SOUTH LANARKSHIRE COUNCIL

Council Offices, Almada Street
Hamilton, ML3 0AA

Tuesday, 11 August 2020

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, 18 August 2020**
Time: **10:00**
Venue: **By Microsoft Teams and Committee Room 1,**

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

Yours sincerely

Cleland Sneddon
Chief Executive

Members

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

Substitutes

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

External Members

Religious Representatives
Gillian Coulter, Nagy Iskander, John Mulligan

Teacher Representatives
Andy Harvey, Ann Marie Hobson

Parent Council Representatives
Christine Hall, Hilary Kirby

BUSINESS

Item(s) for Noting

Urgent Business

17   Urgent Business
Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name: Lynn Paterson
Clerk Telephone: 01698 454669
Clerk Email: lynn.paterson@southlanarkshire.gov.uk

Education Resources Committee Agenda of 19 May 2020 – Delegated Decisions taken by the Chief Executive, in consultation with Group Leaders

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1   Declaration of Interests
No interests were declared.

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2   Minutes of Previous Meeting

Decided: that the minutes of the meeting of the Education Resources Committee of 3 March 2020 be approved as a correct record.

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3   Education Resources - Revenue Budget Monitoring 2019/2020
Decided:

(1)   that the overspend on the Education Resources' revenue budget of £0.125 million at 28 February 2020, after the approved transfers to reserves, as detailed in Appendix A of the report, be noted;

(2)   that the forecast to 31 March 2020 of an overspend on the Education Resources' revenue budget of £0.038 million, after the approved transfers to reserves, as detailed in Appendix A of the report, be noted; and

(3)   that the budget virements, as detailed in Appendix A of the report, be approved.

[Reference: Minutes of 3 March 2020 (Paragraph 3)]

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4   Education Resources - Capital Budget Monitoring 2019/2020
Decided:

(1)   that the Education Resources' capital programme of £25.234 million, and expenditure to date of £15.761 million, be noted; and

(2)   that the projected outturn of £20.5 million be noted.

[Reference: Minutes of 3 March 2020 (Paragraph 4)]

5   Education Resources - Workforce Monitoring – January to March 2020

Decided: that the following employment information for January to March 2020 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

[Reference: Minutes of 3 March 2020 (Paragraph 5)]

6   COVID-19 – Update on Impact on Schools and Educational Settings

Decided:

(1)   that the response by Education Resources and key activities undertaken, as detailed in the report, be noted;

(2)   to note the Scottish Government's decision to put on hold the legislative requirement to deliver 1,140 hours of early learning and childcare by August 2020, as outlined in paragraph 3.5. of the report, and to approve the subsequent action by Education Resources to communicate that revised position and further updates to parents, carers and early years' partner providers;

(3)   to approve, until necessary, the continued provision of emergency childcare for key workers in 20 schools and 6 early years' establishments during the COVID-19 pandemic;

(4)   that the arrangements to support vulnerable children and the payment of £15 per week for each child in eligible families, in lieu of free school meals, be approved;

(5)   to note that the Scottish Government had notified local education authorities that restrictions with regards to Pupil Equity and Scottish Attainment Challenge funding had been relaxed to enable councils to offset some of the costs associated with the COVID-19 pandemic; and

(6)   to note that, to date, there had been no indication as to when schools and educational settings would re-open.

7   ASPIRE Youth Employability Service and School Leaver Initial Destination Results 2018/2019

Decided:

(1)   that 16 Full Time Equivalent (FTE) temporary ASPIRE posts be converted to permanent posts on the Education Resources' establishment, as detailed in paragraph 10.2. of the report; and

(2)   that the outcome from the initial survey on destinations for the 2018/2019 school leavers' cohort, which showed a positive destination rate of 95.7% in South Lanarkshire, be noted.

8 Excellence and Equity – Quality Improvement Officer Post
Decided:

(1) that 1 Full Time Equivalent (FTE) temporary Quality Improvement Officer post be converted to a permanent post on the Education Resources' establishment, as detailed in paragraph 5.1. of the report; and

(2) that the initial progress made to reduce some aspects of the costs of the school day and measures being taken to achieve excellence and equity in terms of improved outcomes for children, young people and families be noted.

9 Early Learning and Childcare (1,140 hours) Update
Decided:

(1) that the update on the Scottish Government's decision, in view of the current COVID-19 pandemic, to remove the statutory duty on education authorities to make 1,140 hours of early learning and childcare available to each eligible child from August 2020, be noted; and

(2) that it be noted that a further update report would be submitted to a future meeting of the Committee.

10 Education Resources – Notification of Contracts Awarded – 1 October 2019 to 31 March 2020
Decided: that details of the contracts awarded by Education Resources, in the period 1 October 2019 to 31 March 2020, be noted.

11 Urgent Business
There were no items of urgent business.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources - Revenue Budget Monitoring 2019/2020**

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 2019 to 31 March 2020 for Education Resources.

2. Recommendation(s)

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

(1) that the Education outturn position as at 31 March 2020 of an underspend of £4.452m before transfers to reserves, as detailed in Appendix A of the report, and after transfers to reserves an overspend of £0.076m, be noted;

(2) that the proposed budget virements be approved.

3. Background

3.1. This is the final revenue budget monitoring report presented to the Education Resources Committee for the financial year 2019/2020.

3.2. The report details the actual financial position for Education Resources in Appendix A, for the full financial year 2019/2020 compared to the probable outturn position, as well as the relevant variance explanations and the COVID position in Appendix B.

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £9.278m awarded for Pupil Equity Funding (PEF) and £1.964m for Scottish Attainment Challenge (SAC) as part of the schools programme. The total budget for 2019/20 is £11.242m and this is contained within this reported position.

4.2. In relation to PEF, spend as at 31 March 2020 was £7.856m, with £1.422m still to spend of the 2019/2020 allocation.

4.3. PEF funding for 2019/2020 will be carried forward to support spend and commitment for the full academic session 2019/2020 covering the period April to June 2020. £1.422m will be carried forward at the end of the financial year. This will be transferred to reserves to meet spend and commitment in schools in line with 2019/2020 School Improvement Plans.

4.4. In relation to SAC funding; actual spend at the end of the financial year was £1.913m. As this is a specific grant allocation, funding was received based on actual spend.

5. Employee Implications

5.1. None

6. Financial Implications

6.1. **Yearend Outturn Position as 31 March 2020:** The outturn position is an underspend of £4.451m before approved transfers to reserves. This is an improved position of £1.466m from the probable outturn reported during the year mainly due to additional funding received for Counselling in Schools and Additional Support for Learning.

6.2. The underspend in the main relates to the Pupil Equity Fund as outlined at 4.3 above; Early Learning and Childcare 1140 expansion programme, reflecting the timing of programme delivery and underspends in Additional Support for Learning and Counselling in Schools where given the timing of receipt of funding it was not fully utilised in the current year and will be carried forward to meet future programme commitments; underspends within property costs relating to rates and utilities, offset by overspends in ASN transport, external placements and teachers' salaries as a result of pupil growth.

6.3. The Resource also spent £0.026m on COVID-19 related items as outlined in Appendix B. This mostly included PPE and cleaning products.

6.4. The final Resource position as at 31 March 2020, after all transfers to reserves, is an overspend of £0.076m, compared to a probable outturn overspend position of £0.038m, mainly due to the expenditure of £0.026m on the Resources COVID-19 response.

6.5. The Executive Committee (24 June 2020) approved the transfers to reserves of £4.527m to meet ongoing commitments. The revised Resource position after approved transfers and the details of the reserves is outlined in Appendix A.

6.6. 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. Climate Change, Sustainability and Environmental Implications

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

8. Other Implications

8.1. 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.

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

9. Equality Impact Assessment and Consultation Arrangements

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

23 July 2020

Link(s) to Council Values/Ambitions/Objectives
♦ Accountable, Effective, Efficient and Transparent

Previous References
♦ Education Resources Committee 19 May 2020

List of Background Papers
♦ Financial ledger and budget monitoring results to 31 March 2020

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

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 March 2020 (No.14)

Education Resources Summary

	Annual Budget £000	Forecast for Year BEFORE Transfers £000	Annual Forecast Variance BEFORE Transfers £000	Annual Forecast Variance AFTER Transfers £000	Budget Proportion 31/03/20 £000	Actual BEFORE Transfers 31/03/20 £000	Variance 31/03/20 £000		% Variance 31/03/20	Note
Budget Category										
Employee Costs	269,491	269,582	(91)	(167)	269,491	268,526	965	under	0.4%	**1,a,b,e**
Property Costs	25,917	24,908	1,009	1,009	25,917	25,153	764	under	2.9%	**2,a,b,e**
Supplies & Services	9,697	8,525	1,172	(329)	9,697	7,790	1,907	under	19.7%	**3,a,b,e**
Transport & Plant	10,737	11,623	(886)	(886)	10,737	12,195	(1,458)	over	(13.6%)	**4,b,e**
Administration Costs	2,158	2,079	79	79	2,158	2,054	104	under	4.8%	**b,e**
Payments to Other Bodies	20,369	19,321	1,048	(398)	20,369	18,940	1,429	under	7.0%	**5,a,b,c,e**
Payments to Contractors	34,416	34,408	8	8	34,416	34,356	60	under	0.2%	
Transfer Payments	2,683	2,636	47	47	2,683	2,621	62	under	2.3%	**d,e**
Financing Charges	341	335	6	6	341	337	4	under	1.2%	**b,e**
Total Controllable Exp.	375,809	373,417	2,392	(631)	375,809	371,972	3,837	under	1.0%	
Total Controllable Inc.	(32,812)	(33,405)	593	593	(32,812)	(33,426)	614	over recovered	1.9%	**6,b,c,d**
Net Controllable Exp.	342,997	340,012	2,985	(38)	342,997	338,546	4,451	under	1.3%	
Transfer to Reserves (as at 31/03/20)					-	4,527	(4,527)	over		
Position After Transfers to Reserves (as at 31/03//20)					342,997	343,073	(76)	over		

