



Education Resources

Education Resource Plan 2024-25

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Section One – Introduction

I am pleased to introduce our Resource Plan for 2024-25 which sets out our outcomes and priorities for the coming year.

This is the main planning document for Education Resources and aligns closely to the council's outcomes and priorities set out in the [Council Plan](#) and in the [National Improvement Framework](#).

Our values, purpose and priorities are the building blocks for this Resource Plan, as well as our service plans and school improvement plans. This enables all of us to have a shared and clear purpose in our efforts to achieve better outcomes for children, young people and families.

The overall aim for education is to achieve excellence and equity. In summary, this includes improving the attainment of young people, particularly those from backgrounds of disadvantage, tackling poverty, improving literacy and numeracy and supporting learners to develop their skills for learning, life and work.

In order to drive innovation, share practice and secure collective improvement, performance information is and remains a key driver in raising attainment. Raising attainment is everyone's business. Our aim is to support our schools and services to be data intelligent and not simply data rich and to use this type of information more effectively to achieve better outcomes for children, young people and families.

We will ensure that Strategic Equity Funding is used to deliver targeted activities, approaches and resources which are clearly additional to universal local improvement plans in line with the aspirations of the Scottish Attainment Challenge Framework for Recovery and Accelerating Progress and our own Equity Strategy.

In our Resource Plan we set out a range of performance measures and actions under the objectives we have in 'our strategy on a page' and in the [National Improvement Framework](#).

Our priorities have been influenced and shaped following extensive consultation and engagement with stakeholders, including the views of children and young people. I want to ensure the voice of parents/carers and young people continues to be heard on our priorities and spending plans. The participatory budgeting and improvement planning processes, as well as hearing the voice of children and young people through pupil and youth councils will be a feature of our engagement activities throughout the year.

Finally, I would like to take this opportunity to thank all staff for their commitment and dedication in continuing to adapt to the ever-changing landscape in education, in the knowledge that we are all working together in these difficult times to deliver the best experiences and outcomes we can for every learner.

Carole McKenzie
Executive Director (Education Resources)

Our priorities are the building blocks for our Resource Plan, Service Plans and School Improvement Plans



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Section Two – Key areas of focus for the year ahead

2.0. Overview

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

2.1. Cost of living crisis

The UK is experiencing the worst cost-of-living crisis in 40 years. While all sectors of society are seeing prices rise the impacts are greatest for those on the lowest incomes. The council recognises the immense pressures being faced by households across South Lanarkshire and the potential for additional pressures on council services. The council has identified a range of new and existing support which can help households manage scarce resources and services will continue to explore all avenues to support the most vulnerable in the year ahead.

While doing all we can to support our communities in these difficult times, the council recognises that inflationary pressures will also present significant challenges for council services as budgets are increasingly squeezed by rising costs.

2.2. Health and wellbeing for learning

We wish to support the health and wellbeing of children and young people to enable them to learn:

To do this we will:

- Extend the roll-out of training on the Attachment Strategy across council staff to promote inclusive, safe and caring environments for all.
- Support care experienced young people to achieve positive learning outcomes and positive destinations in line with the aspirations of The Promise, the national vision for care experienced children and young people.
- Promote children's rights in line with the United Nations Convention on the Rights of the Child.
- Improve attendance rates in primary and secondary schools.

2.3. Equity and Equality

We will have a focus on supporting young people overcome any disadvantage and take forward our targets for excellence and equity. We will continue to develop further an ethos and culture in our schools and educational settings that embodies the values of equality, diversity and collaboration and where individual differences are celebrated, and young people have a sense of belonging.

To do this we will:

- Place a focus on Equalities with schools setting out their plans via their School Improvement Plan and to do so in the context of the UNCRC legislation.
- Take forward our commitment to ensure all LGBT+ children and young people feel included, safe and respected, including the opportunity for teachers to complete the TIE level stage 1 e-learning module as part of our annual mandatory training programme.
- Continue to set ambitious Stretch Aims to raise attainment and target our resources to achieve these goals.
- Strive to improve outcomes for children and young people impacted by poverty, with a focus on tackling the poverty-related attainment gap.
- Embed our "cost of the school day" guidelines in our schools and early years establishments.
- Continue to embed equalities issues through our work on UNCRC and equalities issues such as anti-racist education and LGBTi education; anti-racist practices and principles in establishments through the anti-racist decolonised curriculum.

