, however, during the life of the programme there was a commitment to engage with parents, families, local councillors, trades unions, a whole range of other stakeholders and any statutory consultation was undertaken in accordance with the Schools (Consultation) (Scotland) Act 2010

Tony McDaid
Executive Director (Education Resources)

15 November 2019

Link(s) to Council Values/Ambitions/Objectives

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

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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