Variance Explanations

1. The position represents the net effect of an underspend in Early Years staff costs due to the timing of recruitment of Early Years posts and an underspend on Additional Support for Learning funding partially offset by an overspend in Teacher costs due to pupil growth.
2. The variance is due to timing of rates charges and gas costs, partially offset by an overspend on electricity costs.
3. This variance is due to the Pupil Equity Fund and less than anticipated expenditure on the provision of lunches in Early Years establishments which have been carried forward at the end of the financial year.
4. The transport overspend relates to the cost of transporting children to school; both ASN and mainstream transport. This is a demand led service.
5. The variance is partially due to less than anticipated expenditure on Counselling funding and also an underspend on Early Years expansion funding and both streams have been transferred to reserves to meet ongoing programme commitments and Early Years expansion going forward. This is partially offset by an overspend from the increased cost of Independent School Placements as a result of the new Scotland Excel Pricing Framework.
6. The over recovery in Early Years' fees relates to the increased uptake of nursery places.

Budget Virements

a. Transfers from reserves in relation to Capital Items Replacement Fund; GIRFEC; School Improvements and Teachers' Salaries. Net Effect £2.124m: Employee Costs £1.582m, Property Costs £0.089m, Supplies and Services £0.389m and Payments to Other Bodies £0.064m.
b. Realignment of budget to reflect current service delivery. Net Effect £0.000m: Employee Costs £0.572m, Property Costs £0.343m, Supplies and Services (£0.318m), Transport and Plant £0.003m, Administration £0.101m, Payments to Other Bodies (£0.231m), Financing Charges £0.020m and Income (£0.490m).
c. Establish budget to reflect the receipt of Youth Employability Funding. Net Effect £0.000m: Payments to Other Bodies £0.221m and Income (£0.221m).
d. Realignment of Education Maintenance Allowance budget. Net Effect £0.000m: Transfer Payments £0.185m and Income (£0.185m).
e. Realignment of DMS. Net Effect £0.000m: Employee Costs £0.178m, Property Costs £0.011m, Supplies and Services (£0.432m), Transport and Plant £0.047m, Administration Costs £0.199m, Payments to Other Bodies £0.017m, Transfer Payments (£0.009m) and Financing Charges (£0.011m).

Transfers to Reserves (£4.527m):

i. ELC 1140 Specific Grant (£1.603m)
ii. Counselling (£0.543m)
iii. Additional Support for Learning (£0.959m)
iv. Pupil Equity Fund (£1.422m)

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 31 March 2020 (No.14)

Education Resources COVID

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 31/03/20	Actual 31/03/20	Variance 31/03/20		% Variance 31/03/20	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	0	0	0	0	0	0	-	n/a	
Property Costs	0	0	0	0	19	(19)	over	n/a	
Supplies & Services	0	0	0	0	4	(4)	over	n/a	
Transport & Plant	0	0	0	0	0	0	-	n/a	
Administration Costs	0	0	0	0	3	(3)	over	n/a	
Payments to Other Bodies	0	0	0	0	0	0	-	n/a	
Payments to Contractors	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	0	0	-	n/a	
Financing Charges	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	0	0	0	0	26	(26)	over	n/a	
Total Controllable Inc.	0	0	0	0	0	0	-	n/a	
Net Controllable Exp.	0	0	0	0	26	(26)	over	n/a	

Variance Explanations

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Finance and Corporate Resources)** **Executive Director (Education Resources)**

Subject:	**Education Resources - Revenue Budget Monitoring 2020/2021**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide information on the actual expenditure measured against the revenue budget for the period 1 April to 19 June 2020 for Education Resources.

2. Recommendation(s)

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

(1) that an overspend of £0.839m as at 19 June 2020 on Education Resources' revenue budget as detailed in Appendix A of the report be noted.

(2) that the proposed budget virements be approved.

3. Background

3.1. This is the first revenue budget monitoring report presented to the Education Resources Committee for the financial year 2020/2021.

3.2. The report details the financial position for Education Resources in Appendix A, along with variance explanations and outlines the specific costs incurred in relation to the Resources' COVID response in Appendix B.

4. Scottish Attainment Challenge Funding

4.1. The current budget for Education contains £9.685m awarded for Pupil Equity Funding (PEF) and £1.995m for Scottish Attainment Challenge (SAC) as part of the schools programme. Total budget for 2020/2021 is £11.680m and this is contained within this reported position.

4.2. In relation to PEF funding, the £9.685m represents £1.422m 2019/2020 carry forward and £8.263m for the 2020/2021 allocation. Spend and commitment to date as at 19 June 2020 is £2.331m, with £7.354m still to spend. This includes known staff costs for the period April 2020 to August 2020 however staffing for the new school session from 11 August 2020 is not yet reflected within this position.

4.3. 2019/2020 PEF funding is fully committed to spend by the end of the academic year June 2020 in line with the guidance. Committee will be updated with the spend position for 2020/2021 throughout the year.

4.4. In relation to SAC funding, spend and commitment to date is £0.141m with £1.854m still to spend. Staff costs are not yet reflected within this position. As this is a specific grant allocation, funding will be received based on actual spend. Committee will be updated with the spend position for 2020/2021 throughout the year.

5. Employee Implications
5.1. None

6. Financial Implications
6.1. As at 19 June 2020, there is an overspend of £0.839m against the phased budget.

6.2. Variance explanations are outlined in appendix A and this overspend in the main is COVID related and reflects an overspend relating to the increased cost of supply teachers in relation to the application of the SNCT guidance on payment arrangements for staff; expenditure incurred in the operation of the hubs for key worker children since lockdown; costs of sanitising stations and various cleaning supplies in preparation for schools returning in August and a reduction in budgeted income from Early Years fees and music tuition, all as a result of the ongoing pandemic.

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

7. Climate Change, Sustainability and Environmental Implications
7.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

8. Other Implications
8.1. 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.

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

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

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

Paul Manning
Executive Director (Finance and Corporate Resources)

Tony McDaid
Executive Director (Education Resources)

23 July 2020

Link(s) to Council Values/Ambitions/Objectives

♦ Accountable, Effective, Efficient and Transparent

Previous References

♦ None

List of Background Papers

♦ Financial ledger and budget monitoring results to 19 June 2020

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

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 19 June 2020 (No.3)

Education Resources Summary

Budget Category	Annual Budget £000	Forecast for Year £000	Annual Forecast Variance £000	Budget Proportion 19/06/20 £000	Actual 19/06/20 £000	Variance 19/06/20 £000		% Variance 19/06/19	Note
Employee Costs	271,269	271,269	0	54,400	54,873	(473)	over	(0.9%)	**1,a,d**
Property Costs	25,426	25,426	0	1,917	1,996	(79)	over	(4.1%)	**2,d**
Supplies & Services	17,700	17,700	0	1,000	1,016	(16)	over	(1.6%)	**b,c,d**
Transport & Plant	9,585	9,585	0	1,275	1,274	1	under	0.1%	**d**
Administration Costs	1,078	1,078	0	198	218	(20)	over	(10.1%)	**d**
Payments to Other Bodies	27,905	27,905	0	4,711	4,730	(19)	over	(0.4%)	**a,d**
Payments to Contractors	35,547	35,547	0	4,940	4,940	0	-	0.0%	**d**
Transfer Payments	1,914	1,914	0	328	328	0	-	0.0%	**d**
Financing Charges	389	389	0	49	49	0	-	0.0%	**d**
Total Controllable Exp.	390,813	390,813	0	68,818	69,424	(606)	over	(0.9%)	
Total Controllable Inc.	(41,233)	(41,233)	0	(1,614)	(1,381)	(233)	under recovered	(14.4%)	**3,d**
Net Controllable Exp.	349,580	349,580	0	67,204	68,043	(839)	over	(1.2%)	

Variance Explanations

1. The overspend is due to the increased cost of supply teachers in the financial year to date in relation to SNCT guidance on payment arrangements for staff during the ongoing pandemic.
2. The overspend is due to expenditure incurred on sanitising stations and various cleaning supplies in preparation for schools return in August partially offset by rates rebates received in relation to expenditure incurred last financial year.
3. The under recovery of income relates to reduced income received from Early Years fees and music tuition in the financial year to date as a result of the ongoing pandemic.

