



Council Offices, Almada Street  
Hamilton, ML3 0AA

Monday, 29 April 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, 07 May 2019

**Time:** 10:00

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

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

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

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

### **Members**

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

### **Substitutes**

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

### **External Members**

#### **Religious Representatives**

Gillian Coulter, Nagy Iskander, John Mulligan

#### **Teacher Representatives**

Andy Harvey, Ann Marie Hobson

#### **Parent Council Representatives**

Christine Hall, Hilary Kirby

## BUSINESS

### 1 Declaration of Interests

- 2 **Minutes of Previous Meeting** 5 - 12  
Minutes of the meeting of the Education Resources Committee held on 19 February 2019 submitted for approval as a correct record. (Copy attached)

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#### Monitoring Item(s)

- |          |   |         |
|----------|---|---------|
| <b>3</b> | <b>Education Resources - Revenue Budget Monitoring 2018/2019</b><br>Joint report dated 3 April 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)               | 13 - 16 |
| <b>4</b> | <b>Education Resources - Capital Budget Monitoring 2018/2019</b><br>Joint report dated 17 April 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)              | 17 - 20 |
| <b>5</b> | <b>Education Resources - Workforce Monitoring - January and February 2019</b><br>Joint report dated 26 March 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached) | 21 - 26 |

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#### Item(s) for Decision

- |          |  |         |
|----------|--|---------|
| <b>6</b> | <b>Early Learning and Childcare - 1,140 Hours Update</b><br>Joint report dated 25 April 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources). (Copy attached)   | 27 - 34 |
| <b>7</b> | <b>Proposal to Expand the Pilot Rollout of Breakfast Clubs (August 2019)</b><br>Joint report dated 16 April 2019 by the Executive Directors (Finance and Corporate Resources), (Community and Enterprise Resources) and (Education Resources). (Copy attached) | 35 - 42 |
| <b>8</b> | <b>Paid Privilege Transport Scheme - Amendment to Policy</b><br>Report dated 10 April 2019 by the Executive Director (Education Resources). (Copy attached)  | 43 - 46 |

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<b>Item(s) for Noting</b>		
<b>9</b>	<b>School Improvement Update</b> Report dated 11 April 2019 by the Executive Director (Education Resources). (Copy attached)	47 - 54
<b>10</b>	<b>Numeracy Update (Broad General Education)</b> Report dated 10 April 2019 by the Executive Director (Education Resources). (Copy attached)	55 - 60
<b>11</b>	<b>School Leaver Initial Destination Results 2017/2018</b> Report dated 25 April 2019 by the Executive Director (Education Resources). (Copy attached)	61 - 66
<b>12</b>	<b>South Lanarkshire Council - MCR Pathways Programme</b> Report dated 10 April 2019 by the Executive Director (Education Resources). (Copy attached)	67 - 72
<b>13</b>	<b>Psychological Service - Supporting Children and Families</b> Report dated 17 April 2019 by the Executive Director (Education Resources). (Copy attached)	73 - 76
<b>14</b>	<b>Celebrating the Success of Young People and Employees</b> Report dated 17 April 2019 by the Executive Director (Education Resources). (Copy attached)	77 - 80

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### **Urgent Business**

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- 15 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](mailto:lynn.paterson@southlanarkshire.gov.uk)



## EDUCATION RESOURCES COMMITTEE

2

Minutes of meeting held in Committee Room 1, Council Offices, Almada Street, Hamilton on 19 February 2019

### **Chair:**

Councillor Katy Loudon

### **Councillors Present:**

Councillor Alex Allison, Councillor John Anderson, Councillor Robert Brown, Councillor Stephanie Callaghan, Councillor Margaret Cooper, Councillor Margaret Cowie, Councillor Peter Craig (Depute), Councillor Fiona Dryburgh, Councillor Lynsey Hamilton, Councillor Mark Horsham, Councillor Richard Lockhart (*substitute for Councillor Ian Harrow*), Councillor Ian McAllan, Councillor Mark McGeever, Councillor Gladys Miller, Councillor Lynne Nailon, Councillor Carol Nugent, Councillor Mo Razzaq, Councillor Graham Scott, Councillor Collette Stevenson (*substitute for Councillor Julia Marrs*), Councillor Margaret B Walker, Councillor Sheena Wardhaugh, Councillor Jared Wark, Councillor David Watson

### **Councillors' Apologies:**

Councillor Ian Harrow, Councillor Julia Marrs, Councillor Monique McAdams, Councillor John Ross

### **External Members Present:**

Christine Hall, Andy Harvey, John Mulligan

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

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

### **Attending:**

#### **Education Resources**

T McDaid, Executive Director; D Dickson, Operations Manager; E King, Principal Psychologist; 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 Lunny, Legal Services Manager; J Jenkins, Finance Adviser (Resources); M Milne, HR Business Partner; L O'Hagan, Finance Manager (Strategy); L Paterson, Administration Officer

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### **1 Declaration of Interests**

No interests were declared.

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

The minutes of the meeting of the Education Resources Committee held on 27 November 2018 were submitted for approval as a correct record.

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

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### **3 Education Resources – Revenue Budget Monitoring 2018/2019**

A joint report dated 23 January 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted comparing actual expenditure at 4 January 2019 against budgeted expenditure for 2018/2019 for Education Resources, together with a forecast for the year to 31 March 2019.

As at 4 January 2019, there was an underspend of £3.873 million. After the transfers to reserves were taken into account, there was an underspend of £0.030 million.

Following the Council's final Probable Outturn exercise, there was an underspend of £4.462 million on the Education Resources' revenue budget. On 13 February 2019, the Executive Committee approved transfers to reserves of £4.424 million and, after those transfers, there would be an underspend of £0.038 million.

The main factors contributing to the underspend on the Education Resources' revenue budget and proposed budget virements were detailed in the report.

**The Committee decided:**

- (1) that the underspend of £3.873 million before transfers to reserves, as detailed in the appendix to the report, and underspend of £0.030 million, after transfer to reserves. be noted;
- (2) that the forecast to 31 March 2019 of an underspend of £4.462 million, before transfers to reserves of £4.424 million, as detailed in the appendix to the report, and the forecast underspend of £0.038 million, after transfers to reserves, be noted; and
- (3) that the budget virements, as detailed in the appendix to the report, be approved.

*[Reference: Minutes of 27 November 2018 (Paragraph 3)]*

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#### **4 Education Resources – Capital Budget Monitoring 2018/2019**

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A joint report dated 30 January 2019 by the Executive Directors (Education Resources) and (Finance and Corporate Resources) was submitted advising of progress on the Education Resources' capital programme for 2018/2019 and summarising the expenditure position at 4 January 2019.

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

*[Reference: Minutes of 27 November 2018 (Paragraph 4)]*

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#### **5 Education Resources – Workforce Monitoring – October to December 2018**

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A joint report dated 21 January 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 October to December 2018:-

- ♦ attendance statistics
- ♦ occupational health statistics
- ♦ accident/incident statistics
- ♦ disciplinary hearings, grievances and Dignity at Work cases
- ♦ analysis of leavers
- ♦ Staffing Watch as at 8 September 2018

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

*[Reference: Minutes of 27 November 2018 (Paragraph 5)]*

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## **6 Education Resource Plan 2018/2019 – Quarter 2 Progress Report**

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A report dated 28 January 2019 by the Executive Director (Education Resources) was submitted on the Education Resource Plan 2018/2019 in relation to the actions and measures within the Resource.

Details were provided on progress made at the end of quarter 2, covering the period 1 April to 30 September 2018, in implementing the actions and measures identified in the Resource Plan.

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

*[Reference: Minutes of 18 September 2018 (Paragraph 6)]*

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## **7 Outcome of Consultation to Re-name Walston Primary School to Black Mount Primary School, Elsrickle**

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A report dated 21 January 2019 by the Executive Director (Education Resources) was submitted on the outcome of a consultation process on a proposal to re-name Walston Primary School, Elsrickle, following its relocation to a new site.

On 13 February 2018, the Planning Committee granted approval for the erection of a new primary school building at land at Elsrickle, Biggar to replace the existing rural Walston Primary School. The new build represented a further phase of the Council's Schools' Modernisation Programme and was scheduled to open in August 2019.

The new location had prompted requests from the school and local community to consider a new name for the school. The school and Parent Council undertook an initial consultation with parents, pupils, employees, the local community and local elected members, inviting proposals for the re-naming of the school. Following this consultation, the following 3 names were proposed:-

- ◆ Walston Primary School
- ◆ Elsrickle Primary School
- ◆ Black Mount Primary School

Stakeholders were asked to vote on the proposals and Black Mount Primary School had been put forward as the preferred option. It was noted that the local area was known as Black Mount and incorporated all the villages and settlements within the school catchment area.

**The Committee decided:** that, at the start of the new school session in August 2019, Walston Primary School be renamed as Black Mount Primary School.

*[Reference: Minutes of the Planning Committee of 13 February 2018 (Paragraph 6)]*

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## **8 Teachers' Pension Scheme Consultation**

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A joint report dated 5 February 2019 by the Executive Directors (Finance and Corporate Resources) and (Education Resources) was submitted on the recent consultation issued by the Scottish Public Pensions Agency (SPPA) in relation to the Teachers' Pension Scheme.

On 18 December 2018, the SPPA issued a draft Teachers' Superannuation and Pension Scheme (Scotland) Amendment Regulation 2019. Details of the proposed changes and the impact on the Council's budget were outlined in the report which included:-

- ◆ with effect from 1 April 2019, an increased employer contribution rate from 17.2% to 22.4%
- ◆ a reduction in the Discount Rate set by HM Treasury to 2.4%, which effectively tripled the cost to councils

The Council's response to the consultation, submitted to the SPPA on 11 January 2019, was as follows:-

- ◆ the increase in employer contribution rate due to the reduction in discount rate was significantly higher than that quoted in the Government's initial budget announcement
- ◆ the increase amounted to a significant pressure on councils' budgets, with the impact on the Council's budget being in excess of £7 million
- ◆ the Council would, therefore, ask that the Scottish Government provide the necessary funding to meet this pressure and allow Council resources to be focused on delivering key frontline services

On 13 February 2019, the Executive Committee noted that the Council's Budget Strategy had assumed that funding would be provided in relation to the discount changes as this had been the approach taken previously by the Scottish Government. Discussions were still ongoing between COSLA and the Scottish Government.

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

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## 9 Cardiopulmonary Resuscitation (CPR) Training in Secondary Schools

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A report dated 23 January 2019 by the Executive Director (Education Resources) was submitted on Education Resources' commitment to extend the delivery of Cardiopulmonary Resuscitation (CPR) training for all pupils in South Lanarkshire secondary schools, through partnership with the British Heart Foundation (BHF).

In June 2018, the BHF invited the Council to consider introducing CPR training in all of its secondary schools. This opportunity to work in partnership with the BHF was welcomed by Education Resources and, building on already established links, it was agreed to progress this proposal through the Health and Wellbeing approaches to keeping children and young people safe in school. The programme would provide an opportunity to develop awareness and skills in young people in a very practical way that might save lives at some point in the future.

Of the Council's 17 secondary schools, 10 schools and all 3 secondary ASN schools had already engaged with the BHF by delivering either Heartstart training or had made use of Call, Push, Rescue training kits.

Education Resources' aim was to offer the opportunity of CPR training to all pupils during their learning journey through schools. The majority of schools had indicated that they would target a single year group each year which would allow all pupils to access training at some point during their secondary school experience. Arrangements would be made to inform Parent Councils, parents and families on the planned introduction of the CPR training.

**The Committee decided:** that Education Resources' commitment to further extend CPR training for pupils in all secondary schools, in the coming year and beyond, be noted.



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## **10 Update on the Education Resources' Risk Register and Risk Control Action Plan**

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A report dated 22 January 2019 by the Executive Director (Education Resources) was submitted on:-

- ◆ the systems and controls in place within Education Resources to manage and minimise risks
- ◆ the details of Education Resources' current Risk Control Register

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

The risks were scored in accordance with the Council's scoring mechanism which scored risks based on likelihood and impact of risk. This resulted in risks being scored between 1 to 9 (low to high). Risks were scored on their inherent risk (risk if nothing was done) and their residual risk (risk after applying controls).

The Risk Register for the Resource had been developed and was monitored on a quarterly basis to add new risks and to review the score of existing risks. The Register was monitored and updated by the Resource Risk Management Group

There were 5 residual risks identified within the Resource as falling within the high category score of 7 to 9, which were detailed in Appendix 1 to the report, and those risks were monitored closely.

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

*[Reference: Minutes of 6 February 2018 (Paragraph 7)]*

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## **11 Achievement of Curriculum for Excellence Levels 2017/2018**

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A report dated 18 January 2019 by the Executive Director (Education Resources) was submitted on the Curriculum for Excellence levels in literacy and numeracy at stages P1, P4, P7 and S3 across all South Lanarkshire schools.

The Scottish Government had published the Achievement of Curriculum for Excellence (CfE) Levels 2017/2018 which was based on teacher professional judgements as at June 2018. An analysis was provided on the results for South Lanarkshire, together with a comparison of the national level for the literacy organisers (reading, writing, listening and talking) and numeracy. The percentage of children who had achieved the expected CfE level relevant to their stage was reported.

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

It was reported that the basis of teacher judgement on having achieved a CfE level was not on a single assessment or piece of evidence, but rather on a holistic view of a child's achievements, and through the use of standardised assessments. As part of a school's quality assurance process, teacher judgement levels were also moderated, as outlined in the report.

A summary of the results, detailed in Appendix 1 to the report, showed that over the 3 year period 2015/2016 to 2017/2018:-

- ◆ performance in South Lanarkshire had increased in all indicators
- ◆ the increase in South Lanarkshire was greater than that at the national level in 16 out of 20 organisers

The results for 2017/2018 were not directly comparable to those for 2015/2016 or 2016/2017 as they continued to be based on a new and developing data source. Performance in South Lanarkshire during 2017/2018 was also above the national level in 16 out of 20 organisers.