2.4. Curriculum, learning, teaching and assessment

We wish to ensure teaching and learning along with a stimulating curriculum inspires learners to achieve and develop their skills:

To do this we will:

- Continue to develop a rich and stimulating curriculum through delivering training and materials which help schools and establishments fulfil the ambitions of Realising the Ambition and Curriculum for Excellence.

- Continue to develop a rich and stimulating curriculum for 0-3 year olds through the Together We Can and We Will policy.
- Strive to deliver high-quality learning and teaching in every classroom, every day.
- Raise attainment in literacy and numeracy in Curriculum for Excellence levels and in senior phase qualifications, including the use of digital solutions.
- Increase the qualifications and skills and achievements of young people through universal and targeted programmes.
- Improve the numbers of young people entering positive destinations.
- Strengthen our learning networks; that enable collaboration, encourage connectedness, and help practitioners at all levels to continuously improve.
- Develop leadership capacity at all levels with a view to succession planning.
- Implement the recommendations of national reviews including the Organisation for Economic Co-operation and Development (OECD) review of Curriculum for Excellence.

2.5. Digital learning and inclusion

We wish to ensure digital learning is available for all learners to develop their skills, and their life and work opportunities:

To do this we will:

- Support the ongoing use of digital learning to meet the needs of individual learners and to improve learner outcomes.
- Use digital technology to engage with communities and young people.
- Provide remote access to some Advanced Higher courses delivered in secondary schools for pupils across South Lanarkshire.

2.6. Climate change and sustainability

We will listen to the voice of children and young people to effect positive actions in terms of climate change and sustainability:

To do this we will:

- Implement agreed sustainability actions across Education Resources.
- Empower children and young people to influence and shape activities that will help reduce our carbon footprint in schools, educational settings and communities.
- Empower learners to shape and influence action on climate change and sustainability through the Youth Forum.

2.7. United Nations convention on the rights of the child

We will consider the requirement placed on public authorities to take forward the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024:

To do this we will:

- Consider the legislative requirements and the duty not to act incompatibly with the UNCRC requirements as defined in section 1 of the new Act.
- Use the Child Rights and Wellbeing Impact Assessment (CRWIA) to ensure that our policies and legislation protect and promote the rights and wellbeing of children and young people.

2.8. Communication and engagement

We will continue to listen, communicate and engage with a range of partners and stakeholders to improve learning outcomes for children and young people:

To do this we will:

- Use and share the data from the national parental survey as a benchmark to assess our commitment to improve parental engagement with the aim to support children's learning.
- Support parents/carers and family members to continue to be regularly engaged in communications with their child's ELC setting, school and educators.
- Continue to support the work of Parent Councils as a forum to promote 'parental voice' and to work in partnership with their school and community.
- Ensure the voice of children and young people is a core part of helping to shape and influence things which matter to them and to promote citizenship and democratic participation.
- Use the model of participatory budgeting to engage and involve children, young people and families in the decision-making process.

Section Three – Resource Outcomes

3.1. Resource outcomes

Education Resources has established the following Resource outcomes to support the delivery of Connect Outcomes in 2024-25.

Connect Outcome	Resource Outcomes
Communities and Environment	<ul style="list-style-type: none">• Empower learners to shape and influence actions on climate change and sustainability
Education and Learning	<ul style="list-style-type: none">• Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy• Support children and young people to develop their skills for learning, life and work
Health and Wellbeing	<ul style="list-style-type: none">• Improve health and wellbeing to enable children and families to flourish
Children and Young People	<ul style="list-style-type: none">• Ensure inclusion, equity and equality are at the heart of what we do
Housing and Land	No Resource Outcomes for this Connect Outcome
Our Economy	No Resource Outcomes for this Connect Outcome

3.2. Delivering the Plan and achieving Best Value

In working towards the six connect outcomes above, the council aims to continually improve and ensure effective and efficient use of resources, and that our business will be conducted with integrity, transparency and will operate to the highest standards.

Education Resources has established the following Resource Outcomes to support Delivering the Plan and achieving Best Value.