Budget Virements

a. Transfers from reserves in relation to ongoing staff commitments in relation to Kear Campus transition; GIRFEC; MCR Pathway; Pathfinder and Support Services staffing. Net Effect £0.872m: Employee Costs £0.808m, Payments to Other Bodies £0.064m.
b. Transfer from reserves in relation to PEF 19/20 carry forward: Supplies & Services £1.422m.
c. Funding received from Scottish Government in respect of Digital Inclusion. Net Effect £0.216m: Supplies & Services £0.216m.
d. Realignment of DMS. Net Effect £0.000m: Employee Costs (£3.565m), Property Costs £0.233m, Supplies and Services (£2.597m), Transport and Plant £0.027m, Administration Costs £0.196m, Payments to Other Bodies £5.625m, Payments to Contractors £0.001m, Transfer Payments £0.277m, Financing Charges £0.053m, Income (£0.250m).

SOUTH LANARKSHIRE COUNCIL

Revenue Budget Monitoring Report

Education Resources Committee: Period Ended 19 June 2020 (No.3)

Education Resources COVID

	Annual Budget	Forecast for Year	Annual Forecast Variance	Budget Proportion 19/06/20	Actual 19/06/20	Variance 19/06/20		% Variance 19/06/20	Note
	£000	£000	£000	£000	£000	£000			
Budget Category									
Employee Costs	0	0	0	0	477	(477)	over	n/a	**1**
Property Costs	0	0	0	0	112	(112)	over	n/a	**2**
Supplies & Services	0	0	0	0	19	(19)	over	n/a	
Transport & Plant	0	0	0	0	0	0	-	n/a	
Administration Costs	0	0	0	0	19	(19)	over	n/a	
Payments to Other Bodies	0	0	0	0	22	(22)	over	n/a	
Payments to Contractors	0	0	0	0	0	0	-	n/a	
Transfer Payments	0	0	0	0	0	0	-	n/a	
Financing Charges	0	0	0	0	0	0	-	n/a	
Total Controllable Exp.	0	0	0	0	649	(649)	over	n/a	
Total Controllable Inc.	0	0	0	0	0	0	-	n/a	
Net Controllable Exp.	0	0	0	0	649	(649)	over	n/a	

Variance Explanations

1. The overspend is due to the increased cost of supply teachers in the financial year to date in relation to SNCT guidance on payment arrangements for staff during the ongoing pandemic.
2. The overspend is due to expenditure incurred on sanitising stations and various cleaning supplies in preparation for schools return in August.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources - Capital Budget Monitoring 2019/2020**

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 2019 to 31 March 2020.

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

 (1) that the Education Resources capital programme of £25.234 million, and expenditure for the year is £20.374 million, be noted.

3. Background
3.1. This is the sixth and final capital monitoring report presented to the Education Resources Committee for the financial year 2019/2020.

3.2. The budget reflects the approved programme for the year (Executive Committee, 29 May 2019). It also includes budget adjustments presented to the Executive Committee during 2019/2020. There have been no changes since the last report to this Committee.

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

4. Employee Implications
4.1. None

5. Financial Implications
5.1. The total capital programme for Education Resources for 2019/2020 was £25.234 million.

5.2. **2019/2020 Final Position**
 Total expenditure to the 31 March 2020 was £20.374 million, a difference of £4.860 million on the programme of £25.234 million.

5.3. The final position is in line with the outturn reported to this Committee previously (19 May 2020) and mainly relates to the Early Years 1,140 Hours programme (£2.4m), St Charles' Primary School Extension (£0.5m), Mobile Teaching Units (£0.6m), ICT Solutions for Learning (£0.9m) and Auchingramont Road (£0.5m). For all of these projects, the underspend reflects a variation from the expected timing of project spend in 2019/2020.

5.4. The ongoing implications of COVID19, including the closure of construction sites in advance of the financial year end, have had an impact on the level of capital spend which has been achieved this financial year. This will continue to impact on the 2020/2021 Capital Programme. Funding will carry forward into next financial year and an update on the 2020/2021 programme is detailed in a separate report to this Committee.

6. Climate Change, Sustainability and Environmental Implications
6.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report.

7. Other Implications
7.1. The main risk associated with the Council's Capital Programme is 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.

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)

30 July 2020

Link(s) to Council Values/Ambitions/Objectives
♦ Accountable, Effective, Efficient and Transparent

Previous References
♦ Executive Committee, 29 May 2019

List of Background Papers

♦ Financial ledger to 31 March 2020

Contact for Further Information

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

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South Lanarkshire Council
Capital Expenditure 2019-20
Education Resources Programme
For Period 1 April 2019 – 31 March 2020

Education Resources	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
Primary School Modernisation Programme	6,653	(250)	0	6,403	6,403	6,157
ICT Developments	2,027	0	0	2,027	2,027	1,103
Early Years 1,140 Hours	14,286	0	0	14,286	14,286	12,023
Other	1,968	550	0	2,518	2,518	1,091
TOTAL	**24,934**	**300**	**0**	**25,234**	**25,234**	**20,374**

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources - Capital Budget Monitoring 2020/2021**

1. Purpose of Report
1.1. The purpose of the report is to:-

   ♦ provide information on the progress of the capital programme for Education Resources for the period 1 April to 19 June 2020.

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

   (1) that the Education Resources capital programme of £35.001 million, and expenditure to date of £0.599 million, be noted.

3. Background
3.1. This is the first capital monitoring report presented to the Education Resources Committee for the financial year 2020/2021. Further reports will follow throughout the year.

3.2. The budget of £35.001 million reflects the approved programme for the year for Education Resources (Council, 25 March 2020) updated to include funding carried forward from 2019/2020 (Executive Committee, 24 June 2020).

3.3. The progress in delivery of these new year programmes has been affected by the lockdown due to COVID-19. The ongoing implications of this, including the closure of construction sites in advance of the financial year end, has had an impact on the level of capital spend achieved in 2019/2020 and will continue to impact on the 2020/2021 Capital Programme.

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

4. Employee Implications
4.1. None

5. Financial Implications

5.1. Section 3.3 notes that the delivery of the 2020/2021 Capital Programme has been affected by the lockdown due to COVID-19. Since the lockdown occurred, little progress has been made in terms of construction work, with sites being temporarily closed down.

5.2. As lockdown eases, the review of the General Services Capital Programme continues, with a view to providing a realistic estimate of anticipated spend levels for 2020/2021. The estimates will reflect the initial lockdown delay, along with the ongoing implications of the requirements of social distancing, as sites get back up and running. A separate report detailing the overall level of spend achievable for Education Resources in 2020/2021 will be reported to a future meeting of this Committee.

5.3. Period 3 Position
The total capital programme for Education Resources for 2020/21 is £35.001 million. Spend to19 June 2020 amounts to £0.599 million.

6. Climate Change, Sustainability and Environmental Implications

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

7. Other Implications

7.1. The main risk associated with the Council's Capital Programme is 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.

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)

16 July 2020

Link(s) to Council Values/Ambitions/Objectives
♦ Accountable, Effective, Efficient and Transparent

Previous References
- ♦ South Lanarkshire Council, 25 March 2020
- ♦ Executive Committee, 24 June 2020

List of Background Papers
- ♦ Financial ledger to 19 June 2020

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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South Lanarkshire Council
Capital Expenditure 2020-21
Education Resources Programme
For Period 1 April 2020 – 19 June 2020

Education Resources	Base Budget £000	Budget Adjustments £000	Slippage/ Acceleration £000	Total Budget £000	Budget to Date £000	Actual Expenditure £000
ICT Developments	4,604	0	0	4,604	0	0
Early Years 1,140 Hours	20,613	0	0	20,613	446	446
Other	9,784	0	0	9,784	149	149
TOTAL	**35,001**	**0**	**0**	**35,001**	**599**	**599**

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Finance and Corporate Resources)**
	Executive Director (Education Resources)

Subject:	**Education Resources – Workforce Monitoring – April to June 2020**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide employment information for April to June 2020 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 April to June 2020 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

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 April to June 2020.

4. Monitoring Statistics

4.1. **Attendance Statistics (Appendix 1)**
Information on absence statistics is analysed for the month of June 2020 for Education Resources.

The Resource absence figure for June 2020 was 1.3%, which represents a decrease of 0.5% when compared to the previous month and is 1.4% lower than the Council-wide figure. Compared to June 2019, the Resource absence figure has decreased by 1.9%.

Based on the absence figures at June 2020 and annual trends, the projected annual average absence for the Resource for 2020/2021 is 3.4%, compared to a Council-wide average figure of 4.6%.

For the financial year 2020/2021, the projected average days lost per employee equates to 5.1 days, compared with the overall figure for the Council of 8.1 days per employee.

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

4.2. **Occupational Health (Appendix 2)**
In terms of referrals to occupational health, which include medical examinations and physiotherapy, overall 73 referrals were made this period, a decrease of 323 when compared with the same period last year.