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

**The Committee decided:**

- (1) that the achievement of Curriculum for Excellence levels for 2017/2018, based on teacher judgement levels, be noted; and
- (2) that it be noted that future reporting to take place through the Education Resources' planning and reporting mechanisms, linked to both the Council Plan, 'Connect' and the Resource Plan.

*[Reference: Minutes of 6 February 2018 (Paragraph 10)]*

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## **12 Active Literacy Implementation Programme**

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A report dated 23 January 2019 by the Executive Director (Education Resources) was submitted on progress on the implementation of the Active Literacy programme and the impact for learners during 2017/2018.

Feedback from a literacy audit conducted across South Lanarkshire in 2016, identified the need for a more cohesive, evidence-based approach to literacy learning in primary schools. Active literacy, a tried and tested research-based approach, could support schools in developing high quality literacy teaching and learning in phonics, spelling and reading. Stemming from this, the Curriculum Quality Improvement Service (CQIS) had supported establishments to deliver improved outcomes through the Active Literacy programme.

In 2017/2018, 18 schools had been selected to form the first tranche of schools for the Active Literacy programme. Those schools in Phase 1 had been asked to measure pupil attainment in reading before they embarked on the Active Literacy approach and after an initial period of implementation. An analysis of 1,163 assessment scores demonstrated that the Active Literacy programme had delivered a positive impact within its first year.

Information was provided on National Group Reading Test (NGRT) scores for pupils at P4 to P7 and also the impact for learners by primary stage, gender and by Scottish Index of Multiple Deprivation and Free Meal Entitlement. A new cohort of 9 schools would be identified to be involved in the Active Literacy implementation programme in session 2018/2019.

The positive impact that training and involvement in the implementation project had had on teacher confidence in teaching reading was noted.

The next steps to support Education Resources' commitment to raise literacy were detailed in the report.

**The Committee decided:**

- (1) that the progress on the implementation of the Active Literacy programme during 2017/2018 and the impact it had for learners be noted; and
- (2) that the arrangements for the further implementation of the programme in 2018/2019 be noted.

*[Reference: Minutes of 6 February 2018 (Paragraph 11)]*

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### **13 Give us a Break! - Update**

A report dated 21 January 2019 by the Executive Director (Education Resources) was submitted providing an update on 'Give us a Break!', an innovative therapeutic programme to help children and young people, aged 8 years and over, who had experienced bereavement, loss and major negative changes in their lives and were showing signs of difficulties in managing the emotional consequences. Since its launch in 2009, more than 747 children and young people had taken part in the programme.

A research study was established in 2012 to evaluate the effectiveness of the programme in supporting the wellbeing of children and young people. From 2012 to 2016, when the report was finalised, information was obtained from 15% of young people who had participated in the programme. The research report demonstrated that 'Give us a Break!' had had an immediate positive effect on the lives of children and young people through increasing the factors which contributed to their personal resilience.

It was anticipated that by March 2019, over 400 facilitators will have been trained and, to ensure the sustainability of the programme, a training for trainers' programme had been developed.

The 'Give us a Break!' materials were also being revised and trialled for use with children and young people with Additional Support Needs.

**The Committee decided:** that the support provided to children and young people through the 'Give us a Break!' programme be noted.

*[Reference: Minutes of 17 March 2015 (Paragraph 10)]*

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### **14 Year of Young People 2018 Update**

A report dated 19 January 2019 by the Executive Director (Education Resources) was submitted providing details of achievements during the Year of Young People (YoYP) 2018.

The YoYP 2018 had offered an opportunity to celebrate the amazing talents and achievements of young people. The YoYP focused on the following 6 themes:-

- ◆ Participation – how young people could influence public services and decisions that affected their lives
- ◆ Education – create a stronger role for young people in shaping their learning
- ◆ Health and Wellbeing – support young people to lead healthier, active lives and provide opportunities to learn about and improve their mental health and resilience
- ◆ Equality and Discrimination – promote the value of young Scots, challenge negative perceptions of young people and support young people to take leading roles in challenging discrimination in all its forms

- ◆ Enterprise and Regeneration – celebrate young people's role in innovation, entrepreneurship and the Scottish economy, as well as making Scotland a greener and more pleasant place to live
- ◆ Culture – celebrate young people's talent and contribution to Scottish culture and arts

The YoYP 2018 had presented a platform for young people to showcase their talent, perform publicly, lead, design and host a range of activities. Details on the range of activities that had taken place to take forward the themes and objectives of the YoYP 2018 were provided in the appendix to the report. Engagement would continue with young people which would draw on the good practice throughout YoYP 2018.

A key aspect of YoYP 2018, was the legacy that it would leave behind and, for South Lanarkshire, this included:-

- ◆ recognition by the Council of the importance of young people's rights by signing the Scottish Youth Parliament's 'Right Here, Right Now' campaign pledge
- ◆ an event to bury a time capsule at Chatelherault Park, Hamilton and a memorial bench placed over the burial site
- ◆ arrangements to replicate the Youth Summit model following the success of a Rural Youth Summit which had been held in the Biggar Learning Community

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

*[Reference: Minutes of 6 February 2018 (Paragraph 13)]*

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## **15 Urgent Business**

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There were no items of urgent business.

# Report

3

Report to: **Education Resources Committee**  
 Date of Meeting: **7 May 2019**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources - Revenue Budget Monitoring  
2018/2019**

## 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 2018 to 1 March 2019 for Education Resources
- ◆ provide a forecast for the year to 31 March 2019

## 2. Recommendation(s)

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

- (1) that the forecast to 31 March 2019 of an underspend of £4.462m before transfers to reserves, as detailed in Appendix A of the report, and the forecast after transfers to reserves of £0.038m, be noted;
- (2) that an underspend of £3.848m as at 1 March 2019, as detailed in Appendix A of the report, and the underspend of £0.032m, after transfers to reserves, be noted; and
- (3) that the proposed budget virements be approved.

## 3. Background

3.1. This is the fourth revenue budget monitoring report presented to the Education Resources Committee for the financial year 2018/2019.

3.2. The Resources has completed its formal probable outturn exercise for the year. This exercise identifies the expected spend to 31 March 2019. Details are included in section 6.

3.3. The report details the financial position for Education Resources in Appendix A, including the probable outturn position, and the position to 1 March 2019, along with variance explanations.

## 4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £10.847 million for Pupil Equity Funding (PEF) and £1.980 million for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2018/2019 is £12.827 million and this is contained within this reported position.

- 4.2. In relation to PEF funding, spend and commitment to date as at 1 March 2019 is £8.822 million, with £2.024 million still to spend. This includes known staffing costs for the period April 2018 to March 2019.
- 4.3. PEF funding for 2018/2019 can be carried forward to support spend and commitment for the full academic session 2018/2019 covering the period April to June 2019. It is now estimated that £1.700 million will be carried forward at the end of the financial year. This will be transferred to reserves at 31 March 2019 to meet spend and commitment in schools in line with 2018/2019 School Improvement Plans. This will be available to those schools from 1 April 2019 for their use. Schools continue to maximise spend where possible in line with these plans and this will be finalised at the financial year end.
- 4.4. In relation to SAC funding, spend and commitment to date is £1.691 million with £0.289 million still to spend. As this is a specific grant allocation, funding will be received based on actual spend. Known staffing for the period April 2018 to March 2019 is included in the £1.691 million.

## **5. Employee Implications**

- 5.1. None

## **6. Financial Implications**

- 6.1. **Probable Outturn:** Following the Council's formal Probable Outturn exercise, the Resource position before any transfers to reserves is an underspend of £4.462 million.
- 6.2. The Resource is proposing transfers to reserves totalling £4.424 million. These have been approved by Executive Committee on 13 February 2019, and take the reported position **after transfers** to reserves to an underspend of £0.038 million. The transfers and the overall position are detailed in Appendix A.
- 6.3. **Position as 1 March 2019:** Appendix 1 shows the position as at 1 March 2019, being a £3.848 million underspend against the phased budget. This is the position **before** transfers to reserves.
- 6.4. This underspend relates to Early Years' recruitment as well as additional funding relating to the ELC graduate programme; PEF underspend; underspends within property costs relating to utilities, offset by overspends in ASN transport and external placements. ELC 1,140 hours specific funding will be transferred to reserves to meet the costs of Early Years in the future and PEF will be carried forward to next financial year as outlined in paragraph 4.3 above as at 31 March 2019. This position is shown in Appendix A.
- 6.5. The Resource position as at 1 March 2019 **after** transfers to reserves are taken into account, is an underspend of £0.032 million. This is in line with the forecast underspend to 31 March, **after** transfers to reserves, of £0.038 million.
- 6.6. The Resource position as outlined in Appendix A reflects transfers from reserves.
- 6.7. Virements are proposed to realign budgets across budget categories and with other Resources. These movements are detailed in the Appendix A of this report.

## **7. Other Implications**

- 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)**

3 April 2019

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

- ◆ Accountable, Effective and Efficient and Transparent

### **Previous References**

- ◆ Education Resources Committee 19 February 2019

### **List of Background Papers**

- ◆ Financial ledger and budget monitoring results to 1 March 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)

Ext: 2658 (Tel: 01698 452658)

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

## SOUTH LANARKSHIRE COUNCIL

## Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 1 March 2019 (No.13)

## Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 01/03/19 £000	Actual BEFORE Transfers 01/03/19 £000	Variance 01/03/19 £000		% Variance 01/03/19	Note
Employee Costs	229,697	228,284	1,413	195	202,378	201,014	1,364	under	0.7%	1,b,c,d
Property Costs	24,944	23,964	980	990	22,660	21,735	925	under	4.1%	2,b,c
Supplies & Services	12,340	9,570	2,770	70	10,102	7,800	2,302	under	22.8%	3,b,c
Transport & Plant	10,104	10,794	(690)	(690)	9,333	9,976	(643)	over	(6.9%)	4,b,c
Administration Costs	1,798	1,736	62	62	1,736	1,690	46	under	2.6%	b,c
Payments to Other Bodies	15,004	15,456	(452)	(634)	13,100	13,507	(407)	over	(3.1%)	5,b,c,e
Payments to Contractors	33,672	33,622	50	50	27,837	27,837	0	-	0.0%	
Transfer Payments	2,147	2,147	0	0	2,076	2,076	0	-	0.0%	b
Financing Charges	396	391	5	0	232	232	0	-	0.0%	
<b>Total Controllable Exp.</b>	<b>330,102</b>	<b>325,964</b>	<b>4,138</b>	<b>38</b>	<b>289,454</b>	<b>285,867</b>	<b>3,587</b>	<b>under</b>	<b>1.2%</b>	
<b>Total Controllable Inc.</b>	<b>(19,711)</b>	<b>(20,035)</b>	<b>324</b>	<b>0</b>	<b>(17,897)</b>	<b>(18,158)</b>	<b>261</b>	<b>over recovered-</b>	<b>(1.5%)</b>	<b>6,a,b,c</b>
<b>Net Controllable Exp.</b>	<b>310,391</b>	<b>305,929</b>	<b>4,462</b>	<b>38</b>	<b>271,557</b>	<b>267,709</b>	<b>3,848</b>	<b>under</b>	<b>1.5%</b>	
<b>Transfer to Reserves (as at 01/3/19)</b>					-	3,816	3,816	over		
<b>Position After Transfers to Reserves (as at 01/3/19)</b>					<b>271,557</b>	<b>271,525</b>	<b>32</b>	<b>under</b>		

Variance Explanations

1. This underspend reflects the timing of staff recruitment and vacancies within the Early Years' service.
2. This underspend reflects consumption efficiencies within gas and water and also a timing difference with rates charges.
3. This underspend is due to the Pupil Equity Fund which will be carried forward at the end of the financial year.
4. The transport overspend relates to the cost of additional demand in respect of transporting children with Additional Support Needs to school.
5. This overspend reflects the increased costs of Independent School Placements as a result of the new Scot Excel pricing Framework.
6. The over recovery in income relates to Graduate funding received for Early Years.

Budget Virements

- a. Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.218m, Income (£0.218m).
- b. Realignment of DMS. Net Effect £0.000m: Employee Costs (£2.244m), Property £0.043m, Supplies and Services (£0.844m), Transport and Plant £0.040m, Administration Costs £0.241m, Payments to Other Bodies £0.211m, Payment to Contractors £0.001m, Transfer Payments (£0.003m), (Income £1.934m).
- c. Establish budget to reflect receipt of additional Income from a number of external organisations. Net Effect £0.000m: Employee Costs £0.641m, Property Costs £0.001m Supplies & Services £0.015m, Transport £0.047m, Administration Costs £0.043m, Payment to Other Bodies £0.111m, Income (£0.858m).
- d. Establish budget to reflect the receipt of Teachers Induction Scheme funding. Net Effect £1.934m: Employee Costs £1.934m
- e. Transfer from reserves for Early Years Collaborative, Net effect £0.029m: Payment to other Bodies £0.029m

Transfers to Reserves (£4.424m):

- i. ELC 1140 Specific Grant (£0.927m)
- ii. Provision to manage future staffing commitment (£0.300m)
- iii. Early Years non specific grant (£0.497m)
- iv. Pupil Equity Fund (£2.300m) – to be updated at yearend. Current p13 forecast £1.700m.
- v. ICT funding (£0.400m)



# Report

4

Report to: **Education Resources Committee**  
 Date of Meeting: **7 May 2019**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources - Capital Budget Monitoring  
2018/2019**

## 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 2018 to 1 March 2019.

## 2. Recommendation(s)

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

- (1) that the Education Resources' capital programme of £21.417 million, and expenditure to date of £17.801 million, be noted.

## 3. Background

- 3.1. This is the fourth capital monitoring report presented to the Education Resources Committee for the financial year 2018/2019.
- 3.2. The budget reflects the approved programme for the year, as approved at the Executive Committee on 28 February 2018, exceptions approved during 2017/2018 and monies carried forward for projects from 2017/2018. It also includes budget adjustments approved by the Executive Committee during 2018/2019.
- 3.3. The report details the financial position for Education Resources in Appendix A and details the most recent budget adjustments.