Delivering the Plan and achieving Best Value	<ul style="list-style-type: none">• The council demonstrates high standards of governance and sound financial stewardship.• The workforce has the skills, flexibility and capacity to deliver the council's outcomes.• Digital and ICT services meet the needs of the council and its customers.
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Section Four – Measures and actions

4.0. Performance measures and action plan

This section of the Resource Plan is divided into two parts: part (a) sets out our main performance measures against our outcomes; and part (b) describes the key actions we will take in the coming year to respond to the challenges ahead and improve services and outcomes.

4.a. How we will measure our performance

The impact of Covid-19 continues to have an effect on performance for schools and some services. The table below shows our performance measures, with the actual data last reported to Committee and the target for the last financial year and 2024-25. Additional context for the results/targets is provided within the notes column, where applicable.

Resource Outcome: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy						
Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
1. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	71.7%	71.7%	73.5%	02.03	CQIS (BGE)	
2. Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Literacy	-24.4%	-19.0%	-21.5%	02.03	CQIS (BGE)	
3. Percentage of P1, P4 and P7 pupils attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	79.1%	79.2%	82.0%	02.03	CQIS (BGE)	
4. Percentage gap between P1, P4 and P7 pupils from the least and most deprived areas attaining the appropriate Curriculum for Excellence level for their stage or better in Numeracy	-18.5%	-15.0%	-18.0%	02.03	CQIS (BGE)	
5. Percentage gap between the attendance of the	-5.4%	-4.0%	-4.6%	02.04	CQIS (BGE)	

Resource Outcome: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
least and most deprived children and young people at primary school						
6. Percentage gap between the attendance of the least and most deprived children and young people at secondary school	-8.3%	-7.4%	-8.0%	02.04	CQIS (BGE)	
7. Percentage of pupils gaining 1 or more awards at SCQF Level 5 or better	90.0%	90.0%	90.6%	02.03	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024
8. Percentage of pupils gaining 1 or more awards at SCQF Level 6 or better	67.0%	66.5%	70.0%	02.03	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024

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

Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
9. Percentage of pupils entering positive destinations (initial destinations)	96.9%	96.0%	96.5%	C02.05	CQIS	
10. Percentage gap between pupils from the least and most deprived areas entering positive destinations	-6.1%	-5.8%	-5.5%	C02.05	CQIS	Target reflects continuing rebuild towards pre covid levels.

Resource Outcome: Improve health and wellbeing to enable children and families flourish

Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
11. Percentage of children and young people attending primary school	91.8%	91.8%	93.0%	C03.03	CQIS	Targets reflect continuing rebuild towards pre covid levels.
12. Percentage of children and young people attending secondary school	87.5%	87.5%	89.0%	C03.03	CQIS	

Resource Outcome: Ensure inclusion, equity and equality are at the heart of what we do

Measure	2022-23 Actual	2023-24 Target	2024-25 Target	Links	Service	Notes
13. Percentage gap between pupils from the least and most deprived areas gaining 1 or more awards at SCQF Level 5 or better	-15.73%	-19.0%	-15.0%	03.06	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024
14. Percentage gap between pupils from the least and most deprived areas gaining 1 or more awards at SCQF Level 6 or better	-31.78%	-36.0%	-30.0%	03.06	CQIS (SP)	2022/23 figures reflect Insight data published Feb 2024
15. Increase the number of English as a Second or Other Language (ESOL) learners who have improved their English language skills	0	346	363	02.02	YFCL	
16. Increase the number of learners achieving nationally recognised awards	0	1,478	1,000	04.02	YFCL	
17. Increase the number of adult learners improving their literacy skills	0	323	330	04.02	YFCL	
18. Delivery of primary lifelines training (number of staff)	0	7	75	07.03	EPS	This is a new measure and performance will set a baseline for measuring progress.

4.b. What actions we will take in 2024-2025?