4.3. **Accident/Incident Statistics (Appendix 2)**
There were 39 accidents/incidents recorded within the Resource this period. The new electronic reporting system has been in place for this period and as anticipated this has improved the data being recorded. The system facilitates multiple recording through the day allowing for better reporting, analysis and leading to more targeted interventions.

On further analysis of this data, 37 reports relate to physical incidents (95% of the total number reported).

Education Resources (Inclusion) continues to monitor violence at work reports within establishments, target recurring incidents and work together with establishment managers and practitioners to reduce occurrences. Work is ongoing to further develop, review, record and report incidents appropriately to ensure that staff are supported when incidents occur and that strategies are identified with a view to reducing the number of incidents. Where patterns or concerns emerge, more in depth support can be offered including multi agency meetings, outreach support, psychological services, specific planning for the individual child, training and/or guidance.

The updated policy "Promoting Positive Relationships and Understanding Distressed Behaviour" was formally launched at the Inclusion conference on the 16 January 2020. All schools and establishments have copies of the policy and an accompanying information pack which includes guidance, approaches and strategies to support schools in preventing and managing distressed behaviour. A review group has been established which will meet termly to monitor the effectiveness and impact of the new policy including assessing the level and number of recorded violent incidents. It is anticipated that as this policy is embedded and distressed behaviours are effectively supported the number of violent incidents being recorded will naturally reduce.

4.4. **Discipline, Grievance and Dignity at Work (Appendix 2)**
One disciplinary hearing was held within the Resource this period, which is a decrease of 7 when compared with the same period last year. No grievance hearings were held within the Resource this period, which is a decrease of 2 when compared with the same period last year. No Dignity at Work complaints were raised within the Resource this period, which is a decrease of 3 when compared with the same period last year.

4.5. **Analysis of Leavers (Appendix 2)**
There were 8 leavers in the Resource this period who were eligible for an exit interview. This figure has decreased by 21 when compared with the same period last year. Exit interviews were held with 75% of employees compared with 28% for the same period last year.

4.6. When processing an employee termination, managers are asked to identify whether they intend to replace the employee who had left the Council. If they indicate that they do not intend to replace the employee, they are asked to select from four options:
- plan to hold for savings
- fill on a fixed term basis pending savings
- transfer budget to another post
- end of fixed term contract

4.7. Appendix 2a provides a breakdown of vacant posts and whether these are being replaced or held for savings. In the period April to June 2020, 28 (15.83 FTE) employees in total left employment and managers indicated that 27 (15.48 FTE) posts were being filled and for 1 post (0.34 FTE) the manager did not specify a reason for not filling the vacancy.

5   Employee Implications
5.1. There are no implications for employees arising from the information presented in this report.

6.   Financial Implications
6.1. All financial implications are accommodated within existing budgets.

7.   Climate Change, Sustainability and Environmental Implications
7.1 There are no Climate Change, Sustainability and Environmental Implications arising from the information presented in this report.

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)

21 July 2020

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 – 19 May 2020

List of Background Papers
♦ Monitoring information provided by Finance and Corporate Resources

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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ABSENCE TRENDS - 2018/2019, 2019/2020 & 2020/2021
Education Resources

APT&C	2018 / 2019	2019 / 2020	2020 / 2021	Teachers	2018 / 2019	2019 / 2020	2020 / 2021	Resource Total	2018 / 2019	2019 / 2020	2020 / 2021	Council Wide	2018 / 2019	2019 / 2020	2020 / 2021
April	4.1	3.5	3.9	April	1.9	2.9	2.9	April	2.8	3.2	3.3	April	4.1	4.0	4.4
May	4.5	4.2	2.2	May	2.1	3.2	1.4	May	3.1	3.6	1.8	May	4.2	4.4	3.1
June	4.4	3.8	1.8	June	2.3	2.7	0.9	June	3.2	3.2	1.3	June	4.3	4.4	2.7
July	2.4	2.4		July	1.0	1.2		July	1.6	1.7		July	3.4	3.4	
August	2.7	2.8		August	1.2	1.3		August	1.8	2.0		August	3.6	3.7	
September	4.1	4.3		September	2.2	2.5		September	3.0	3.3		September	4.4	4.5	
October	4.7	4.5		October	2.2	2.6		October	3.2	3.5		October	4.4	4.6	
November	5.7	5.8		November	3.5	3.8		November	4.4	4.7		November	5.1	5.5	
December	5.4	5.5		December	3.1	3.8		December	4.1	4.6		December	4.8	5.7	
January	5.1	5.1		January	3.3	3.4		January	4.1	4.2		January	4.9	5.3	
February	5.3	5.7		February	4.0	3.8		February	4.5	4.6		February	5.2	5.6	
March	5.0	7.1		March	3.9	4.8		March	4.4	5.8		March	4.9	6.2	
Annual Average	4.5	4.6	4.3	Annual Average	2.6	3.0	2.7	Annual Average	3.4	3.7	3.4	Annual Average	4.4	4.8	4.6
Average Apr-Jun	4.3	3.8	2.6	Average Apr-Jun	2.1	2.9	1.7	Average Apr-Jun	3.0	3.3	2.1	Average Apr-Jun	4.2	4.3	3.4

No of Employees at 30 June 2020	3030	No of Employees at 30 June 2020	3871	No of Employees at 30 June 2020	6901	No of Employees at 30 June 2020	15735

For the financial year 2020/21, the projected average days lost per employee equates to 5.1 days.

EDUCATION RESOURCES

	Apr-Jun 2019	Apr-Jun 2020
MEDICAL EXAMINATIONS Number of Employees Attending	71	30
EMPLOYEE COUNSELLING SERVICE Total Number of Referrals	21	5
PHYSIOTHERAPY SERVICE Total Number of Referrals	179	19
REFERRALS TO EMPLOYEE SUPPORT OFFICER	120	18
REFERRALS TO COGNITIVE BEHAVIOUR THERAPY	5	1
TOTAL	396	73

CAUSE OF ACCIDENTS/INCIDENTS	Apr-Jun 2019	Apr-Jun 2020
Specified Injuries*	1	0
Over 7 day absences	1	2
Minor	3	0
Near Miss	2	0
Violent Incident: Physical****	185	37
Violent Incident: Verbal*****	15	0
Total Accidents/Incidents	207	39

*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	Apr-Jun 2019	Apr-Jun 2020
Total Number of Hearings	8	1

Time Taken to Convene Hearing Apr - Jun 2020

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

RECORD OF GRIEVANCE HEARINGS	Apr-Jun 2019	Apr-Jun 2020
Number of Grievances	2	0
Number Resolved at Stage 2	2	0

RECORD OF DIGNITY AT WORK	Apr-Jun 2019	Apr-Jun 2020
Number of Incidents	3	0
Number Resolved at Formal Stage	3	0

ANALYSIS OF REASONS FOR LEAVING	Apr-Jun 2019	Apr-Jun 2020
Career Advancement	1	3
Travelling Difficulties	1	0
Further Education	1	0
Dissatisfaction With Terms and Conditions	1	0
Other	4	3
Number of Exit Interviews conducted	**8**	**6**

Total Number of Leavers Eligible for Exit Interview	29	8

Percentage of interviews conducted	28%	75%

	April - June 2020		Cumulative total	
	FTE*	H/C**	FTE	H/C
Terminations/Leavers	15.83	28	15.83	28
Being replaced	15.48	27	15.48	27
Held pending savings	0.00	0	0.00	0
Filled on fixed term basis	0.00	0	0.00	0
Budget transfer to other post	0.00	0	0.00	0
End of fixed term contract	0.00	0	0.00	0
No reason specified	0.34	1	0.34	1

* Full time equivalent

** Head count/number of employees

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**
	Executive Director (Finance and Corporate Resources)

| Subject: | **Getting it Right for Every Child: Administrative support** |

1. Purpose of Report

1.1. The purpose of the report is to: -

♦ Provide an update on the implementation of the national SEEMiS Wellbeing Application and the development of a single point of contact to process, store and share sensitive wellbeing information for vulnerable children and families and

♦ seek approval for the 2 FTE temporary administrative posts and employees to be converted to permanent posts on the Education Resources establishment.

2. Recommendation(s)

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

(1) that the 2 FTE temporary administration posts and employees, as detailed in paragraph 6.1, are converted from temporary to permanent posts on the Education Resources establishment, and

(2) that the progress made to deliver Scottish Government ambitions as detailed in the Children and Young People Scotland Act 2014 be noted.

3. Background

3.1. Since 2017, Education Resources have been working to fully embed the principles of Getting it right for every child, through the implementation of the national SEEMiS Wellbeing Application. A comprehensive training programme has been delivered to promoted staff across Early Years, Primary and Secondary to ensure that staff have the necessary skills, knowledge, and confidence to gather, assess and manage wellbeing information. The Wellbeing application and associated Wellbeing Assessment, is now embedded as the primary tool used to support wellbeing and improve outcomes for vulnerable children and families. This furthers Scottish Government ambitions as detailed in the Children and Young People (Scotland) Act 2014.