## 4. Employee Implications

4.1. None

## 5. Financial Implications

5.1. The total capital programme for Education Resources for 2018/2019 is £21.417 million.

### 5.2. 2018/2019 Outturn

Work is ongoing to complete the year-end Accounts, however, current estimates from Housing and Technical Resources suggest an outturn for Education Resources of £20.031 million. This is an underspend of £1.386 million and this was previously reported to this Committee on 19 February 2019.

5.3. 2018/2019 Monitoring

As at 1 March 2019, the anticipated spend to date was £17.082 million and £17.801 million had been spent. This represents spend of £0.719 million ahead of profile and mainly reflects spend occurring earlier than originally predicted within the Primary Schools' Modernisation Programme.

**6. Other Implications**

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

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

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

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

17 April 2019

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

- ◆ Accountable, effective, efficient and transparent

**Previous References**

- ◆ Executive Committee, 28 February 2018

**List of Background Papers**

- ◆ Financial ledger to 1 March 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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**South Lanarkshire Council  
Capital Expenditure 2018-19  
Education Resources Programme  
For Period 1 April 2018 – 1 March 2019**

<b><u>Education Resources</u></b>	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Primary School Modernisation Programme	17,305	100	(1,200)	16,205	12,906	13,505
ICT Developments	1,701	0	0	1,701	1,701	1,578
Other	4,121	6,115	(6,725)	3,511	2,475	2,718
<b>TOTAL</b>	<b>23,127</b>	<b>6,215</b>	<b>(7,925)</b>	<b>21,417</b>	<b>17,082</b>	<b>17,801</b>



# Report

5

Report to: **Education Resources Committee**  
 Date of Meeting: **7 May 2019**  
 Report by: **Executive Director (Finance and Corporate Resources)**  
**Executive Director (Education Resources)**

Subject: **Education Resources – Workforce Monitoring –  
January and February 2019**

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide employment information for the period January and February 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 the period January and February 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 8 December 2018.

## 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 January and February 2019.

## 4. Monitoring Statistics

### 4.1. Attendance Statistics (Appendix 1)

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

The Resource absence figure for February 2019 was 4.5%, which represents an increase of 0.4% when compared to the previous month and is 0.7% lower than the Council-wide figure. Compared to February 2018, the Resource absence figure has increased by 0.5%.

Based on the absence figures at February 2019 and annual trends, the projected annual average absence for the Resource for 2018/2019 is 3.3%, compared to a Council-wide average figure of 4.4%.

For the financial year 2018/2019, the projected average days lost per employee equates to 7.8 days, compared with the overall figure for the Council of 10.4 days per employee.

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

In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 310 referrals were made this period, an increase of 41 when compared with the same period last year.

**4.3. Accident/Incident Statistics (Appendix 2)**

There were 95 accidents/incidents recorded within the Resource this period, an increase of 5 when compared to the same period last year.

On further analysis of this data, 81 reports relate to physical incidents (85% of the total number reported). The Resource continues to use the "Promoting Positive Behaviour and Relationships" Information Pack. The mandatory Learn Online module that was developed is available and all employees 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 employees on keeping themselves safe in challenging circumstances. Work is also ongoing within Education Resources to monitor violence at work reports within establishments, target recurring incidents and work together to reduce occurrences. Work is being developed on reviewing, recording and reporting incidents appropriately to ensure that employees are supported when incidents occur and that strategies are identified with a view to reducing the number of incidents. Consultation on these changes is taking place currently.

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 3 disciplinary hearings held within the Resource this period, which represents no change when compared with the same period last year. No grievance hearings were held within the Resource this period which remains unchanged 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 37 leavers in the Resource this period. This figure has decreased by 18 when compared with the same period last year. Exit interviews were held with 8 employees.

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

- 5.1.** There has been an increase of 115 in the number of employees in post from 8 September 2018 to 8 December 2018.

## **6. Employee Implications**

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

## **7. Financial Implications**

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

## **8. Other Implications**

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

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

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

**Paul Manning**

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

**Tony McDaid**

**Executive Director (Education Resources)**

26 March 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 Committee – 19 February 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

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**ABSENCE TRENDS - 2016/2017, 2017/2018 & 2018/2019**  
**Education Resources**

APT&C				Teachers				Resource Total				Council Wide							
	2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019		2016 / 2017	2017 / 2018	2018 / 2019				
April	3.4	4.0	4.1	April	2.9	2.1	1.9	April	3.1	2.9	2.8	April	4.3	3.9	4.1				
May	3.8	4.7	4.5	May	3.1	2.7	2.1	May	3.4	3.5	3.1	May	4.4	4.2	4.2				
June	3.8	3.6	4.4	June	2.4	2.2	2.3	June	3.0	2.8	3.2	June	4.1	3.9	4.3				
July	2.9	2.1	2.4	July	1.2	0.8	1.0	July	1.9	1.3	1.6	July	3.3	3.0	3.4				
August	3.0	2.7	2.7	August	1.4	1.0	1.2	August	2.0	1.7	1.8	August	3.6	3.2	3.6				
September	3.7	4.3	4.1	September	2.4	2.2	2.2	September	2.9	3.0	3.0	September	4.1	4.0	4.4				
October	4.2	4.6	4.7	October	2.9	2.4	2.2	October	3.4	3.3	3.2	October	4.4	4.1	4.4				
November	5.4	5.0	5.7	November	3.1	3.5	3.5	November	4.0	4.1	4.4	November	4.9	4.8	5.1				
December	5.4	5.3	5.4	December	3.2	3.8	3.1	December	4.1	4.4	4.1	December	4.9	5.1	4.8				
January	4.7	5.2	5.1	January	2.8	3.0	3.3	January	3.6	3.9	4.1	January	4.5	5.0	4.9				
February	5.5	5.5	5.3	February	3.7	3.0	4.0	February	4.4	4.0	4.5	February	5.0	5.0	5.2				
March	5.6	4.7		March	3.4	2.9		March	4.3	3.7		March	4.7	4.7					
Annual Average	4.3	4.3	4.4	Annual Average	2.7	2.5	2.5	Annual Average	3.3	3.2	3.3	Annual Average	4.4	4.2	4.4				
Average Apr-Feb	4.2	4.3	4.4	Average Apr-Feb	2.6	2.4	2.4	Average Apr-Feb	3.3	3.2	3.3	Average Apr-Feb	4.3	4.2	4.4				
No of Employees at 28 February 2019				2835	No of Employees at 28 February 2019				3777	No of Employees at 28 February 2019				6612	No of Employees at 28 February 2019				15187

For the financial year 2018/19, the projected average days lost per employee equates to 7.8 days.



## EDUCATION RESOURCES

	Jan-Feb 2018	Jan-Feb 2019
<b>MEDICAL EXAMINATIONS</b>		
Number of Employees Attending	57	49
<b>EMPLOYEE COUNSELLING SERVICE</b>		
Total Number of Referrals	23	22
<b>PHYSIOTHERAPY SERVICE</b>		
Total Number of Referrals	115	118
<b>REFERRALS TO EMPLOYEE SUPPORT OFFICER</b>	60	118
<b>REFERRALS TO COGNITIVE BEHAVIOUR THERAPY</b>	14	3
<b>TOTAL</b>	269	310

CAUSE OF ACCIDENTS/INCIDENTS	Jan-Feb 2018	Jan-Feb 2019
Specified Injuries*	1	0
Over 7 day absences	1	0
Minor	1	3
Near Miss	1	0
Violent Incident: Physical****	83	81
Violent Incident: Verbal*****	3	11
<b>Total Accidents/Incidents</b>	90	95

\*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	Jan-Feb 2018	Jan-Feb 2019
Total Number of Hearings	3	3
Total Number of Appeals	0	1
Appeals Pending	0	0

## Time Taken to Convene Hearing Jan - Feb 2019

0-3 Weeks  
3

4-6 Weeks  
0

Over 6 Weeks  
0

RECORD OF GRIEVANCE HEARINGS	Jan-Feb 2018	Jan-Feb 2019
Number of Grievances	0	0

RECORD OF DIGNITY AT WORK	Jan-Feb 2018	Jan-Feb 2019
Number of Incidents	0	1
Still in Process	0	1

ANALYSIS OF REASONS FOR LEAVING	Jan-Feb 2018	Jan-Feb 2019
Career Advancement	3	1
Poor Relationship with Manager/Colleagues	2	0
Moving Outwith Area	0	3
Travelling Difficulties	2	1
Childcare/caring responsibilities	0	1
Dissatisfaction With Terms and Conditions	1	0
Other	3	2
<b>Number of Exit Interviews conducted</b>	11	8

<b>Total Number of Leavers Eligible for Exit Interview</b>	55	37
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<b>Percentage of interviews conducted</b>	20%	22%
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**STAFFING WATCH RETURN  
EDUCATION RESOURCES**

**1. As at 8 December 2018**

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	678	60	2230	695	3663				
	Other	127	84	432	2005	2648				
	Total Employees	805	144	2662	2700	6311				
	*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	4.6	3356.3	3361.93
Other	1	1206.38	423.22	128.27	27	15.00	4	59.44	15.4	1879.71

**1. As at 8 September 2018**

		MALE		FEMALE		TOTAL				
		F/T	P/T	F/T	P/T					
	Teachers	689	59	2271	672	3691				
	Other	124	78	401	1902	2505				
	Total Employees	813	137	2672	2574	6196				
	*Full - Time Equivalent No of Employees									
	Salary Bands									
	Director	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Fixed SCP	Teacher	TOTAL
Teachers	0	0	0	0	0	0	0	4.6	3391.2	3395.8
Other	1	1115.24	459.47	84.54	19	15.00	4	57.51	10.2	1765.96

# Report

6

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources) Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>Early Learning and Childcare - 1,140 hours Update</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the implementation of the Early Learning and Childcare (ELC) 1,140 hours expansion programme for all 3 and 4 year olds and eligible 2 year olds by August 2020.

## 2. Recommendation(s)

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

- (1) that the implementation the ELC expansion programme for all 3 and 4 year olds and eligible 2 year olds by 2020 be noted;
- (2) that approval be given to the increased funding for private partners as described in section 5.5 of the report.
- (3) that approval be given to implementation of the amended admissions policy to enable earlier access to funded places as described in section 6.4 of the report;
- (4) that approval be given to increase the establishment within Education as per section 8 of the report.

## 3. Background

- 3.1. In March 2017, the Scottish Government (SG) published the **Blueprint for 2020** which set out their aspiration for the delivery of 1,140 hours of funded early learning and childcare (ELC) to all 3 and 4 year olds and eligible 2 year olds by August 2020. A key principle of the Blueprint is the intention to create a provider neutral approach across the sector where 'funding follows the child'. In practice, this means that children and their families should be able to access high quality, accessible, flexible and affordable provision regardless of provider which is free at the point of delivery. The Council is committed to delivering on this ambition to ensure a provider neutral approach to ELC for children and their families.
- 3.2. The scale of change within the ELC sector both nationally and locally is unprecedented and careful planning has been essential to prepare an implementation programme which can deliver the aspirations within the challenging timescale.
- 3.3. The Council has followed the Scottish Government guidance for planning and implementation.

- 3.4. A report to Executive Committee on 13 February 2019 entitled “Early Learning and Childcare: 1,140 Accommodation Requirements” set out a capital programme to deliver sufficient places to accommodate early learning and childcare including any potential shortfalls. The report explains the basis for that plan and approval was given for a number of projects to be taken forward to meet a proportion of the identified shortfall. Work is ongoing to finalise the remaining projects.
- 3.5. A further report to the 13 February 2019 meeting of the Executive Committee entitled “Early Learning and Childcare: 1,140 hours Update” provided information on: the phased expansion of provision in the first two years of the programme; the work of the Quality Officers in supporting providers to implement the new National Standard; engagement and consultation with private partner providers, including the approval of grant funding – section 5.6 in this report and provided further information in respect of the admissions process which is currently underway. The report also sought approval for a number of posts to support the expansion which was approved by the Executive Committee. Those posts are currently being recruited and work is ongoing in respect of future workforce planning.
- 3.6. In 2018, the Scottish Government consulted on the role of funded providers in delivering the increased entitlement of 1,140 hours with the outcome guidance published in December 2018. The guidance confirms the proposals for the ‘Funding Follows the Child’ approach with the intention that parents will have greater choice as to where they wish to access their child’s statutory 1,140 hours of free ELC entitlement.

#### **4. Progress 2017 to 2019**

##### **4.1. Increased access for families**

To date 32 Nursery Classes and 1 stand-alone nursery have delivered more than 600 hours and up to 1,140 hours of free early learning and childcare to children and families across the Council. Over 2,000 children aged 2 to 5 years (and their families) have benefited from additional funded hours. This has enabled the trialling of new delivery models for 1,140 hours, the delivery of a hot meal for all children, the identification of challenges (and solutions), and has supported the process of establishing staffing, training and operational models.

- 4.2. The implementation plan identified a target of up to 400 (20%) of funded 1,140 hours of early learning and childcare places for session 2018/2019. 9 partner providers delivered additional hours up to a maximum of 1,140 hours free early learning and childcare from August 2018 to almost 390 children and their families.

A funding rate of £5.31 was agreed for the 9 funded providers, based on a national exercise, delivering the expanded hours of up to a maximum of 1,140 hours.

The hourly rate for all partners delivering 600 hours was increased by 50p (15%) to £3.86 per hour from August 2018.

##### **4.3. Feedback**

Consultation and evaluation is on-going with parents/carers staff, and providers from across the 9 funded providers, the 32 nursery classes and 12 stand-alone nurseries who have been involved in the initial phase of delivering 1,140 hours. Feedback on 1,140 hours delivery has been strongly positive:-

- ◆ 1,140 hours has supported some parents into employment
- ◆ 1,140 hours has provided support for parents increasing their working hours
- ◆ Parents initially shared their apprehension for their child aged 3 years staying for 6 hours but now confirm how beneficial this has been for their child as well as themselves
- ◆ Children benefiting from a free hot meal at lunchtime
- ◆ Improved learning outcomes for children
- ◆ Enhanced employment opportunities for staff
- ◆ Enhanced professional learning opportunities for staff

#### 4.4. **Recruitment**

Since 2017, the Council has recruited over 100 Early Years' Workers, 26 Team Leader/ graduates and a number of central support staff to date. Almost 45 new posts were created in Community and Enterprise Resources, Facilities Services, to ensure the delivery of a hot meal for those children aged 2 to 5 years who attended the nursery for a full day. This has resulted in the current Early Years' employee complement increasing to around 600 staff.