Resource Outcome: Empower learners to shape and influence action on climate change and sustainability

Action	Milestones/Steps we will take to deliver our actions	Links	Service
1. Empower children and young people to influence climate change and sustainability.	Continue to support the Youth Forum in using their pupil voice to influence change. Deliver a pupil led COS3 conference involving primary, secondary and ASN schools to build on pledges to improve climate change and sustainability.	01.12	SS

Resource Outcome: Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy

Action	Milestones/Steps we will take to deliver our actions	Links	Service
2. Raise attainment in reading, writing and numeracy.	Stretch Aims have been set to measure and assess progress and a progress report will be presented to the Scottish Government and the Education Resources Committee.	02.03	CQIS
3. Continue to focus on closing the poverty related attainment gap.	Schools will track progress of individual learners (P1/P4/P7) three times a year to secure improvement and share practice, and a progress report will be presented to the Education Resources Committee.	02.02	CQIS
4. Raise attainment of pupils in the senior phase of education and close the poverty related attainment gap.	Secondary schools will through the statistical summary report assess learner outcomes and this will be presented through the progress report to the Education Resources Committee.	02.02	CQIS
5. Develop further the access to digital learning and courses for secondary aged pupils.	Remote learning access for some Advanced Higher courses for secondary aged pupils will be offered.	02.01	CQIS
6. Deliver continuous professional learning training for employees and build leadership capacity.	Provide a programme of continuous professional development training and opportunities to up-skill employees and build leadership capacity across the Resource.	07.03	CQIS
7. Develop further approaches to play-based learning and outdoor learning in early learning and childcare centres.	Early learning and childcare settings will focus on developing the literacy and numeracy skills and health and wellbeing of children through play-based and outdoor learning.	02.01	ELC
8. Invest in the ICT infrastructure and digital technology to support anytime, anywhere learning, raise attainment and promote inclusion.	Deliver the programme of desktop refresh in Primary, ASN and Early Years, including a move to SLC cloud to support digital learning.	04.03	ITS

Resource Outcome: Support children and young people to develop their skills for learning, life and work			
Action	Milestones/Steps we will take to deliver our actions	Links	Service
9. Provide opportunities for young people to participate in work-based learning opportunities in the senior phase.	Deliver GradU8 and Foundation Apprenticeship programmes in partnership with colleges to provide young people with a range of work-based learning opportunities.	C02.05	CQIS (YE)
10. Support young people to progress to positive post-school destinations.	Deliver targeted Aspire one-to-one and winter/summer leaver programmes with reviewed referral processes.	02.05	CQIS (YE)
11. Support modern apprentices to achieve employment in Early Learning and Childcare establishments.	Deliver training and support for Modern Apprentices leading to the offer of employment opportunities.	02.05	ELC

Resource Outcome: Improve health and wellbeing to enable children and families to flourish			
Action	Milestones/Steps we will take to deliver our actions	Links	Service
12. Promote children's rights in line with the United Nations Convention on the Rights of the Child.	Deliver the TIE stage 1 e-learning module to staff as part of Education Resources mandatory training programme.	03.03	IES
13. Review the council's Social, Emotional, Behavioural Needs and nurture provision.	Provide inclusive, safe and caring environments and nurture provision for children and young people with social, emotional and behavioural needs.	03.03	IES

Resource Outcome: Ensure inclusion, equity and equality are at the heart of what we do			
Action	Milestones/Steps we will take to deliver our actions	Links	Service
14. Deliver an anti-racist curriculum and support learners to be anti-racist.	Embed the anti-racist and decolonised curriculum and measures for tackling racist incidents in schools.	04.02	CQIS
15. Focus on supporting young people to overcome any disadvantage and take forward our targets for excellence and equity.	Locally identified stretch aims including Equity targets focussed on the gap between learners in SIMD quintile 1 and SIMD quintile 5 have been set, and we will report on progress to the Education Resources Committee.	C04.02	CQIS
16. Reduce the cost of the school day (COTSD) to help tackle Child Poverty.	Implement the roll-out of the Cost of the School Day guidance across schools and early years establishments.	03.03	CQIS
17. Sustain early years uptake for vulnerable two-year-olds to help families benefit from	Continue to engage with a range of partners to increase uptake of eligible 2-year-old places, and report on progress to Education Resources Committee.	C04.05	ELC

Resource Outcome: Ensure inclusion, equity and equality are at the heart of what we do