3.2. Use of the Wellbeing Application has also created opportunities to consider improvements to the ways in which sensitive wellbeing information is communicated, processed and stored, both within Education Resources and across partnerships. Recent changes to data protection/information sharing legislation has increased requirements to ensure that all personal data is handled appropriately. A 'single point of contact' has been established which provides a fully secure communications network. Information received via this secure e-mail is uploaded directly into the

Wellbeing Application and stored in the pupil's file. Similarly, confidential information which requires to be shared securely e.g. with another local authority can be uploaded and shared via single point of contact, minimising potential for security breaches.

3.3.   In 2017, a pilot project was undertaken with Police Scotland, to test the effectiveness of a single point of contact to transfer sensitive information between agencies. Vulnerable Person reports are now shared routinely, enabling Education staff to provide on-going support. The volume of these reports has increased on a year by year basis.

4.   Current Position

4.1.   *Additional Support Needs processes*
The combination of adopting the Wellbeing Application and establishing a single point of contact within Education Resources, has provided the framework to review and improve existing processes and partnership arrangements. New guidance has been issued to support Additional Support Needs processes, embedding use of the Wellbeing Application and the secure sharing of information. The needs of approximately 600 children have been considered, with early evaluation indicating improvements in the quality of assessments contributing to more informed decision making.

4.2.   *Child Protection processes*
Since 2019, Education and Social Work Resources have been working to improve the transfer of information for children subject to Child Protection measures. Agreement has been reached to direct all Child Protection notifications, minutes of meetings etc. to the single point of contact, where they are uploaded to the Wellbeing Application, actioned by the appropriate member of school staff and stored in the child's file. This will replace posting /e-mailing confidential information and will also provide more robust audit and quality assurance capacity.

4.3.   *Multi-agency working*
Arrangements are currently in place whereby all requests for an Initial Referral Discussion (IRD), are sent to the single point of contact. This process brings agencies together to consider risk of harm and make decisions as to whether Child Protection procedures are required. Multi agency guidance is currently being updated which will refine partnership responsibilities, but the role of the single point of contact will remain crucial in ensuring that appropriate Education representatives contribute to multi agency discussions within 24 hours of the concern being raised. A national pilot is also ongoing to improve the Joint Investigative Interview (JII) process, following on from an IRD. Again, this process has an extremely tight timescale, and the single point of contact is being utilised to facilitate information sharing.

4.4.   *Children affected by homelessness*
Further work is under development with Housing and Technical Resources to explore how information can be shared to support children affected by homelessness to ensure that Education staff are alert to their needs and able to respond appropriately.

4.5.   *Children affected by domestic violence*
An approach has also been received from agencies working within the Domestic Violence agenda and Multi-agency Risk Assessment Conference (MARAC) process, who are keen to explore improved information sharing. This will form part of an improvement project in the coming months.

5. Proposal

5.1. In 2017, Education Resources sought approval to create two additional administrative posts to support the implementation of the Wellbeing Application and operation of the single point of contact. This gave capacity to assess the volume of information being processed via the single point of contact and inform future decisions regarding requirements going forward. Current partnership arrangements are generating a significant level of information which is being shared and stored in line with data sharing requirements. This will continue to increase as improvement work with partners extends the scope and management of information to be processed.

5.2. Inclusive Education Services consider that this additionality cannot be met within the existing resources of the administrative team and that there is a need to retain the two administrative posts created to support this crucial area of work.

6. Employee Implications

6.1. It is requested that the temporary posts are added to the establishment on a permanent basis, as detailed below, noting there is sufficient budget available to meet these costs.

Post	Current Number of Posts (FTE)	Proposed Number of Posts (FTE)	Grade	SCP Range	Hourly Rate	Annual Salary	Gross Cost inc on costs 30.3%
Admin Assistant	1 Temp	1 Perm	Grade 2 Level 1-2	Scp 34-40	£11.78 - £12.86	£21,497 - £23,468	£28,010 - £30,579
Clerical Assistant	1 Temp	1 Perm	Grade 1 Level 3	Scp 25-27	£10.34 - £10.64	£18,869 - £19,416	£24,586 - £25,300
Totals	2 Temp	2 Perm					£52,596 - £55-879

7 Financial Implications

7.1 The costs associated with this proposal will be met by redirecting existing staffing resources within Education Resources.

8 Climate Change, Sustainability and Environmental Implications

8.1 There are no implications for climate change, sustainability or environmental implication arising from the recommendations in this report.

9 Other Implications

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

10 Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid
Executive Director (Education Resources Resources)

Paul Manning
Executive Director (Finance and Corporate Resources)

10 August 2020

Link(s) to Council Values/Ambitions/Objectives
♦ Raise educational attainment for all

Previous References

List of Background Papers
♦ Executive Committee –May 2018.

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

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**Survey results of Children and Young People and Parents/Carers Regarding Covid-19 Experiences and Return to School**

1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the findings from the Education Resources children and young people and parent/carer surveys regarding Covid-19 experiences and return to school.
- ♦ outline the ways in which this engagement has informed the planning for school return and provision of support and services.

2. Recommendation(s)

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

(1) that the main findings of the children and young people and parent/carer surveys be noted; and

(2) that the planned next steps and communication strategy as outlined in paragraph 7.3 be approved.

3. Background

3.1. There has been significant focus on the potential short and medium term impact of lockdown and Covid-19 related changes on the mental health and wellbeing of children, young people and their families, because of the complex and multi-layered outcomes that have included changes to and even loss of daily and weekly structure, loss of routine connection to friends and family, changes in family circumstances (financial, employment) and changes related to loss and bereavement.

4. Survey Design

4.1 The Education Resources Covid-19 surveys were designed to explore pupils' experiences, thoughts and feelings about the school closure period, and to gather their views and that of their parents/carers about plans to return to school.

4.2. The surveys were constructed in a way that would enable us to listen to the voices of children/young people and parents/carers, with a view to informing Education Resources' Covid-19 Recovery Planning.

4.3. Draft surveys were initially developed by the Educational Psychology Service and further refined through collaborative work with the Youth, Family and Community Learning Service, by trialling with young people who were engaging virtually with that

service at that time. Amendments were made to ensure accessibility to the greatest number of children and young people.

4.4. The final survey was constructed with the support of the Consultation, Organisational Development and Equality Team within Finance and Corporate Resources. The survey was designed to elicit some of the more positive aspects of the lockdown experience for children, young people and families and the identification of coping approaches.

4.5. The final range of surveys included:

- Parent/carer survey for all parents and carers with a child attending a South Lanarkshire educational establishment
- Child friendly version of survey for primary aged children from P4-7
- Young person friendly version of survey for young people from S1-S6

4.6. Recognising, respecting and promoting the rights of children and young people is essential to improving outcomes for all children and young people. The surveys for children and young people aimed to not only find out about how Covid-19 lockdown had impacted on their rights, but also enabled and encouraged them to give their opinions and provide a context for adults to take these opinions seriously. The surveys also enabled children and young people to be actively involved in decisions impacting on them. (Article 12 of the UNCRC)

5.   Survey Completion
5.1.   The on-line survey was advertised via South Lanarkshire Council's Twitter account and through schools' and establishments' own communication pathways and social media platforms. Parents of children from nursery to S6 were invited to respond to the survey and this report presents the findings for all respondents.

5.2.   The surveys were open for response for one week in mid-June and had the following rates of response:

- Parent/carer survey – 5799.It should be noted that 14% of respondents reported that their child has additional support needs (ASN).
- Primary aged pupils - 1486
- Secondary aged pupils - 1563

6.   Survey Summary Findings
6.1   Parent /carer survey
Parents/carers were asked a range of questions using rating scales and more open questions. The rating scales focused on how the parents/carer's child/ children found the changes in lockdown, how easy did they think it would be to get their child back to school, and how confident they were about sending their child back.

Table 1

Question					
How hard has your child found the changes in lockdown?	Very Positive 3%	Positive 20%	Neutral 39%	Difficult 32%	Very Difficult 6%
		Easy	In Between	Difficult	Very Difficult

How easy will it be for your child to go back?	Very Easy 13%	27%	37%	17%	6%
How are you feeling about sending them back?	Very Confident 10%	Confident 26%	In Between 31%	Quite Anxious 23%	Very anxious 10%

6.2. Table 1 illustrates that overall, parents and carers report that the lockdown has had a very variable impact on their children. 6% of children were reported as finding it very difficult. 6% of parents say their children will find a return to school very hard. However, many parents feel confident about a return to school, and their child's ability to cope.

6.3. Parents and carers were able to identify some more positive aspects of lockdown, including having quality family time together/bonding as a family, and individual support, engaging in a range of activities, feeling relaxed and safe, and experiencing personal growth and development. However, the challenges for some included, adjusting to home learning, missing friends, changes to the normal routine, missed transitions and impact on wellbeing.

6.4. Parents had many practical suggestions for supports that needed to be put in place to support effective transition back to school.

6.5. Themes can be summarised as:

- Effective communication
- Ensure safety and health prioritised
- Transitional support
- Focus on wellbeing
- Flexible Structure
- Normalisation
- Promoting friendships

6.6. Comments from parents included:

Communicate. Communicate what plans are. Communicate with the child – explain why self-learning is essential if it can't be supported within school. Work in partnership both with child and parent.