- 4.5. The 26 additional graduates were allocated to the Council where their work takes place in areas of deprivation.
- 4.6. A key principle of the workstream is to "grow our own" workforce which, so far, has resulted in 75 Modern Apprentices engaging in training to become future Early Years' Workers. This has proven very successful with positive outcomes with the first cohort expected to become fully qualified early years' workers this year.
- 4.7. Continuous professional learning and training remains a priority and is being refined to meet the needs of the existing and growing workforce.

### 5. **Next Steps: Private Providers**

- 5.1. The Council recognises the contribution made by the private sector to ELC provision across South Lanarkshire. It is noted that the private sector provides for around one third of the overall demand for places. The Council's approach in planning for the expansion of ELC is consistent with the SG advice and private providers have been consulted and their views considered within the context of that approach, including through the partners' consultative group, partner meetings and individual meetings.
- 5.2. The Council also recognises that some partners have expressed concerns in respect of their business models and rates of payment both during the transition phase and post implementation in August 2021. Additional business support has been made available to partner providers through the Council's Business Development Team. The pre-expansion annual payment to partner providers was in the order of £3.6m and the projected post-expansion payment to the partner providers in 2021 is around £12m.
- 5.3. The 9 partner nurseries already delivering up to 1,140 hours will continue to do so at the current rate.
- 5.4. Following consultation with the private partner group, it was agreed that rather than increase the number of 1,140 places – as per the original plan – the Council will now implement a phased increase for all partners not currently delivering 1,140 hours.

- 5.5. Engagement with partners on a number of options around the amount they will receive has taken place. A number options in terms of the rate per hour were put forward and following a ballot the preference of the majority of partners was to:
- be funded to provide 800 hours at the increased rate of £4.76 per hour e.g. £3,808 per child per year;
  - the option to provide 600 hours at an increased rate of £5.31 per hour was not their preferred option e.g. £3,186 per child per year.

This can be accommodated in the revenue allocation for 2019/2020.

- 5.6. Consultation is ongoing with partner providers on access to the 'Quality Improvement Fund' for partners. This grant funding of up to £10,000 per partner (subject to set criteria) will enable partners to take active steps to meet the requirements of the new Scottish Government National Standard (see section 7), a pre-requisite for registration to provide future funded Early Learning and Childcare places.
- 5.7. An additional £3 per child, per day, will also be paid to partners for the provision of a hot meal for children and families who meet the eligibility criteria. Payments to partner providers for ELC provision will be made on a monthly basis. All children's places will be confirmed to partner providers in May and contracts will be issued to Parents in June.

## **6. Next Steps: Admissions**

- 6.1. The central admissions process for the allocation of all early learning and childcare places in Local Authority Nurseries commenced in February 2019 and will conclude in early June 2019. Flexible models of delivery will be available and determined at establishment level.
- 6.2. The central admissions process is not only looking at demand for places for 2019, but is also asking parents to indicate what they might be looking for in 2020 as well. This will provide an early indication of population figures and potential demand for places/models of provision.
- 6.3. In order to support the increased delivery of hot meals and the maintenance of ratios, each local authority establishment will be allocated 2 hours per day of support assistant. This will be provided in term time and 52 week establishments as appropriate.
- 6.4. **Access to Funded Places**  
South Lanarkshire Council currently follows the SG funded process for admitting children to ELC places: the funded place commences on the first day of the term following the child's 3<sup>rd</sup> birthday. The Council has recognised that the reduction in the period of funded provision for children born between 1 September and the end of February is compounded by the delay introduced by waiting until the start of the following term.
- 6.5. In order to reduce the resulting inequity of access, the Council at its meeting on 27 February 2019, approved a change to the admission process for those children. This group of children will now be eligible to access their funded ELC entitlement earlier than the existing enrolment dates and this will be fully funded by the council.

- 6.6. From August 2019, those children will have access to a funded place from the first day of the month following their third birthday. Operationally, the new entry dates allow the Early Years' service to plan appropriately for children starting on a more frequent basis.
- 6.7. Those children who turn 3 years from 1 March to 31 August will continue to access their full funded entitlement from the start of the new session.
- 6.8. In order to implement this policy, 14 FTE Early Years' Workers are required to support ratio requirements and provide cover in the relevant nurseries. These staff will be recruited on a peripatetic-basis and are funded as part of the funding approved as part of the Council's 2019/2020 budget strategy.

## **7. Next Steps: National Standard**

- 7.1. In December 2018, the Scottish Government launched the new National Standard which sets out how 'funding will follow the child' and the criteria which all ELC establishments will require to meet in order to register to deliver future provision. All ELC providers will require to have 'good' grades confirmed by inspection as well as demonstrating consideration of:

- ◆ how they support children with additional support needs
- ◆ the provision of a hot meal for children
- ◆ workforce qualification and training and learning requirements
- ◆ the delivery of outdoor learning
- ◆ how the principles of ELC are to be delivered

- 7.2. In addition, the National Standard sets out the principles and practice for all providers seeking to enter or maintain partnership status with the local authority. Enhanced support and training is provided by the Council through its Quality Officers.
- 7.3. The responsibility for implementing the registration and maintenance of the new Standard is with the Council. Scotland Excel have confirmed the publication of the final guidance which will assist local authorities to undertake this function.

## **8. Employee Implications**

- 8.1. The Education Resources Committee is asked to approve the proposed employee implications which are required to meet the delivery of 1,140 hours of Early Learning and Childcare and to meet the needs of families benefiting from earlier access to a funded place.

<b>Staffing</b>	<b>Number of Additional Posts (FTE)</b>	<b>SCP Range</b>	<b>Hourly Rate</b>	<b>Grade</b>	<b>Annual Salary</b>	<b>Gross Costs (inc on costs of 30.3%)</b>
EY Workers Early Access – 52 wk	14	30 - 40	£10.80 - £12.49	Grade 1 Level 4 - Grade 2 Level 2	£20,000 - £22,793	£26,061 - £29,699
Support Assistant – Term Time	15.7	20 - 31	£9.32 - £10.96	Grade 1 Level 1 – Grade 1 Level 4	£14,821 – £17,429	£19,312 - £22,710

Support Assistant – 52 wk	4.3	20 - 31	£9.32 - £10.96	Grade 1 Level 1 – Grade 1 Level 4	£17,008 – £20,000	£22,161 - £26,061
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Posts will be recruited for the new school term from August 2019 in line with the expansion plans and the introduction of earlier access to a funded place.

## **9. Financial Implications**

- 9.1. The overall 2019/2020 revenue allocation for ELC expansion as notified by the Scottish Government through the Early Learning and Childcare – Multi Year Revenue allocation letter of 1 May 2018 is £17.460m.
- 9.2. The cost of establishing the new posts from August 2019 detailed in paragraph 8.1 will be met from the 2019/2020 revenue allocation and the Earlier Access 2019/2020 funding.
- 9.3. The total revenue budget for 2019/2020 will include all spend on new staffing as outlined above, existing commitments for current expansion through 2017 to 2019 including graduates, modern apprentices, training costs, partner costs, lunch provision and support for per capita spend and the quality improvement fund. These costs will be met from the revenue funding provided for expansion.

## **10. Other Implications**

- 10.1. There are significant risk implications in terms of meeting the statutory requirement for the Council to provide places for all 3 and 4 year olds, and for eligible 2 year olds, from August 2020 and this features in both the Council and Education Resources risk registers with mitigating arrangements.
- 10.2. There are no implications for sustainability in terms of the information contained within this report.

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

- 11.1. This report recommends a change to existing ELC admissions policy, function or strategy and, therefore, an impact assessment will be undertaken given the potential improved outcomes for families.
- 11.2. Consultation has taken place with a range of stakeholders, as detailed in the report.

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

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

25 April 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**

- ♦ South Lanarkshire Council – 27 February 2019
- ♦ Executive Committee – 13 February 2019

### **List of Background Papers**

- ♦ Executive Committee, 13 February 2019 - "Early Learning and Childcare: 1,140 Accommodation Requirements",
- ♦ Executive committee, 13 February 2019 - "Early Learning and Childcare: 1,140 Hours Update",

### **Contact for Further Information**

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

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# Report

7

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources) Executive Director (Community and Enterprise Resources) Executive Director (Finance and Corporate Resources)</b>

Subject:	<b>Proposal to Expand the Pilot Rollout of Breakfast Clubs (August 2019)</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the provision of breakfast clubs on a pilot basis and the proposals to expand the pilot roll-out in all primary schools from August 2019
- ♦ advise on the financial and employee implications which arise from the full rollout from August 2019 and seek approval to add posts to the Education establishment

## 2. Recommendation(s)

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

- (1) that the evaluative findings of the pilot breakfast club programme be noted;
- (2) that planning for the expansion of the pilot rollout of breakfast clubs within all primary schools be endorsed to ensure implementation from August 2019;
- (3) that the proposed costs, including employee implications required to meet the expansion of the pilot rollout of breakfast clubs, identified at 6.1, be endorsed and referred to the Executive Committee for approval.

## 3. Background

3.1. Nationally the introduction of breakfast clubs has mainly been driven by the need to tackle poverty and close the equity gap. Evidence based research has shown that a proportion of pupils are not eating breakfast and are arriving at school hungry, which can have a negative impact on their wellbeing, learning and behaviour. In line with the Council's approach to tackling poverty, the introduction of school breakfast clubs enables children to eat a healthy breakfast in a safe environment before the start of the school day.

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

- ♦ provision of food at the start of the day
- ♦ improving pupils' education
- ♦ meeting the social needs of children and improving social skills
- ♦ improving school relations with parents

3.3. Attending a breakfast club can lead to an increase in pupils arriving at school early, improved attendance, and children being more ready to learn when the formal school day begins.

3.4. It is also worth noting that the Scottish Government Poverty and Inequality Commission's report recognises the role of local authorities and the third sector in tackling the impact of poverty related factors in communities. Breakfast clubs are one way of helping families in this context.

#### **4. Update on Breakfast Club Provision including 2018/2019 Pilot Programmes**

4.1. Before the pilot programme began there were more than 40 breakfast clubs already in existence in schools. These were supported and delivered in a range of ways including through Facilities Services, volunteers and third sector organisations.

4.2. The Education Resources Committee on 27 November 2018, noted that the historical average daily uptake was 23 and that this increased to 26 as part of the pilot programme (+13%). It was agreed to give further consideration to the rollout of breakfast clubs to 40 other schools during 2018/2019.

4.3. The Council's evaluation through parental and pupil surveys indicated positive feedback with examples of increased concentration in class, improvements in attendance and a drop in the level of late comings for some children.

4.4. Further promotion of the pilot programme was introduced through school websites, social media, twitter and lettering of parents. Where appropriate, Head Teachers also made direct contact with parents in an attempt to encourage participation.

4.5. Since the last update provided in November 2018, the average daily uptake rate has increased by 9 children from 26 to 35 pupils (35%). Prior to the rollout pilot, the average daily uptake rate was 23, therefore the full increase in the average number of children attending breakfast clubs is currently 12 (52%). The daily uptake ranges from 6 pupils in Gilmourton Primary School, Strathaven to 86 pupils in St Kenneth's Primary School, East Kilbride. The number of breakfasts served daily has increased from 1,050 to 1,450. Information on each school can be found in Appendix 1.

4.6. Discussions with voluntary sector organisations such as the Machan Trust in Larkhall have continued to look at different models of delivery. It is worth noting that one school in East Kilbride a Council breakfast club is running and a private out-of-school care provider is also in operation.

4.7. A flexible approach has been taken to meet local circumstances in individual schools. For example, in rural areas where a large number of pupils all arrive by school transport later than 8.15am, the operation of a turnaround breakfast service 'toast n go' still enables children to have breakfast, before the start of the school day.

#### **5. Expansion of the pilot of breakfast clubs for all primary schools**

##### **5.1. Proposed primary Schools with no access to a Breakfast Club**

In terms of planning for the implementation of an expansion of the pilot for breakfast clubs, the following actions have been taken.

5.2. Support Services Co-ordinators have begun making contact with parents to advise on the intention to offer a free breakfast club from 8.15am – 8.45am in order to gauge likely uptake levels.

- 5.3. Both support services and facilities services employees have been approached to identify the availability of staff to work extra hours each day. Facilities Services were incorporating the additional work within their shift patterns, however, as a result of the success of the pilot in terms of a significant increase in numbers of children attending in some schools, there will be a requirement for some additional hours in larger breakfast clubs.
- 5.4. It is envisaged that all remaining schools will begin to provide breakfast clubs from August 2019.
- 5.5. **Schools with existing Breakfast Clubs**  
For schools with existing breakfast clubs, operating in conjunction with facilities services, discussions have begun to assess requirements including the removal of any charge made to parents.
- 5.6. **Working in partnership with Third Sector Organisations**  
For schools with existing breakfast clubs operating via a third sector organisation, meetings are being held with each to consider an appropriate approach including possible partnership arrangements.
- 5.7. The Council's engagement with the third sector such as the Machan Trust, will enable Education Resources to look at 'lessons learned' in terms of the approach.
- 5.8. **Out of School Care Providers**  
Where there are out of school care providers operating in the morning via a let on school premises, meetings are being arranged to advise of the position and consider, for example how such organisations can co-exist with any required Council Breakfast Club provision.
6. **Employee Implications**
- 6.1. Employee implications for the expansion of the Pilot are detailed below. These posts will be on a temporary basis initially:

Post	Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Salary	Total Gross Costs inc on costs 30.3%
School Support Assistants	193 x 45mins per day	Grade 1 Level 1-3	20-27	£9.32 - £10.33	£1,550 - £1,718	£389,833 - £432,079
Facilities Assistant (Cook in Charge)	6 x 1 hour per day	Grade 1 Level 1-4	20-31	£9.32 - £10.96	£2,065 - £2,429	£16,146 - £18,987
Facilities Assistant (Catering)	61 x 1 hour per day	Grade 1 Level 1	20	£9.32	£2,065	£164,154

7. **Financial Implications**
- 7.1. During 2019/2020 the costs of continuing with the existing breakfast clubs and the extension of the pilot from August 2019 is estimated at £680,000.
- 7.2. This allows for staff and food costs, and also the removal of any charges historically made to parents in those clubs previously in existence before the pilot rollout began.