Action	Milestones/Steps we will take to deliver our actions	Links	Service
more flexible early learning and childcare.			
18. Deliver a programme of professional development and support for the third sector.	Increase the quality of service delivery within the ELC third sector providers.	04.03	ELC
19. Update the council Framework for Inclusion guidance taking account of the Morgan Review, the Additional Support for Learning Action Plan, The Promise and Getting it Right for Every Child update.	Embed the principles and practices in the Inclusion Framework across schools, to improve outcomes for children and young people, and provide a progress report to the Education Resources Committee.	C02.02	IES
20. Improve outcomes for children and young people with speech, language, and communication needs in South Lanarkshire in line with the Morgan review.	Improve the delivery of a more equitable Speech and Language Therapy (SALT) service for children, and monitor and report on progress in line with the action plan adopted by all partners and agencies.	02.02	IES
21. Provide training for teaching and ELC staff to ensure progression and a transference of skills to the classroom enabling them to better meet the needs of learners with greater complexity in line the Morgan Review.	Report on the progress on the training programme provided through the Additional Support Needs Continued Professional Development hub.	02.02	IES
22. Adapt the school estate in respect of ASN as required. Undertake ASN related works as requested and as funding allows.	Complete the programme of Additional Support Needs adaptations in Primary and Secondary schools.	05.11	SM
23. Enhance the school estate with targeted investment to increase capacity.	The refurbishment and expansion of Our Lady of Lourdes Primary School is ongoing.	05.11	SM
24. Deliver on the actions in the South Lanarkshire Community Learning and Development Plan 2021-2024.	Report on the progress of actions in the South Lanarkshire Community Learning and Development Plan 2021-2024 to the Education Resources Committee.	01.01	YFCL
25. Deliver on the improvement actions in the Youth Strategy 2022-2025.	Report on progress made by young people in taking forward the actions in the Youth Strategy for 2022-2025.	04.02	YFCL

Resource Outcome: Ensure inclusion, equity and equality are at the heart of what we do

Action	Milestones/Steps we will take to deliver our actions	Links	Service
26. Support young people to gain nationally recognised awards through Youth Family and Community Learning programmes.	Provide young people with opportunities to receive accreditation through recognised awards.	02.02	YFCL

CQIS (BGE) - Curriculum and Quality Improvement Service (Broad General Education)
 CQIS (SP) - Curriculum and Quality Improvement Service (Senior Phase)
 CQIS (YE) - Curriculum and Quality Improvement Service (Youth Employment)
 ELC - Early Learning and Childcare Service
 EPS - Educational Psychology Service
 IES - Inclusive Education Service
 IES (CS) - Inclusive Education Service Children's Services
 ITS - IT Services
 SM - Schools Modernisation
 SS - Support Services
 YFCL - Youth, Family and Community Learning

Section Five – Resourcing the Plan

5.0. Introduction

In this section we consider the resources needed to implement our Plan, including funding and staffing.

5.1. Revenue Budget 2024-25

The Resource has a Net Revenue Budget of £456.250m allocated across services as below:

NET Budget by Service	2024-25	
Detail	£m	%
Central admin	1.700	0.37
CQIS	0.973	0.21
Directorate	0.770	0.17
Early Years and Childcare	66.739	14.63
Inclusion	1.194	0.26
Learning Community	3.869	0.85
Operations	0.177	0.04
Primary Schools	150.639	33.02
Psychological Services	2.493	0.55
School Modernisation	46.332	10.15
Secondary Schools	147.410	32.31
Special School	24.538	5.38
Support Services	1.701	0.37
YFCL	6.605	1.45
Youth Employability (transferring to Community & Enterprise 24/25)	1.110	0.24
Total	£456.250	100

5.2. Capital Budget 2024-25

The following capital budget of £7.131m is allocated to the Resource for 2024-25

Capital Programme 2024-25	
Project	£m
Growth and Capacities	0.913
City Deal / Developer Contributions	4.618
ICT	1.600
Total	7,131

5.3. Resource Employees

Education Resources has 7,561 employees as at January 2024. We support these employees to deliver their duties through a range of policies including personal appraisal and a robust training framework.

The number of employees by type is as follows:

Employee Type	Number of employees
Teaching staff	4,016
Local Government staff	3,545
Total	7,561

If you need this information in another language or format, please contact us to discuss how we can best meet your needs. Phone 0303 123 1015 or email equalities@southlanarkshire.gov.uk