Clear and full communication will be very important.

Security. Lots of teaching on washing hands. Facilities to do so. Putting him at ease that he is safe and well cared for.

Lots of patience and understanding, time to adjust and constantly checking in that he is OK and fully understanding what is being asked of him. Clear instructions possibly with the use of visuals. Good communication, space and time out if he is feeling overwhelmed. Support to let someone know if he is finding it difficult.

Phased return. Key adult. Buddy. Reassurance. As much information as possible and interaction beforehand.

6.7.   Primary pupil survey
The survey was completed by 1486 pupils. Completion of this survey was likely to have been facilitated by parents/carers, because of consent issues.

Some of the main findings are illustrated below in Table 2.

Table 2

Question, how did you find……	Response		
	Positive or very positive	Neutral/ so-so	A little Hard or Very Hard
Not being with my friends	3%	21%	76%
Not being with other pupils at my school	10%	45%	45%
Being at home with my family	84%	12%	4%
Not being with other family members who don't live with me	2%	18%	80%
Using social media or gaming etc to stay in touch with friends	71%	19%	10%
Using social media or gaming etc to stay in touch with family	66%	22%	12%
Doing things differently than normal	23%	38%	39%
Learning at home	25%	27%	48%
Not having enough to do	13%	37%	50%
Staying in most of the time	17%	24%	59%

6.8.   The most positive aspects of lockdown were cited as being at home with family, whilst missing friends and wider family were the most challenging. Primary aged children were more likely to say they were feeling better and a lot better than when lockdown started, but 9% said they felt a lot worse.

6.9.   Positive aspects of lockdown, from the perspective of the primary aged children included being more active, getting outside and getting exercise, having a more relaxed routine, doing practical activities, connecting with friends/family and with clubs (i.e. on the phone/on-line), having more time for screen time, or to play, learning at their own pace and learning new hobbies or skills. Primary aged Children reported that the most challenging aspects of lockdown included missing friends and family, finding home learning difficulty, missing clubs and activities, teachers (including their support), and boredom and changes to routine.

6.10.   Primary aged children made many suggestions for what would support an effective return to school.

6.11. Suggestions included:

- Information about what to expect when they return to school
- Reconnection with school staff and friends
- A nurturing approach and focus on wellbeing (i.e. staff being welcoming and understanding, and supporting transitions)
- Clear health and safety guidance, rules and equipment
- Having a slow start and fun on the first day
- Teachers having realistic expectations about learning
- A sense of normality

6.12. Comments from primary aged children included:

How my classroom is going to be set up. How are playtimes and lunchtimes going to work? Will breakfast club be on? Will after school clubs resume?

How are we going to social distance? Should we wear masks? Do we need to bring hand sanitiser? How long will we be in school for, like will we be in for half a day or a full day?

A full guide of rules, school and its set up, what class we are going to be in, who is going to be our teachers.

Time to chat with friends and my teacher.

I want to be with a teacher that is kind, explains things well and takes questions whenever we put our hands up.

I think that as I said before we should do lots of revision when we come back so there won't be too much pressure on the people that didn't do the work or couldn't do it.

Take it slowly, not too much pressure at the start.

6.13. Secondary pupil survey
This survey was completed by 1563 pupils. Some of the main findings are shown in Table 3 below.

Table 3

Question, how did you find……	Response		
	Positive or very positive	Neutral/ so-so	A little Hard or Very Hard
Not being with my friends	4%	27%	69%
Not being with other pupils at my school	23%	45%	32%
Being at home with my family	68%	22%	10%

Not being with other family members who don't live with me	8%	28%	64%
Using social media or gaming etc to stay in touch with friends	64%	25%	11%
Using social media or gaming etc to stay in touch with family	51%	34%	15%
Doing things differently than normal	26%	36%	38%
Learning at home	21%	22%	57%
Not having enough to do	17%	40%	43%
Staying in most of the time	%	%	53%

6.14 Findings were similar to those for primary aged children, however the secondary group were more likely to view not seeing other young people who were not their friends as a positive, more likely to rate being at home with family as neutral or negative, and slightly less likely to be positive about home learning.

6.15. Secondary aged young people made many suggestions for a successful return to school including:

- Detailed information about what to expect when they return to school
- Reconnection with school staff and friends
- A nurturing approach and focus on wellbeing (i.e. staff being welcoming and understanding, and providing emotional support and reassurance)
- Clear health and safety guidance, rules and equipment
- Easing back into work and having an easier first day
- Teachers having realistic expectations about learning
- Revision of what has been learned/assigned during lockdown
- A sense of normality

6.16. Comments from secondary aged pupils included:

Our new timetable, what the new school will be like, what classrooms will look like, what will we be allowed to do, what will happen withy break/lunch, will we be with our friends, when are we in school, what will happen with school transport, do we have to wear masks, what will happen to make sure the school is safe?

Everything all sign posted well so we can understand what's happening and the changes to make us all safe including staff.

For schools to be patient with pupils going back into their old routine and not to overload our work schedule.

Be helpful and supportive.

Be kind, be there for people, listen to anyone who's struggling.

A friend, a timetable, an easy day to adjust back to the routine. A relatively normal school day.

6.17. Overall, there was broad consistency in the key themes on what would support an effective transition, from all surveyed groups, parents/carers and primary and secondary aged young people.

7. Next Steps and Communication Strategy

7.1 The full analysis of the survey responses has been shared with the Chairs of Recovery Groups and identified stakeholders, including the Children's Services Strategy Group to help inform recovery planning for school session 2020-2021 and beyond.

7.2 Education Resources are developing a communication strategy to ensure key stakeholders, especially parents/carers, children and young people and schools get key messages from the surveys, including how this process has supported decision making. This will include the use of social media channels, and include infographics that are accessible to children and young people, and parents and carers, and possibly use of a 'talking head'/ webinar approach. Secondary schools have already received summary data related to their young people to support their improvement planning around recovery.

7.3 It is proposed that the findings of this surveys are used to highlight the importance of supporting positive mental health and wellbeing during post Covid-19 recovery with all schools and educational settings. The universal approach to this will be underpinned by thorough implementation of the Education Resources Attachment Strategy.

8. Employee Implications

8.1 There are no direct employee implications.

9. Financial Implications

9.1 There are no direct financial implications.

10. Climate Change, Sustainability and Environmental Implications

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

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 at this stage.

12.2 This report is based on a consultative exercise with children, young people and parents/carers.

Tony McDaid
Executive Director (Education Resources)

10 August 2020

Link(s) to Council Values/Ambitions/Objectives
- Protect vulnerable children, young people and adults
- Deliver better health and social care outcomes for all
- Support our communities by tackling disadvantage and deprivation and supporting aspiration
- Improve achievement, raise educational attainment and support lifelong learning

Previous References
None

List of Background Papers
None

Contact for Further Information
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SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

| Subject: | **Education Resource Plan - Quarter 4 Progress Report 2019/2020** |

1. Purpose of Report
1.1. The purpose of the report is to:-

- provide the Education Resource Plan Quarter 4 Progress Report 2019/2020, for the period 1 April 2019 to 31 March 2020

2. Recommendations
2.1. The Committee is asked to note the following recommendations:-

(1) that the Education Resources Quarter 4 Progress Report 2019/2020, summarised at paragraph 4.4. of this report and detailed at Appendix 1, be noted;

(2) that the achievements made by the Resource to date, as detailed in paragraph 4.3.of this report, be noted;

(3) that the areas for improvement and management actions as detailed in paragraph 4.4. of this report, be noted; and

(4) that the additional scrutiny of changes in Red, Amber, Green (RAG) status of measures between Quarter 2 and Quarter 4 as summarised at paragraph 4.5 and detailed at Appendix 2 of this report, be noted;

3. Background
3.1. The Education Resources Plan 2019-20 was approved by Committee on 6 August 2019 and sets out the objectives and actions to be managed and delivered by the Resource for the financial year 2019-20.

3.2. The Resource Plan follows the agreed corporate structure and style. The Plan is a key element of the council's performance management arrangements. It provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the objectives set out in the Council Plan Connect 2017 to 2022.

3.3. Performance management is a keystone of Best Value, and ensures that the council can demonstrate sound governance arrangements. The Resource Plan is one part of the council's framework for planning and budgeting, and demonstrates how this leads to effective front line service delivery.

3.4. As part of this framework the Resource Plan reflects the aspirations of the Council Plan and the Community Plan as well as being complemented by the details of individual Service, Business and other Plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden

Thread' of performance management which ensures a clear understanding of the council's vision, values, ambitions and objectives at all levels.

3.5. The current format for performance reporting has been established since 2007 and is used for Executive Directors' reports to the Chief Executive, Resource Management Teams and Resource Committees. The focus has been on reporting progress on council objectives, statutory performance indicators, other key performance measures and high level Resource priorities.