- 7.3. The Council's Budget for 2019/2020 includes an allocation of £400,000 for the roll out of the initiative. The estimated spend is £280,000 more than the budget and reflects the higher uptake levels experienced so far, and the consequent requirement for additional catering employees, food costs and school support assistants. This will be confirmed after the extension of the pilot takes place.
- 7.4. The Executive Committee on 13 March 2019 noted the financial position in terms of an underspend in terms of the budget for Holiday Lunch Club and it is proposed to offset the cost associated with the pilot rollout of Breakfast Clubs within this overall budget. It is envisaged that this budget shortfall can be managed during 2019/2020 by utilising the cumulative projected underspend in Holiday Lunch Clubs and breakfast clubs since the introduction of the pilot. Any further requirement for costs for in respect of Breakfast Clubs will be reported back to Committee.
- 8. Other Implications**
- 8.1. This contents of this report will require to be approved by Executive Committee in respect of staffing levels, (including catering staff employed by Community and Enterprise Resources and funding requirements).
- 8.2. The factors associated with risk and sustainability of the expansion of Breakfast Clubs will be assessed during the pilot rollout during 2019/20.
- 9. Equality Impact Assessment and Consultation Arrangements**
- 9.1. This report recommends a change to existing practice, therefore, an equality impact assessment has been undertaken.
- 9.2. Trade Union colleagues have been consulted and updated in regard to the proposals contained within this report.
- 9.3. Consultation with stakeholders has been ongoing and used to help inform future service provision.

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

**Michael McGlynn**  
**Executive Director (Community and Enterprise Resources)**

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

16 April 2019

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

- ◆ Improve achievement, raise educational attainment and support lifelong learning
- ◆ Support our communities by tackling disadvantage and deprivation and supporting aspiration
- ◆ Encourage participation in physical and cultural activities
- ◆ Improve health and increase physical activity

**Previous References**

- ◆ Education Resource Committee 27 November 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:- Lynn Sherry, Head of Education, Support Services and School Estate

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<b>Appendix 1 : Breakfast Club Uptake Rates</b>		
	<b>School Roll</b>	<b>Average Daily Uptake</b>
<b>Phase 1 Schools</b>		
Castlefield	130	35
Rigside	65	10
Robert Owen	337	41
St Blanes	228	42
St Brides (Cambuslang)	307	38
<b>Phase 2 Schools</b>		
Blackwood	306	39
Burnside	392	75
Carluke	218	24
Carnwath	135	48
Carstairs Junction	75	14
Dalserf	81	21
David Livingston	254	34
East Milton	205	35
Gilmourton	27	6
Glassford	37	10
Glengowan	309	41
Halfmerke	173	36
Hallside	294	49
Hunter	241	41
Kirkfieldbank	43	17
Lanark	281	19
Law	268	78
Loch	195	34
Mossneuk	497	52
Mount Cameron	231	20
Murray	207	32
Our Lady & St Annes	184	26
Quarter	62	10
Spittal	130	18
St Cadoc's	127	16
St Elizabeth's	260	41
St Bride's Bothwell	248	55
St John's, Blackwood	97	30
St John's, Hamilton	314	40
St Joseph's	296	37
St Kenneth's	487	86
St Leonards	239	35
St Mark's, Hamilton	172	30
St Mary's, Hamilton	403	48
St Ninian's	220	38
Westcoats	396	49
Number of breakfasts served daily		1,450
Average per day		35



# Report

**8**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Paid Privilege Transport Scheme – Amendment to Policy</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ♦ provide an update and seek approval on the proposed amendment to the policy of 'paid privilege transport' to allow free provision for pupils with free school meal entitlement.

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

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

- (1) that the amendment to the policy on the paid privilege transport scheme, whereby pupils allocated a privilege space on school transport who receive free school meal entitlement (priority 3), will access that place free of charge be endorsed.
- (2) that the recommendation to amend the policy, for introduction in 2019, be referred to the Executive Committee for approval.

## **3. Background**

- 3.1. On 1 February 2010, the Executive Committee approved income generation on dedicated school transport contracts through the introduction of a paid privilege transport scheme.
- 3.2. Paid privilege transport places become available where there is spare capacity on an existing dedicated school contract. Over time, the privilege scheme has been refined to take account of priority situations.
- 3.3. The Executive Committee on 8 May 2018, approved a further amendment to the priority allocation with the introduction of a new priority for those pupils in receipt of free school meals (priority 3).
- 3.4. The average cost of running school transport within South Lanarkshire is £3.62 per day, however, privilege transport is subsidised and currently charged at a rate of £1 per day, £190 per annum. This will increase to £1.05 from August 2019, £199.50 per annum.
- 3.5. It is worth highlighting that privilege transport may be withdrawn at short notice if there is a requirement to cater for an eligible child, and there is no spare capacity on the bus. It is only valid for the school session for which it is granted. Applications are held on file and reviewed each year, and assessed against the number of spare seats available on individual bus contracts.

#### **4. Proposals**

- 4.1. In school session 2018/19, allocated privilege transport places were available to 36 children within the new priority 3 category (potential income of £6,840). Only 17 children took up the places, which generated income of £3,230.
- 4.2. As part of the Council's commitment to tackling poverty, the Education Resources Committee is asked to endorse the proposal to waive the charge for a privilege transport place within priority 3 (for those with free school meal entitlement).
- 4.3. The current and proposed revised priorities for the allocation of paid privilege transport places effective from school session 2019/20 are outlined in Appendix 1.

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

- 5.1. None.

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

- 6.1. The loss of potential income with regards free school meal entitled children receiving a free privilege transport place could be £3,230 per annum based on current uptake.
- 6.2. Given the average uptake number of privilege places available each year any anticipated loss of income would be managed from within Education Resources overall budget.

#### **7. Other Implications**

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

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

- 8.1. An equality impact assessment has been undertaken.
- 8.2. Consultation has taken place with a range of stakeholders.

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

10 April 2019

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

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

#### **Previous References**

- Education Resources Committee 24 April 2018
- Executive Committee 16 May 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  
Lynn Sherry:- Head of Education (Support Services and School Estate)

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## South Lanarkshire Council

## Paid Privilege Transport Scheme

## Priority Allocation

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

**\*\* Note**

**Proposed change from school session 2019/2020 - Any privilege transport allocation made under priority 3 will be free of charge.**

# Report

**9**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>School Improvement Update</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ◆ provide an update on the progress of the Curriculum and Quality Improvement Service (CQIS) with regards to School Improvement work stream 2018/2019.

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

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

- (1) that the progress in activities to support ongoing school improvement during 2018/2019 be noted.

## **3. Background**

3.1. A focus on School Improvement is central to achieving the following Education Resources priorities:-

- ◆ to raise standards in attainment 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
- ◆ ensure inclusion and equality are at the heart of what the Resource does

3.2. In order to deliver excellent outcomes for all learners, Education Resources' School Improvement strategy is centred on empowerment and capacity building at all levels. This is carried forward through a number of key work-streams; Teaching and Learning, Teacher Professionalism, Leadership and School Improvement.

## **4. Progress to date**

### **4.1. Validated Self-Evaluation**

Validated Self Evaluation (VSE) is a process which aims to support and challenge the work of establishments to improve the quality of provision and the outcomes for all learners. Members of the CQIS visit the school for 2 days to work in partnership with the school to participate in a range of self-evaluation activities in order to validate the work of the school. This is linked to an area that the school has identified and to 'How Good is Our School 4' (H.G.I.O.S.4)

This session, 22 establishments, across Early Years, Primary and Secondary sectors, have successfully engaged in VSE, with a further 8 expected to engage during the summer term.

Most establishments have focused on aspects of Quality Indicator 2.3 (Learning, Teaching and Assessment), with a few schools looking at aspects of leadership e.g. leadership of change or leadership of learning. Overall, evaluation results are very positive with 100 % of establishments stating that involvement in the VSE programme has helped to take the school forward in the chosen area of focus.

## **5. Teacher Professionalism**

5.1. The National Improvement Framework includes Teacher Professionalism as one of the key drivers. Within this, there are three main areas:

- ◆ Students
- ◆ The Teacher Induction Scheme (TIS) which provides a guaranteed one-year training post in a local authority to every eligible student graduating with a teaching qualification from one of Scotland's universities
- ◆ Professional Update for fully registered teachers

5.2. Throughout the year, staff from the General Teaching Council for Scotland (GTCS), Glasgow University, Strathclyde University and local authorities within the West Partnership meet to review the Student Placement System (SPS) to consider its functionality and identify any development needs. Staff also discuss ways to improve communication and procedures in matching students between the various stakeholders. To date 139 Early Years, 575 Primary and 583 Secondary placements. The CQIS provides universal and tailored support to schools in managing SPS.

5.3. Two induction days are held before Newly Qualified Teachers (NQT) start in August and each NQT is allocated a mentor to support their professional learning. In session 2018/2019, 191 NQTs were allocated to South Lanarkshire Council (SLC) and the CQIS have provided a comprehensive professional learning programme to all NQTs on themes such as Literacy, Numeracy, Health and Wellbeing, Autism Awareness and Attachment.

5.4. The GTCS have set up a secure system to communicate with the CQIS with regards to staff who require to complete their 5 year Professional Update (PU). This information is issued to the relevant Head Teachers and the CQIS monitors staff undertaking PU to ensure that all eligible staff complete their PU to maintain full registration. In session 2017/2018, 100% of the staff required to undertake Professional Update were successful in maintaining their full registration. In 2018/2019, 665 teachers are due to complete their Professional Update by 1 July 2019. The CQIS provides individual staff support in order to complete their Professional Update.

## **6. Leadership**

6.1. The National Improvement Framework recognises the development of school leadership as integral to building an empowered and collaborative system.

6.2. In order to build teacher leadership capacity, Education Resources has increased it's drive this session to recruit more teachers to participate in Education Scotland's Teacher Leadership course. The outcome being that approximately twenty staff will enrol for session 2019/2020.

6.3. To further enhance middle leadership capacity, 110 middle leaders have engaged in a series of collaborative leadership workshops to increase their knowledge, understanding, skills and abilities. This is a significant increase in participation from last year. In addition, this allows the Resource to further build the capacity of existing



Head Teachers (HT) and Depute Head Teachers (DHT) who facilitate this training and also marks an increase in participation from last year. To date, almost all participants have rated the sessions as very good and the programme continues to be well received.

- 6.4. Education Resources continue to build the capacity of Head Teachers and prospective Head Teachers. At present, 11 candidates are in the process of completing 'Into Headship' as part of the 2018/2019 cohort and those involved report high levels of engagement and enthusiasm. There has been an increasing interest from promoted staff members in engaging with the 'Into Headship' programme. Following receipt of 24 applications for the 2019/2020 cohort, an increase of 60 % in comparison with applications received last session, 11 candidates will now progress to participate in session 2019/2020.
- 6.5. 10 Head Teachers have enrolled to participate in this session's 'Excellence In Headship' cohort. Education Resources were granted an additional 4 places for 'Excellence In Headship', following the level of interest exceeding the original number of spaces allocated by Education Scotland. Taken together with the previous three cohorts who continue on the programme, there are now a total of 34 Head Teachers engaged in 'Excellence In Headship'. One serving Head Teacher who will go forward on 'In Headship' for the forthcoming session and for the first time, 4 who will go forward to participate in the 'Towards Headship' training.
- 6.6. In order to support leadership succession planning, there is in place Acting Pools for HTs and DHTs. Acting pools include staff who are seeking experience in a promoted position and have successfully demonstrated via the recruitment process, their ability to undertake appropriate acting roles. Plans are in place to continually refresh the pools as required.
- 6.7. Engagement with colleagues responsible for leadership and succession development across the Regional Improvement Collaborative (RIC) is ongoing and is beginning to support consistency of approach in both recruitment and training opportunities.
- 6.8. To further develop an empowered and collaborative approach to school leadership and improvement, the Biggar and St John Ogilvie Learning Communities are participating in a Systems Leadership pilot with an external consultant. This is a project which aims to build capacity within Learning Communities to develop sector led school improvement. To date, this has been positively evaluated and there is potential to expand this work into other Learning Communities.

## **7. Teaching and Learning**

- 7.1. The quality of teaching is a key factor in improving children's learning and the outcomes they achieve. There is a strong link between teachers' professional skills and competences and the quality of children's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children.
- 7.2. South Lanarkshire's current Policy on Leading Learning provides an overall purpose and direction for the work of all establishments and services within Education Resources, whilst recognising that a key component in providing education of the highest quality is the career long professional learning of practitioners in all sectors. Everyone should have a personal and collective commitment to, and be supported in, career long professional learning. By engaging with this policy and the values,

purposes and principles of Curriculum for Excellence, all learners in South Lanarkshire have the opportunity to reach their full potential.

- 7.3. This year's Tapestry programme, Leading Learning: Improving Pedagogy for Equity, is a rigorous approach to career long professional learning that encourages and requires consideration of research, professional reading, professional dialogue and essentially, professional action to improve pedagogical practice through a teacher learning community approach. 36 primary and 8 secondary schools are taking part with 88 staff undertaking the role of a Tapestry Leader within their own schools.
- 7.4. Tapestry Leaders have taken part in 4 workshops and led follow up sessions in their own schools. Senior Managers have attended two information sessions and both groups have attended a Masterclass. Early indications show that all practitioners rate the training as Excellent or Very Good. Evidence from Link Officer visits to schools indicates that the programme is impacting on learning and teaching, through the consistent use of learning intentions, success criteria and learner feedback. In a recent survey conducted by the West Partnership, the Tapestry Programme was highlighted as a strong example of collaborative learning and one that is positively influencing practice.
- 7.5. The newly formed strategic group for Learning and Teaching have delivered training to all NQTs this year on pedagogy and digital technology. Resources have also been completed and made available to schools through the SLC Glow site to support establishments with aspects of pedagogy such as; Assessment is for Learning (AifL), differentiation and collaborative learning. Curriculum for Excellence progression pathways have also been created and are available for schools to access.