3.6. In preparing the Plan, account has also been taken of the need to ensure a robust response to Risk Management and Control. Risks associated with delivery of the actions in this Resource Plan have been identified and evaluated and are listed in the Resource Risk Register. Where necessary, controls or further actions to mitigate these risks have been agreed. Such actions are tracked through the Resource Risk Control Plan which is kept under review by the Risk Sponsor for the Resource.

3.7 The latter part of the period covered by this report included the first stages as the Covid-19 epidemic took hold across the United Kingdom. Reference is made to the impact of the disease and the response to it in numerous places throughout the Quarter 4 Progress Report 2019-20, which is attached as Appendix 1.

3.8 As Elected Members are aware, the council was forced to suspend or reduce a number of services that could not be continued in full due to government advice, including adhering to physical distancing requirements for residents and for staff. The council was also obliged to redirect resources so that it could deliver vital new services and supports for individuals, communities and businesses.

3.9 As a result, there has been an inevitable impact on performance in some areas, though as this report covers the period to 31 March 2020 this impact is not as great as might be expected in further performance reports that will follow, covering later periods.

4. Quarter 4 Progress Report 2019-20

4.1. Progress against all 2019-20 Resource Plan measures is contained in the Quarter 4 Progress Report 2019-20, attached as Appendix 1. This report has been produced from the council's performance management reporting system IMPROVe, and uses a traffic light format with the following definitions to give a status report on each measure:

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

4.2. Measures which are classified as 'red' are considered in detail at section 4.4.of this report. To ensure adequate scrutiny of performance across all Resources, the council's Performance and Review Scrutiny Forum may consider 'red' and 'amber' measures at a future meeting.

The overall summary of progress to date is as follows:

Status	Measures	
	Number	**%**
Green	133	79.2%
Amber	4	2.4%
Red	2	1.2%
Report later/Contextual	29	17.2%
Totals	**168**	**100%**

(Data correct as at 24 July 2020)

4.3. Key achievements for 2019-20 are noted below:

4.3.1.

Connect Objective:	Improve achievement, raise educational attainment and support lifelong learning
Resource Objective	**Achievement**
Raise standards in literacy, numeracy and close the poverty-related attainment gap	To support the delivery of national and local priorities as stated on our 'Strategy on a page' a 'Framework for the Curriculum' resource pack and educational settings was delivered.
	By the end of June 2019, 70 additional primary school staff completed French/Spanish primary training.
	A Pupil Equity Conference was held to share good practice in supporting pupils in poverty to close the attainment gap.
	Publication of guidance to achieve the Scottish Government milestone 'Mapping the Curriculum' for children with additional support needs
	A South Lanarkshire Council 'How Good is Our Early Learning and Childcare Toolkit' has been successfully developed and issued to all local authority funded early learning and childcare establishments.
	Over 300 pupils received an Achievement Award at the annual Education Resources Achievement Awards Ceremony in the Town House in June 2019.
	To support the implementation of 1140 hours EL&CC a showcase event was held in June 2019 for managers and practitioners to support them in ensuring consistency of approach and in ensuring high quality service provision for children and families.
Improve health and wellbeing to enable children and families to flourish	The annual report for the Children's Services Plan 2018/19 was published in September and submitted to the Scottish Government.
Support children and young people to develop their skills for learning, life and work	The MCR Pathways programme has been introduced in 6 Secondary Schools to support young people to achieve positive outcomes in terms of the wellbeing and learning journey.

Connect Objective:	Ensure schools and other places of learning are inspirational
Resource Objective	**Achievement**
Improve health and wellbeing to enable children and families to	A highly successful conference on children and young people's mental health and wellbeing took place in May 2019. The keynote speaker was Professor Rory O'Connor from the

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

Connect Objective:	Protect vulnerable children, young people and adults
Resource Objective	Achievement
Improve health and wellbeing to enable children and families to flourish	Revised Promoting Positive Relationships and Behaviours Guidance published and Launched in January 2020. All establishments have been made aware of the ethos and the strategies to support them in managing distress and forming relationships.

Connect Objective:	Work with communities and partners to promote high quality, thriving and sustainable communities
Resource Objective	Achievement
Support children and young people to develop their skills for learning, life and work	817 people have been involved in volunteering, to become active within their community in supporting Youth Family and Community Learning Service activities, through local youth work, literacy and numeracy provision, delivery of learning opportunities within communities, sports clubs, gala days and celebration events.

Connect Objective:	Support our communities by tackling disadvantage and deprivation, and supporting aspiration
Resource Objective	Achievement
Raise standards in literacy, numeracy and close the poverty-related attainment gap	In 2019, 13 Holiday clubs were run in targeted locations with 727 young people accessing the provision. 445 young people achieved nationally recognised awards (Hi5 and Dynamic Youth Award), 70 received additional support to engage in activities which were supported by 7 young volunteers and 1 adult volunteer, trained through the Youth, Family and Community Learning Service Volunteer Development Programme and the Burnbank Family Centre.
Support children and young people to develop their skills for learning, life and work	Nearly 41,000 hours of volunteering were delivered in support of Youth Family and Community Learning Service activities in local communities enhancing social commitment.

4.3.2. Full details of progress against all objectives, actions and measures for 2019-20 are included in the report from the performance management system, attached as Appendix 1.

4.4. Areas for improvement

Measures that have been classified as 'red' (major slippage against timescale or shortfall against target) are noted below, together with the reason why, and the management action now being taken, where required.

Connect Objective: Delivering the plan and achieving best value		
Resource Objective: Deliver and communicate the Council Plan and ensure high standards of governance		
Measure	**Comments/Progress**	**Action by Manager (where applicable)**
96% of Freedom of Information (FOISA) requests to be processed within the 20 working day	Data for Freedom of Information (FOI) requests is reported one quarter in arrears. In Quarter 3, 44 requests were received and 40 (90.91%) were responded to within the statutory time period. To date 169 requests were received 92.9% were responded to within the statutory time period not meeting the target. The year to date percentage of requests processed within 20 working days for Education Resources is 92.9% which is slightly below the SLC percentage of 93.34%.	The response rate should be considered in the context of the number and complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods. Education Resources is reviewing the impact of school holiday dates on response times and have raised this matter with the Commissioner's Office.
90% of General Data Protection Regulation (GDPR)/Data Protection Act (DPA) requests to be processed within 30 calendar	Data for General Data Protection Regulation (GDPR)/Data Protection Act (DPA) requests is reported one quarter in arrears. In Quarter 3, 18 requests were received of which 11 (64.7%) were completed within the statutory time period. At Quarter 4 (March) 36 requests were received and 20 (54.29%) were responded to within the statutory time period not meeting the target.	The response rate should be considered in the context of the number and complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods. Education Resources is reviewing the impact of school holiday dates on response times and have raised this matter with the Commissioner's Office. The time clock still moves during school holidays.

4.5. Scrutiny of change in RAG status
A further analysis introduced to aid scrutiny of performance, is to highlight and explain all measures that have changed RAG (Red Amber Green) status from Quarter 2 to Quarter 4. On analysis of the measures falling into this category, many of the narrative updates input into the system clearly explained the reason for the change in status which illustrates the improved quality of the comments in the quarterly updates. However the scrutiny did identify a number of measures where services were asked to review the RAG status and/or provide additional explanatory narrative or details to assist understanding. Appropriate amendments were made on the IMPROVe system. A summary of the measures falling into this category of further scrutiny is included at Appendix 2.

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

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

7.   Climate Change, Sustainability and Environmental Implications
7.1.   There are no climate change implications as a result of this report.

8.   Other Implications
8.1.   The Community Plan 2017-27 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the actions contained within Connect.

8.2.   Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.

8.3.   The Resource Plan takes into account Resource responsibilities in relation to sustainable development.

9.   Equality Impact Assessment and Consultation Arrangements
9.1.   Many of the actions detailed within the Resource Plan reflect ongoing strategies and policies which will be or have been the subject of consultation and equality impact assessment.

Tony McDaid
Executive Director (Education Resources)

24 July 2020

Link(s) to Council Values/Objectives
*   The Resource Plan has been structured upon the Vision, Values, Ambitions and Objectives in the Council Plan Connect 2017-22

Previous References
*   None

List of Background Papers
*   Council Plan Connect 2017-22
*   Education Resource Plan 2019-20

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

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Education Resources

**improve**

Resource Plan

Performance Report 2019-20
Quarter 4 : April 2019 - March 2020

(This represents the cumulative position to March 2020)

How to use this performance report

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

Council Plan objective

Resource Plan objective

Resource Plan action & associated measures.

Progress update against measure.