## **8. Self-improving attainment Family Groups**

In a self-improving school system, schools are empowered to develop their own solutions with the role of the local authority providing appropriate support, challenge and resources to facilitate ongoing and sustainable improvement. Education Resources recognises that collaborative working between establishments provides valuable opportunities for Head Teachers and other staff to share, reflect, support and learn from each other.

- 8.1. There are 125 schools represented within 37 self-improving attainment family groups working in trios across South Lanarkshire Council. Following consideration of each school's unique context and reflection on a wide range of data, attainment families were asked to identify a common theme for development. The programme is supporting schools to increase collaboration and look outwards. This programme will be evaluated in May 2019 and will continue to be progressed into the new school session.
- 8.2. Over the last 18 months, 12 SLC Primary Schools have been working in self-improvement attainment family groups with North Lanarkshire Council establishments. There has been a specific focus on tackling issues around raising attainment and closing the poverty-related gap. 2 of the family groups have also benefited from support from the Robert Owen Centre for Educational Research at Glasgow University (ROC), including training on Collaborative Action Research methodology (CAR). This programme comes to a conclusion in October 2019 at which point a full evaluation of impact will be undertaken.

- 8.3. Participating schools have commented that the programme is developing increased trust, collaboration, networking and sharing of practice across establishments. There is also a reported increased level of confidence in the use of data to inform next steps in practice.

**9. How Good is OUR School? A resource to support learner participation in self-evaluation and school improvement**

- 9.1. There is an expectation that young people are directly involved in influencing decision making and bringing about meaningful and sustainable change within their school in a wide range of areas. As a result, 'How Good is OUR school? A resource to support learner participation in self-evaluation and school improvement' was produced by Education Scotland to support schools to take this forward.
- 9.2. The CQIS has delivered training to a 48 staff ranging from class teachers to senior managers. The training has provided opportunities for colleagues to familiarise themselves with the materials in preparation for implementation and to share current practice in this area. It is important to note that South Lanarkshire schools already demonstrate strong evidence of pupil participation through e.g. Rights Respecting Schools Programme, pupil councils and committees etc. As part of the training, schools have been involved in reflecting on their current practice in order to identify areas to take forward within their individual contexts. A further training opportunity will be provided next term.

**10. Next Steps**

**10.1. Validated Self-evaluation**

Working closely with Professional Associations, class practitioners will be identified within each Learning Community to become VSE Ambassadors. The role of the VSE Ambassador will be to advocate the benefits of engaging in a VSE as a class practitioner and sharing their experience of the process with others.

**10.2. Teacher Professionalism**

To continue to engage with the West Partnership and the GTCS to fully support students, NQTs and Fully Registered Teachers.

- 10.3. To liaise with the GTCS and the teaching profession within SLC with regards to the revised Standards due for implementation in August 2020.

**10.4. Leadership**

Continue to refresh and enhance professional learning opportunities and evaluation of provision, in partnership with Glasgow and Strathclyde Universities, Education Scotland, Education Resources staff and other external providers, in support of the highest possible quality of leadership in South Lanarkshire Council schools.

- 10.5. Work in partnership with senior leaders to update SLC Leadership Framework, in line with the new national model for professional learning.

- 10.6. Increase the potential of the relationships made with other West Partnership Local Authority Officers, with a leadership focus, in order to provide leaders at all levels cross authority learning and networking opportunities.

#### **10.7. Teaching and learning**

The existing Tapestry professional learning model will continue into session 2019/2020. Education Resources will also continue to engage with the Regional Improvement Collaborative (RIC) to facilitate and deliver two programmes; one based on approaches to Collaborative Action Research and one on Improving Our Classrooms. The introduction of a Development Officer to support pedagogy across SLC will also allow the opportunity to focus more specifically on play based learning at the early stages.

10.8. The strategic Learning and Teaching Group will support the delivery of further career long professional learning focused on pedagogy and be instrumental in the structure and delivery of a new DHT Forum to support learning and teaching within secondary schools.

10.9. Self-improving attainment families

The existing SLC model of self-improving attainment families will continue into the new session 2019/2020.

10.10. How Good is our School? (Pupil Participation)

The key focus for 2019/2020 will be to organise an event for young people across SLC schools to raise the profile and importance of pupil participation and involvement in self-evaluation and school improvement. It is envisaged that young people will play a key role in leading this event.

#### **11. Employee Implications**

11.1. None

#### **12. Financial Implications**

12.1. Financial implications are within existing budgetary resources.

#### **13. Other Implications**

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

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

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

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

**Tony McDaid**

**Executive Director (Education Resources)**

11 April 2019

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

♦ Improve achievement, raise educational attainment and support lifelong learning

**Previous References**

- ♦ Education Resources Committee – 19 June 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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# Report

10

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Numeracy Update (Broad General Education)</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ provide an update on aspects of Numeracy in South Lanarkshire Council schools within the Broad General Education (BGE) and
- ◆ inform of next steps with regards to support for Numeracy within the BGE

## 2. Recommendation(s)

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

- (1) that the progress made with the numeracy curriculum and proposed further developments for session 2019/2020 be noted.

## 3. Background

- 3.1. Developing functional numeracy is an essential life skill and is both a National and a local priority for education.
- 3.2. The numeracy curriculum sits within Curriculum for Excellence as part of the Broad General Education (BGE) and is guided by the Principles and Practice papers and Experiences and Outcomes. These papers have recently been supplemented with guidelines published by Education Scotland around assessment and Benchmarks.
- 3.3. In order to drive forward developments in numeracy within South Lanarkshire Council, there is a dedicated Lead Officer (LO) who has a strategic remit around numeracy and is assisted by a Numeracy Support Officer (NSO).
- 3.4. At school level, "lead teachers" have been identified locally to help take forward the numeracy strategic priorities.
- 3.5. Progression pathways have been developed at Early, First and Second level for schools. These pathways link the Experiences and Outcomes to the Benchmarks and provide schools with a framework to ensure their courses have sufficient pace, challenge and appropriate assessment. Work has begun to develop pathways for Third and Fourth level.

## 4. Attainment in Numeracy at the BGE in South Lanarkshire

- 4.1. Children and young people throughout their Broad General Education (P1-S3) are assessed regularly to ensure they are making expected progress. Each year, teachers at P1, P4, P7 and S3 stages report on the "Curriculum for Excellence" levels that have been achieved by their pupils. These teacher judgements are based

on a range of evidence and are moderated within and between schools. The table below shows the progress children are making, year on year, towards achieving their expected levels.

### Percentage of pupils achieving expected CfE levels in Numeracy

	Numeracy						15/16 to 17/18	
	National			SLC				
Stage	15/16	16/17	17/18	15/16	16/17	17/18	Nat (+/-)	SLC (+/-)
P1	83.9	83.4	84.7	83.0	85.9	87.3	0.8	4.3
P4	73.1	74.8	75.8	71.2	74.6	75.6	2.7	4.4
P7	67.8	70.5	74.8	67.8	74.1	74.1	7.0	6.3
S3 Third	85.8	88.2	89.0	86.1	89.7	91.2	3.2	5.1
S3 Fourth	49.1	55.7	56.1	50.9	55.6	60.9	7.0	10.0

- ♦ The percentage of pupils achieving the expected levels of attainment is above the National average at Primary 1 and Secondary 3 and is almost the same at Primary 4 and Primary 7.

- ♦ There has been a steady increase in attainment at all stages since 2015/2016.

## 5. Work within the West Partnership Regional Improvement Collaborative (RIC)

- 5.1. The Lead Officer for numeracy represents South Lanarkshire Council on the “Making Maths Count” West Partnership Mathematics Development Group. The purpose of the group is to gather and share effective practice across the eight local authorities within the West Partnership RIC to help inform school, local, regional and national approaches and strategies.
- 5.2. The RIC has successfully planned and hosted two Mathematics and Numeracy conferences. These events showcased good practice. Evaluations of these events were very positive, with 93% of delegates evaluating this year’s event overall as Excellent or Very Good. There was significant analysis of delegate knowledge pre and post workshop which demonstrates that the workshops increased delegate knowledge in all cases.
- 5.3. In September 2018, staff from the West Partnership attended a full day conference on ‘Teaching mind-set mathematics through open, creative mathematics and brain science messages’, delivered by Dr Jo Boaler, Professor of Mathematics Education at Stanford University and Cathy Williams, co-founder and co-director of ‘youcubed’. South Lanarkshire Council was approached by the Winning Scotland Foundation, the organisation responsible for organising the event at Murrayfield. As a result of these discussions, Calderglen High School, East Kilbride will now work with Winning Scotland to develop an on-line training module on positive mind-set in mathematics linked to this event.

## 6. Next Steps

- 6.1. The Numeracy Support Officer role is crucial in ensuring the successful conclusion of the collaborative work with the RIC and in progressing the strategic priorities in Numeracy. The focus is increasingly on providing direct support and challenge to schools receiving funding through the Scottish Attainment Challenge Schools Programme and in continuing to close the poverty-related attainment gap in numeracy.



6.2. Over the coming year, and in line with one of the key priorities for Education Resources, which is to raise standards in numeracy to close the poverty related attainment gap, the following will be taken forward:-

- ♦ progression pathways will be completed for Third and Fourth level Mathematics and Numeracy to replicate the pathways already developed at Early, First and Second level
- ♦ guidance for schools in creating and implementing a clear Mathematics and Numeracy curriculum will be delivered through the Curriculum Guide being developed by the CQIS Curriculum Team
- ♦ the role of the Numeracy Co-ordinator will continue to be developed at Numeracy Co-ordinator events, held twice per year. These events will continue to up-skill our staff and encourage professional collaboration
- ♦ the 'How Good Is OUR School?' resource, published by Education Scotland, will be used to strengthen pupil voice in Numeracy and Mathematics. Training will be provided through the Numeracy Co-ordinator events and follow-up training within establishments
- ♦ Data will continue to be gathered in specific Numeracy and Mathematics interventions to measure the impact these interventions are having on the attainment of the children and young people involved
- ♦ Mathematics and Numeracy pedagogy will continue to be strengthened through the development of identified training approaches. These will be tailored to suit the needs of establishments
- ♦ work will be undertaken with Mathematics Departments in secondary schools in relation to BGE courses and the transition to the senior phase. This work will build upon the work already started within the Primary sector
- ♦ aspects for improvement which will be highlighted in the publication of the findings of the Numeracy and Mathematics Thematic Review, currently being conducted by Education Scotland, will be taken forward as appropriate

6.3. A range of the numeracy and mathematics programmes, which are impacting on the development of both outcomes for learners and on the continuing professional learning for staff, is outlined in Appendix 1.

## **7. Employee Implications**

7.1. None

## **8. Financial Implications**

8.1. Funding to facilitate the work of the Numeracy Support Officer (NSO) will continue to be provided through the Scottish Attainment Challenge Schools Programme.

## **9. Other Implications**

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 existing policy, function or strategy and therefore, no impact assessment is required.

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

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

10 April 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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South Lanarkshire Council Education Resources, supported by Psychological Services, is working collaboratively with East Dunbartonshire Council to implement a Mathematics intervention programme called Maths Recovery. Maths Recovery is a long established early intervention programme and is used to advance the numerical ability of learners at all levels with a particular focus to design and implement an approach that reduces the poverty related attainment gap in numeracy through identifying and analysing children's numerical knowledge, skills and strategies. Schools with high numbers of pupils living in SIMD 1 and 2 combined with high FME entitlement and low performance in achievement of CFE levels in Numeracy were identified to take part in the research.

Two staff from each of the six schools involved in the project have been trained in the Maths Recovery programme, at Primary 1 and Primary 4. These schools have been provided with resources to help them implement the methodology and have been supported by the NSO to complete diagnostic assessments. These assessments help identify pupil strengths and areas for development in numeracy. A further round of data collection will be conducted in May/June to measure the initial impact of the project. This will support the planning, implementation, resourcing and assessment of the Maths Recovery programme.

Catch Up<sup>®</sup> Numeracy continues to be a popular intervention adopted by schools across South Lanarkshire with 73 Primary schools and 18 Secondary schools, including 2 ASN, having trained staff between November 2016 and March 2019. Catch Up<sup>®</sup> Numeracy is a structured one-to-one intervention for learners who find numeracy difficult and involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy. It is designed for use with struggling learners aged 6-14, rather than beginner learners. A total of 253 Primary staff and 95 Secondary staff have been trained in this intervention with an ever increasing demand. The majority of staff trained, especially in the Primary sector, are support staff.

Catch Up<sup>®</sup> training is delivered across SLC by a specially trained headteacher. However to meet the increasing demand for training from schools the NSO has also completed training as a Catch-Up<sup>®</sup> Numeracy trainer. This has increased the capacity to deliver training across SLC. Schools are funding this intervention predominantly through Pupil Equity Funding or Scottish Attainment Challenge funding both in terms of training and staffing.

Initial evidence suggests that the intervention is having a significant impact for most pupils involved. Data is currently being collected from schools to allow us to measure the impact this intervention is having.



# Report

**11**

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>School Leaver Initial Destination Results 2017/2018</b>
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## **1. Purpose of Report**

1.1. The purpose of the report is to:-

- ♦ provide an update on the 2017/2018 School Leaver Initial Destination survey results produced by Skills Development Scotland (SDS).

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

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

- (1) that the outcome from the initial survey on destinations for the 2017/2018 school leavers' contract be noted.
- (2) that the success of positive destinations for care experienced young people, as detailed in paragraph 6.3. of the report, be noted.

## **3. Background**

- 3.1. This report provides an insight into the analysis of the School Leaver Initial Destination Results (SLDR) for young people in South Lanarkshire for 2017/2018.
- 3.2. South Lanarkshire has a strong "Opportunities for All" partnership group and the partners work closely together to ensure that all school leavers are supported into learning or employment post-school. If this is not achievable for any reason, other supports are put in place to meet the individual needs of the young people, through bespoke programmes. The partnership includes Skills Development Scotland, VASLan, South Lanarkshire College, New College Lanarkshire, the Regional DYW group and representatives from across the Council Resources (Education/Housing/Social Work/Regeneration and Corporate).
- 3.3. Following the introduction of the Participation Measure introduced in 2017, it was agreed that Skills Development Scotland would continue to supply school leaver destination data to the Scottish Government's Education Analysis Unit (SGEAS) for their annual national statistics publication and to update Insight, the online benchmarking tool for Scottish local authorities and secondary schools.
- 3.4. The 2017/2018 cohort includes leavers from publicly funded secondary schools who left school between 21 September 2017 and 19 September 2018. This report is based on status information held on the shared dataset which is updated on an ongoing basis. The figures are taken as a snapshot in early October 2018.

- 3.5. Through the Council's employability review, work has taken place to consolidate and align the management of Youth Employability supports to Education Resources. This allows for a more co-ordinated and coherent approach in meeting the needs of young people and a greater ability to use intelligence to target resources to the areas of greatest need more effectively.
- 3.6. The funding sources from the Scottish Government and the European Social Fund (ESF) have also been aligned and matched to core Education funds to facilitate provision that meets the needs of all 'at risk' young people across the authority. Previously, the targeted supports were only available to the Data Zone areas which included six of the secondary establishments, due to restrictions of ESF funding. The revised structure and changes to the funding criteria now allows the offer of identified services to all secondary establishments and all young people identified as requiring support to enter and sustain a positive destination until the age of 19.

#### **4. Highlights**

- 4.1. A total of 3,258 young people left school in South Lanarkshire in 2017/2018 and this year South Lanarkshire was ranked 4<sup>th</sup> for positive destinations in relation to all local authorities. It is also the 4<sup>th</sup> consecutive year that the South Lanarkshire figure has been greater than the Scottish average. This year also sees the highest figure recorded for South Lanarkshire since the information has been collected.

#### **4.2. Summary**

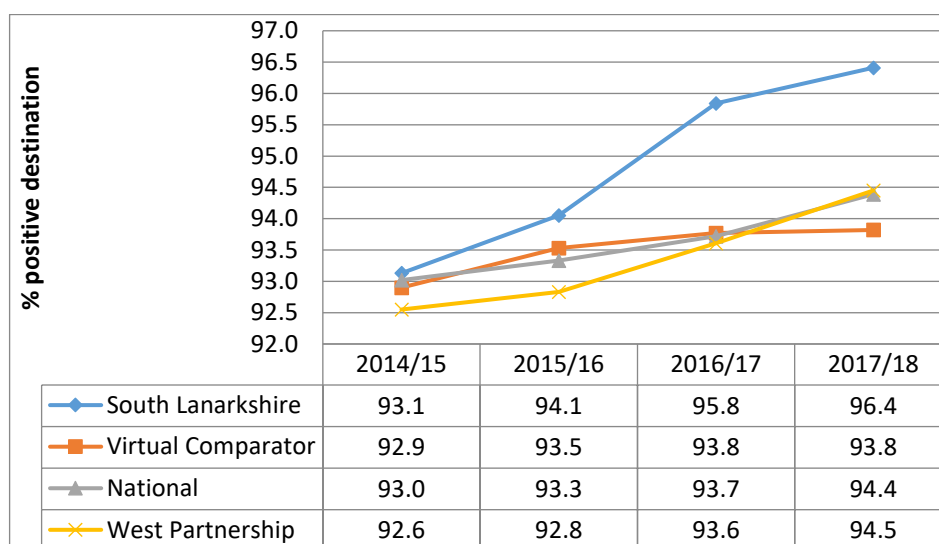
- ◆ The positive destination rate for South Lanarkshire is 96.4%. This sits above the national average (94.4%)
  - ◆ The unemployed (seeking) rate for South Lanarkshire is 2.3%. This sits below the national average (3.8%)
  - ◆ The unemployed (not seeking) rate for South Lanarkshire is 1.1%. This sits below the national average (1.3%)
  - ◆ The unconfirmed rate for South Lanarkshire is 0.02%. This sits below the national average (0.4%)
- 4.3. With regards the 117 young people who were recorded as being in a negative destination at the time of the survey, a planning and support meeting was held for all of these young people. Where required, partners and the young people's parents/carers have been involved to put in place actions to support the young person towards a positive destination of employment or learning. Where this was not possible, there is an ongoing tracking and review process on an individual basis with an offer of employability supports when the time is right. An example of this would be a young person with complex mental health needs or health related matter. An update on progress made against the action plan is outlined in Appendix 1.
- 4.4. The table below shows the positive destination outcome for each of the 4 localities across South Lanarkshire. It is worth highlighting once again that all 4 areas across the authority figures are above the national average.

Year	Clydesdale Positive %	Cambuslang/ Rutherglen Positive %	Hamilton/ Blantyre Positive %	EK/ Strathaven Positive %	South Lanarkshire Positive %	National Positive %
2014/15	83.7	94.0	94.6	94.3	93.0	92.9
2015/16	93.6	93.0	93.5	95.6	94.1	93.3
2016/17	97.1	95.9	95.5	96.1	95.8	93.7
2017/18	98.7	96.6	95.4	94.8	96.4	94.0

4.5. The table below shows the destination recorded for the school leavers:-

Initial Destination	Number	%
Employed	720	22.1
Higher Education	1461	44.8
Further Education	755	23.2
Training	85	2.6
Activity Agreement	114	3.5
Voluntary Work	6	0.2
Unemployed Not Seeking	36	1.1
Unemployed Seeking	75	2.3
Unknown	6	0.2
	<b>3258</b>	<b>100</b>

4.6. The chart below shows 4 year comparison with South Lanarkshire Council, Virtual Comparator, National figure and West Partnership.



## 5. Tackling Poverty and Inequalities - "Closing the Gap"

5.1. Through the Community Plan, the Community Planning Partnership (CPP) has highlighted the need for all services to target resources towards tackling poverty and reducing inequalities and to strive to close the gap in outcomes for children and families from the 20% most deprived areas. This target is also at the heart of the Children's Service Plan where the aim is to achieve a reduction in the gap between school leavers from the most deprived localities, compared to their peers in the 20% least deprived areas. Youth Employability provision has been targeted to young people from the 20% most deprived areas over the last three years and, year on year, strong progress has been made.

5.2. 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.

5.3. 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.

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

- 6.1. There is a multi-agency care experienced tracking and monitoring group which works to ensure that every care experienced young person has an individualised employability support package with regular monitoring and alterations to support as required.
- 6.2. Historically, these young people are less likely than their peers to go on to further or higher education, training or to find employment. However, raising aspirations along with targeted support are showing improvements in leaver destinations for care experienced young people.
- 6.3. 32 care experienced young people left school in 2017/2018. The cohort and their outcomes are as follows:-

<b>Initial Destination</b>	<b>LAC at Home</b>	<b>LAC away from home</b>	<b>Totals</b>
Employment	1	2	3
Higher Education	1	1	2
Further Education	4	8	12
Training	3	2	5
Activity Agreement	6	1	7
Unemployed not seeking	2	1	3
<b>Totals</b>	<b>17</b>	<b>15</b>	<b>32</b>

(NB: The figures are shown in real-terms rather than %)

## **7. Next Steps**

- 7.1. The focus for the coming year will be on the following:-
- ♦ expand the Family Firm approach taken with the Council to offer employment to care experienced young people ( 2 young people have gained employment to date)
  - ♦ develop a Family Firm approach with NHS Lanarkshire and other Partners to provide employment opportunities for care experienced young people
  - ♦ further develop the Foundation Apprenticeship and work based Learning programme opportunities for South Lanarkshire School pupils
  - ♦ build on working with more vulnerable groups and securing the help required from Partners (e.g. Homeless and Youth Justice)
  - ♦ continue to focus on improvement planning within identified schools to improve SLDR outcomes

## **8. Employee Implications**

- 8.1. There are no direct employee implications

## **9. Financial Implications**

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

## **10. Other Implications**

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



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

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

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

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

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

25 April 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 – 24 April 2018

**List of Background Papers**

- ◆ School Leaver Destination Results 2016/2017

**Contact for Further Information**

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Action	Progress
Further develop the tracking and monitoring of employability support packages for care experienced young people with a particular focus on the supports required for young people who are looked after at home.	<ul style="list-style-type: none"> <li>• All partners engaged and regular meetings taking place.</li> <li>• Looked after at home young people now receive the same support and tracking as young people looked after away from home</li> <li>• Employment opportunities within the Council have been secured for care experienced YP</li> </ul>
Continue to make connections and develop early intervention supports through the developments of the expanded senior phase curriculum and the action plan for the improvements in the Developing the Young Workforce action plan	<ul style="list-style-type: none"> <li>• Significant increase in the number of work based learning opportunities for pupils in the senior phase.</li> <li>• Youth Employability offer has been marketed to schools and partners including having the digital version of brochure link on the South Lanarkshire Council Website</li> <li>• Youth Employability – My Brighter Future Social Media platforms have been created where our offer and appropriate opportunities are posted</li> </ul>
Further expand the number of young people who are engaged in the Foundation Apprenticeships programme	<ul style="list-style-type: none"> <li>• In 2017/18 there were 44 starts on the Foundation Apprenticeship Programme, this increased to 172 starts on 2018/19.</li> <li>• For 2019/20 there will be 400 opportunities on-offer to South Lanarkshire School Pupils.</li> </ul>
Work to secure funding from the Scottish Government and the European Social Fund to deliver the wide range of targeted provision required to meet the individual needs of young people.	<ul style="list-style-type: none"> <li>• Government Grant for Activity Agreement Funding secured for 2019/20</li> <li>• ESF funding until 2023/4 still be confirmed)</li> </ul>
Further develop the joint work with Youth Justice Services to ensure every young person has a bespoke package of support as required to achieve and sustain a positive destination post school	<ul style="list-style-type: none"> <li>• Dedicated Youth Employability Team Leader linked to youth Justice services</li> <li>• Individualised employability support packages put in place for all referrals</li> </ul>
Develop an employer engagement action plan to further expand the work placements and job opportunities for our young people, this will be within the Council and across the partners and local employers.	<ul style="list-style-type: none"> <li>• The Council have provided jobs to care experienced young people through a supported employment process.</li> <li>• Work has been started with NHS Lanarkshire to develop a similar programme</li> <li>• All partners have been asked to look at employment opportunities for care experienced young people.</li> <li>• Young people on ASPIRE continue to take part in work experience placements, and secure permanent employment opportunities with a range of local employers</li> </ul>

# Report

12

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>South Lanarkshire Council – MCR Pathways Programme</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on progress with 'MCR Pathways', a school based mentoring programme supporting disadvantaged and vulnerable young people to realise their full potential.

## 2. Recommendation(s)

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

- (1) that current and planned work relating to the implementation of MCR Pathways, which is supported on a Council wide basis, be noted.

## 3. Background

- 3.1. MCR Pathways is a school based mentoring and talent development programme specifically designed to provide personalised support for disadvantaged, vulnerable and/or care experienced young people, including young people on the fringes of the care system.
- 3.2. MCR Pathways carefully selects and recruits volunteers to provide high quality 1:1 mentoring support for identified learners across the period of at least a year. Mentors are trained in the skills required to nurture a strong and stable relationship with the young person with whom they have been matched.
- 3.3. In its first phase, the programme provided mentors for over 1,000 vulnerable learners across Glasgow City Council secondary schools. Having demonstrated successful outcomes for this group, MCR Pathways has been extended to a number of other Local Authorities, including South Lanarkshire Council.
- 3.4. In the 10 years that the programme has run in the pilot school in Glasgow City Council, post 16 return to school rates, sometimes described as staying on rates, for care experienced learners have increased from 4% to 60% and the percentage of care experienced learners progressing to further or higher education has increased from 19% to 78%.

## 4. MCR Programme and anticipated outcomes

- 4.1. The MCR Pathways programme is initially being offered to vulnerable learners in 6 secondary schools:-

- ◆ Hamilton Grammar
- ◆ St John Ogilvie High School, Hamilton
- ◆ Cathkin High School, Cambuslang
- ◆ Calderside Academy, Blantyre
- ◆ Stonelaw High School, Rutherglen
- ◆ Trinity High School, Rutherglen

- 4.2. An MCR Programme Coordinator, as referred to in paragraph 5.2, will be based in each school. Their role is to liaise with school staff to identify and work with young people who would benefit from the programme. They are also the first point of contact for mentors.
- 4.3. Programme Coordinators work with pupils from S1 and S2, involving them in group work and building their confidence. They also prepare the young people to be ready for a mentor when they reach S3 and S4, support mentor relationships, and encourage pupil engagement with Talent Tasters – short workplace visits - and other activities.
- 4.4. Mentors are recruited from the local community and the only requirement to become a mentor is a desire to help a young person and to put them first by building a positive relationship based on non-judgemental listening and by providing encouragement.
- 4.5. Learners who meet the criteria for the programme are identified in school and are matched with a Mentor by the Programme Coordinator, supported by the central MCR team. Learners are provided with the opportunity, space and time to meet with their mentor for a scheduled weekly session of 50 minutes.
- 4.6. As a result of ongoing mentoring, it is expected that learners benefiting from the programme will be supported to achieve improved educational outcomes. It is anticipated that participation in the programme will impact positively on the following areas:-
  - ◆ Post 16 return to school rates
  - ◆ Attainment
  - ◆ Motivation (Measured by MCR programme methodology)
  - ◆ Attendance and Engagement
  - ◆ Skills and Aspirations
  - ◆ Health and Wellbeing

These will be monitored as measures of success across the programme.

- 4.7. It is worth noting that feedback from Mentors and their employers, shows that it has had a positive impact on their own personal and professional skills and has proved to be deeply rewarding and personally beneficial.

## **5. Progress to date**

- 5.1. South Lanarkshire Council MCR Pathways programme – which has been branded as the Young South Lanarkshire Talent (YSLT) programme - was officially launched by Lindsay Freeland, Chief Executive, at a well-attended event on 25 March 2019.
- 5.2. 5 of the 6 school-based Programme Coordinators have been recruited, are in post and have undertaken full-time training over a 6 week period. Recruitment is under way for the final post.

5.3. Ongoing support is provided by the MCR Pathways' national start-up team and this will continue for the initial 6 months of the programme. After that, a team of 3 dedicated MCR Pathways managers will continue to provide support, training and advice.

5.4. School and local authority based staff have been identified to liaise with the MCR Pathways Managers and YSLT Programme Coordinators:-

Depute Head Teacher (1 per school)

Project Manager (Education Resources - Lead Officer DYW)

Inclusion Officer (Education Resources - Lead Officer Inclusion)

5.5 Recruitment of volunteer mentors is underway. Interested parties have been invited to attend drop-in information sessions:-

- ◆ Thursday 4 April - Rutherglen Town Hall
- ◆ Friday 5 April - The Town House Hamilton
- ◆ Monday 29 April - The Town House Hamilton
- ◆ Tuesday 30 April - Rutherglen Town Hall

Interested parties can still register online at:-

<https://www.smartsurvey.co.uk/s/SouthLanarkshireLaunch/>

It is expected that the mentors will be able to commit to a regular weekly meeting time, at the learner's school, on an ongoing basis, as stated in paragraph 4.5.

## **6. Employee Development**

6.1. The Council recognises the benefit that mentoring can have on volunteers who support young people. Consequently, as a commitment to the programme, South Lanarkshire Council will encourage appointed volunteers to carry out mentoring meetings during their work time.

## **7. Next steps**

7.1. MCR Pathways will provide access to a Young South Lanarkshire Talent programme 'hub' to provide support to all staff involved in the programme. The hub will provide a:-

- ◆ central location for core MCR Pathways and YSLT staff covering all key functions of Senior Management, Mentor Services, Volunteer Services, Talent Taster, IT and Digital specialist staff, Marketing and Communications staff etc.
- ◆ base for mentor recruitment and training, volunteer engagement and staff development
- ◆ base for mentor and SLC forums
- ◆ base to host key events within the planned annual calendar

7.2. Mentors will undertake training with a focus on relationship building, having already been 'matched' to a young person based on common interests and experiences. They will also be expected to attend Pathways and Advanced Toolkit training.

7.3. Learners are being identified using a well-established toolkit designed by MCR Pathways. Care Experienced learners and those with barriers to motivation, commitment and resilience will be given priority.

- 7.4. Learners and their matched Mentor will be introduced by the YSLT Coordinator starting in August. This will normally take place in the young person's school
- 7.5. As noted at the Education Resources Committee meeting on 19 June 2018, the intention was to extend the programme to the remaining secondary schools in a rolling programme. It is anticipated that the undernoted 3 Scottish Attainment Challenge schools will join the programme in session 2020/2021.

- ◆ Larkhall Academy
- ◆ Lanark Grammar
- ◆ Holy Cross High School, Hamilton

## **8. Monitoring**

- 8.1. The Education Resources' staff will monitor the implementation, progress and performance of the programme.
- 8.2. Outcomes for young people, as noted in paragraph 4.5, will be monitored by YSLT Coordinators and the Lead Officer DYW as the programme progresses.
- 8.3. The views of the young people and their mentors will be included in any evaluation of the programme.
- 8.4. Education Resources will provide further reports on the progress of the MCR programme.

## **9. Employee Implications**

- 9.1. As approved by Education Resources Committee in June 2018.

## **10. Financial Implications**

- 10.1. As approved by Education Committee Resources in June 2018.

## **11. Other Implications**

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

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

- 12.1. This report does not introduce a new policy, function or strategy or recommend a change to existing policy, function or strategy and therefore, no impact assessment is required.
- 12.2. Consultation has been undertaken with all interested parties.

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

10 April 2019

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

- ◆ Improve achievement, raise educational attainment and support lifelong learning

**Previous References**

- ◆ Education Resources Committee – 19 June 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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# Report

13

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Psychological Service - Supporting Children and Families</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the contribution of the Psychological Service to the agenda for improvement in the mental health and wellbeing of children and young people.

## 2. Recommendation(s)

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

- (1) that the work of the Psychological Service in supporting, through early intervention, the health and wellbeing of young people be noted.

## 3. Background

3.1. The purpose of this report is to provide an update on the range of approaches and resources developed by the Psychological Service which supports prevention and early intervention in the mental health and wellbeing of children and young people.

3.2. There is an emerging and strong evidence base in supporting mental health improvements in children and young people and on the important role that educational psychologists play in this regard.

3.3. The Psychological Service in South Lanarkshire Council has adopted an ecological and positive psychology approach which emphasises the need for children and young people to experience education as a secure base and safe haven. The Education Resources Committee on 27 November 2018, approved the Attachment Strategy which sets out a clear and consistent approach for all schools and establishments, to provide a caring and safe haven for all learners. Improving the wellbeing of children and young people is a priority for Education Resources and the Psychological Service is at the forefront of this through facilitating change at an individual and systems level and by taking into account the impact of poverty on health and wellbeing.

3.4. The core functions of the Psychological Service focus on:-

- consultation and assessment
- intervention
- research and development

This focus has enabled Psychological Services to deliver staged intervention and focused outcomes for children and young people.

The SEED Review of provision of Educational Psychology Services in Scotland 2002, highlighted that prevention and early intervention should be on support for:-

- ◆ individual child and family
- ◆ school/establishment
- ◆ local authority partners
- ◆ national

3.5. As practitioner-researchers, the Service has been in a key position to support data collection and analysis which is needed to have a clear view of current needs of children and young people. The Service has also given advice on the quality of evidence that underpins school-based mental health and wellbeing interventions and practices. The Service currently leads the Education Resources Mental Health Governance Group, as well as being available to individual schools with advice on the SAC and PEF spending on mental health programmes.

3.6. Through the development of evidence based programmes, the Service has aimed to collaborate with local authority partners to achieve a balance of universal and targeted approaches. Sustainable and inclusive interventions and training have been delivered by the Service aimed at embedding attachment informed practice and promoting resilience. These support good mental health and respond effectively to mental ill-health.

3.7. A wide range of programmes have been developed and are used across South Lanarkshire, including:-

- ◆ Framework of Assessment and Intervention for Resilience (FAIR) (for 9-15 year olds)
- ◆ Post School FAIR (for 16 years plus)
- ◆ Early Years Framework of Assessment and Intervention for Attachment and Resilience (FAIAR) (for supporting parents and carers)
- ◆ A-Z of Attachment and Resilience (two versions, early years and 7 years plus)
- ◆ Lessons for Living: Think Well, Do Well (Cognitive Behavioural Therapy (CBT) informed programme for P5/6 upwards)
- ◆ Beating Exam Stress (BEST)
- ◆ Give us a break! (9 years plus)

3.8. The service has produced a wide range of information leaflets for parents and young people e.g. on promoting good sleep patterns and on family break up and divorce and on trauma.

3.9. Using research skills, research has been undertaken in complex real life settings to evaluate the content, process and impact of approaches in Education. As mentioned in paragraph 3.3, this research has influenced the development of an Education Resources' Attachment Strategy which is being taken forward by the Attachment Strategy Implementation Group, chaired by the Psychological Service.

#### **4. Impact and Benefits**

4.1. The impact and benefits which have been identified to date are as follows:-

- ◆ evidenced based intervention programmes support children and young people to learn how to regulate their feelings and emotions

- ♦ training, coaching and mentoring upskill and build the capacity of the Education workforce, as well as parents, carers and partner agencies, to support the wellbeing of children and young people
- ♦ consultation and advice from the Service contributes to the development of effective systems and multi-agency pathways. These systems co-ordinate support for children and young people's mental health and wellbeing by promoting best practice in the GIRFEC model

4.2. The Psychological Service will continue to focus on meeting the needs of children and young people through staged early intervention and in responding on a needs basis to individual traumatic experiences.

## **5. Employee Implications**

5.1. The management team in Psychological Service continues to oversee the impact of the consultation, advice, programmes and approaches provided by the Service and explore ongoing improvements.

## **6. Financial Implications**

6.1. There are no financial implications arising from the recommendations in this report.

## **7. Other Implications**

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

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

8.1. An equality impact assessment has been undertaken for the programmes mentioned and there is no noted adverse impact on any of the equality groups.

8.2. Consultation and engagement continues to take part with schools, establishments, services and multi-agency partners as well as children, young people and families.

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

17 April 2019

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

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

## **Previous References**

None

## **List of Background Papers**

- ♦ Attachment Strategy

**Contact for Further Information**

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

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# Report

14

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>7 May 2019</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Celebrating the Success of Young People and Employees</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ advise of the range of achievements and success of our young people, schools and services throughout South Lanarkshire

## 2. Recommendation(s)

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

- (1) that the achievements and success of young people, our schools and services during 2019 be noted.

## 3. Background

3.1. A key priority for Education Resources is to raise attainment, close the equity gap, improve health and well-being, develop the skills of young people and to recognise and celebrate the achievements of young people and employees.

3.2. Whilst there will always be a focus on literacy, numeracy and exam results, it is also important to recognise the wider achievements of young people and staff in our schools and services.

3.3. The achievements and participation of young people across our establishments and services in a wide range of social enterprise and citizenship programmes, neighbourhood related projects (supporting children's appeals, local charities), and through sport, the arts, music and drama deserves to be recognised.

3.4. Nurseries, schools, youth learning centres and other services are actively involved in celebrating the achievements of children and young people on a regular basis through assemblies, award ceremonies, social media, the press and other means. This helps to build the self-esteem, aspirations and motivation for learning of children and young people.

## 4. Celebrating Success 2019

4.1. There is a lot to be proud of in the achievements of young people throughout South Lanarkshire and in this 'Year of Young People' we want to recognise the amazing things they do.

4.2. Children, young people, employees, schools and services have achieved success in a wide variety of highly prestigious national and local awards.

4.2. Below are some examples of the range of achievements during 2019:-

♦ **Scottish Education Awards 2019 - Nominations**

- ♦ Blackwood Primary School – Raising attainment in literacy

♦ **COSLA Awards - Nominations**

- ♦ **Aspire** – supporting young people to achieve positive destinations
- ♦ **Gypsy Travellers** – Education Scotland have recognised the excellent work of **Larkhall Academy and its community** in supporting gypsy traveller families and have now featured this as a case study which they have made available via the their learning hub.

♦ **Music Awards**

♦ **2019 Scottish Concert Band Festival Finals**

Yet another impressive haul of shining awards was amassed by around 200 young concert band musicians and their musical mentors at this national event. The Platinum Award presented to the South Lanarkshire Orchestral Society (SLOS) Senior Concert Band was one of only two awarded to youth music populated bands during the finals:-

♦ *Achieving School Band Class Final*

- ♦ Calderglen High School Senior Concert Band – Gold Plus Award
- ♦ Duncanrig Secondary School Concert Band – Gold Award
- ♦ Larkhall Academy Concert Band – Silver Plus Award

♦ *Advanced Youth Band Class Final*

SLOS Senior Concert Band – a second consecutive Platinum Award

The Clyde Wind Ensemble (East Kilbride) achieved a stunning Platinum Award in the Community Band Class Final.

♦ **South Lanarkshire Orchestral Society Spring Showcase**

300 young people performed in the concert band and string orchestra community musical concert on 25 March 2019. The event was a true celebration of an effective and developing community musical partnership.

♦ **Rotary Young Musician of the Year 2019**

Ben Finlayson, Strathaven Academy S4 pupil and saxophonist, was recently crowned 'Rotary International Region 1: Scotland & N.E. England Young Instrumentalist of the Year' (expertly accompanied on piano by Mrs Heather Blades).

♦ **Glasgow Music Festival 2019**

Congratulations to all SLC musicians who participated in the 2019 Festival. As in previous years, glowing adjudications were received! Special mention to Hamilton Grammar School's Vocal Ensemble and Lesmahagow High School's Brass Ensemble who performed exceptionally well and received certificates of excellence for their performances.

♦ ***By Royal Command***

A group of young strings performers, and their teachers, from Bothwell Primary School, Muiredge Primary School and Uddingston Grammar School provided the musical entertainment for HRH The Princess Royal during her visit to Bothwell Parish Church.

♦ **Police Scotland Excellence Awards**

Brenda McLachlan, Head Teacher of Stonelaw High, Rutherglen has been nominated to receive a Lanarkshire Division Excellence Award.

♦ **Rutherglen High (Sustainability)**

Pupils from the school are participating in the John Muir Environmental Award and were commended for their participation in the 'Big Garden Birdwatch' survey which features on BBC TV.

♦ **Bridgeton Burns Competition**

A number of children from schools in the Cambuslang/Rutherglen area received awards at the prestigious Bridgeton Burns Competition.

- Cairns Primary won the overall best school award (for the third time)

♦ **Duke of Edinburgh Awards 2019**

Over 300 young people from schools across South Lanarkshire received their Duke of Edinburgh award at a ceremony on 16 April 2019, in recognition of their personal achievements.

♦ **Road Safety Calendar 2019**

Annessa Mohammed won the SLC Road Safety Calendar competition for her excellent artwork.

4.3. The publication of the achievements of young people in the Education Newsletter and Council publications such as The Works Magazine, and social media through Twitter and the web, all help to highlight many examples of the success of young people in both academic and non-certificated activities.

4.4 Education Resources will continue to promote the success of young people and encourage them to participate in a wide range of active learning activities where they have the opportunity to further develop their skills and talents.

**5. Employee Implications**

5.1. None

**6. Financial Implications**

6.1. Financial implications are met from within existing budgets.

**7. Other Implications**

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

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

8.1. There is no requirement to carry out an impact assessment in terms of the proposals contained within this report.

- 8.2. Education Resources will continue to support establishments and services to recognise and publicise the achievements and success stories of children, young people and staff.

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

17 April 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**

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