Measure Status – are we on course to achieve? The "traffic light" codes are:

Green	Achieved, or due to achieve with no issues
Amber	There may be problems or minor slippage
Red	Not on course, major slippage anticipated

Measures which are to be reported later or which are "for information only" are not colour coded

Develop a sustainable Council and communities
Provide services and infrastructure which help local communities to become more sustainable

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2009/10	2010/11	2011/12
	Council target achieved for waste tonnage per household (target is lower than 1.3 tonnes)	This figure is for quarter one (quarter two figure is not yet available, so will be reported in quarter three).	Green	1.3	0.3	1.3	1.2	1.2
	Council target achieved for municipal waste collected during 2012/13 that was recycled or composted (40% or above)	This figure is for quarter one (quarter two figure not yet available, so will be reported in quarter three).	Green	40.0%	44.1%	40.1%	38.2%	40.5%
Introduce new waste management services to reduce waste and increase recycling	Project for treatment facilities progressed by March 2013	A report is to be presented to the Executive Committee in December 2012 identifying options for a long term solution.	Amber	---	---	---	---	---
Manage flooding priorities and deliver prioritised flood protection schemes	Prioritised flood protection projects delivered by March 2013 in line with available capital / revenue funding	Larch Grove, Hamilton - brief issued to consultant for ground investigation to inform design of works. Site investigation - boreholes complete, further investigation of existing culvert underway to locate buried manhole. Detailed design to be prepared when site investigations complete. Bellfield Road, Coalburn - culvert lining works completed 30 August 2012	Green	---	---	---	---	---
	Preparation of prioritised 5 year programme of flood protection / management projects by March 2013	Currently analysing previous flood events, completed improvement works and known problem areas to allow a 5 year programme to be prepared.	Green	---	---	---	---	---
	Options for aligning the management of flooding priorities reviewed across Community and Enterprise Resources by December 2012	Meeting held between Community and Enterprise Resources staff to discuss integrating response to flooding procedures and other opportunities. Follow up meeting to be scheduled for November.	Green	---	---	---	---	---

Statistics for the current year. The **Target** shows what we want to achieve by the end of the year. The **To Date** column shows how much we have achieved so far.

Statistics for last 3 years, showing how we are doing over time.

Summary - number of measures green, amber and red under each Council Plan objective/theme

Council Objective / Theme	Green	Amber	Red	Report later / Contextual	Total
Improve services for older people					
Protect vulnerable children, young people and adults	11	1		4	16
Deliver better health and social care outcomes for all					
Improve the quality, access and availability of housing					
Improve the road network, infuence improvements in public transport and encourage active travel					
Work with communities and partners to promote high quality, thriving and sustainable communities	16	1			17
Support the local economy by providing the right conditions for inclusive growth					
Support our communities by tackling disadvantage and deprivation and supporting aspiration	4				4
Improve achievement, raise educational attainment and support lifelong learning	73	1		21	95
Ensure schools and other places of learning are inspirational	15				15
Encourage participation in physical and cultural activities	6				6
Delivering the plan and achieving best value	8	1	2	4	15
Embed governance and accountability					
Total	133	4	2	29	168

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Take forward the National Improvement Framework priorities by ensuring that every child achieves the highest standards in literacy and numeracy	Provide high quality support and guidance for establishments to support the implementation of the SLC Literacy Strategy	All establishments have received South Lanarkshire Council's 'Framework for Curriculum' guidance which was launched in February 2020 and includes sources of literacy-related information to support schools in the ongoing processes of reflection, review, development, implementation and delivery of a literacy curriculum which articulates with the Council's Literacy Strategy.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
	Build on support to refresh learning and teaching skills in literacy resulting in high quality experiences for learners	Eighteen primary 'Active Literacy Project' schools have benefited from literacy support visits from members of the Literacy Team and Quality Link Officers. Professional dialogue with Literacy Leads around the improvement cycle and review of teaching practice have been the support mechanisms. Over one hundred teachers attended 'Talk for Writing' Primary 4 - Primary 7 training in February 2020. Feedback from participants was very good with an average evaluation score of 3.9/4. Representatives from a cohort of ten primary schools across Cambuslang, Rutherglen, Hamilton and East Kilbride have taken part in training session three of a 'Talk for Writing' Leadership group. Schools involved have created a local collaborative forum in order to support one another and share planning and resources. Representatives from schools, in Biggar Learning Community have taken part in training session two of a 'Talk for Writing' Leadership group. Schools involved are working collaboratively in order to measure impact on pupils' writing motivation as well as supporting one another to share planning and resources. The South Lanarkshire Teachers as Readers group has met four times so far this session. The group of twenty five primary teachers has been established with the aim of fostering children's reading for pleasure through supporting adults own reading for pleasure and research-informed practice. Members of the group will share the impact they have had on developing pupils' reading habits at a showcase event planned for 27 May 2020.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
			Status	Target	To Date	2016/17	2017/18	2018/19
	Provide high quality support and guidance for establishments to support the implementation of the SLC Numeracy Strategy	The South Lanarkshire Council Numeracy Strategy has been updated to reflect the changes in Education. South Lanarkshire Council's 'Framework for Numeracy and Mathematics' guidance has been published and distributed to all schools and establishments. Progression pathways for Early, First and Second level are included in this framework and align the strategy with the Benchmarks. This framework will support schools in planning their Broad General Education curriculum and tracking the progress of learners. Numeracy Co-ordinators have been advised on the most effective ways to use the pathways and individual schools have received follow-up sessions as required. The Lead Officer, with the help of the Numeracy Support Officer and BGE Lead Teachers have been supporting schools implement this strategy prior to the Coronavirus pandemic, however this has been suspended for the time being. Schools are now being supported through on-line resources and advice.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
	Build on support to refresh learning and teaching skills in numeracy resulting in high quality experiences for learners	A series of training has been implemented to an identified group of schools to refresh learning and teaching skills in numeracy and mathematics. This builds on the work completed in collaboration with East Dunbartonshire last year. Schools have been receiving bespoke training designed by the Numeracy Support Officer in conjunction with the Senior Leadership Team of the respective school, however this work has had to be suspended due to the Coronavirus Pandemic. A series of on-line training modules have been developed for use by staff to continue this work along with helpful resources.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
	Ensure the highest quality of experiences for all learners by supporting the implementation of learning and teaching approaches and strategies to ensure that every child achieves the highest standards in literacy and numeracy	The 'Curriculum Folder' framework was launched to schools, with a section on Effective Learning, Teaching and Assessment included to support consistency in approach/shared advice across our schools, including an audit tool for developing effective learning, teaching and assessment rationales/policies. Play Based Development Officer has been working with 10 schools in an improvement group to develop an audit for schools. This will be shared at our PLAY (Play, Achieve, Learn Your Way) launch at the end of April. 'Improving Our Classroom' input for 23 practitioners, taking forward good quality learning, teaching and assessment via class-based improvement projects.	Green	---	---		---	---	---
	Continue to provide a range of supports to progress assessment, tracking and monitoring and moderation to enable all staff to have confidence in specifying teacher judgements within the Broad General Education	Mod Con training has continued, with a focus on effective feedback. Training will continue later in the session. Broad General Education Collaborative work continuing, with original Cohort and Cohort two (another eight Secondary Schools). Training for West Partnership Moderation event, with 40 practitioners submitting evidence to participate. Progress and Achievement (Seemis) advice and training is being developed to support the tracking and monitoring of teacher judgements.	Green	---	---		---	---	---
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Literacy	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly below the national figure of 72.3%.	Report Later	71.6%	------		71.2%	72.0%	71.7%

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2016/17	2017/18	2018/19
	Percentage of primary school pupils (P1, P4, P7 combined) achieving expected Curriculum for Excellence levels in Numeracy	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 79.1%.	Report Later	78.8%	------	78.3%	78.9%	79.2%
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Literacy (S3, 3rd level or better)	The percentage of secondary school pupils achieving Curriculum for Excellence Level 3 or better in Literacy in S3 remained consistent and is above the national level of 87.9%.	Green	90.1%	93.2%	87.0%	90.0%	93.2%
	Percentage of secondary school pupils achieving expected Curriculum for Excellence levels in Numeracy (S3, 3rd level or better)	The percentage of secondary school pupils achieving Curriculum for Excellence Level 3 or better in S3 in Numeracy has increased by 1.8% and is above the national level of 90.2%.	Green	89.0%	93.0%	86.0%	89.7%	91.2%
	Develop support materials and deliver training on literacy, numeracy and health and wellbeing for all Early Learning and Childcare establishments to ensure improved outcomes for children	A working group continues to develop materials for Health and Wellbeing. A group will begin to develop materials for Numeracy. Our literacy working group are at the final stages of developing materials to support the development of communication and literacy. Due for completion when COVID-19 disruption has ended.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2016/17	2017/18	2018/19
				---------- This Year ----------		-------- Last 3 Years --------		
Continue to achieve equity by 'closing the poverty related attainment gap' and meeting the aspirations of the Attainment Scotland Fund	Provide support to all schools participating in the Scottish Attainment Challenge (SAC) to meet the commitments set in SAC plans and to submit annual reports reflecting their progress to the Scottish Government	All 20 Scottish Attainment Challenge (SAC) schools have been supported to write their 2019-20 mid-year impact report, 2020-21 proposal and complete their end of financial year profile of spend. These were submitted to the Scottish Government in March 2020. Further school visits to SAC schools have been undertaken by Equity Lead Officer and Attainment Advisor for this period, to support the implementation of these schools' equity agendas.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year		Last 3 Years		
				Target	To Date	2016/17	2017/18	2018/19
	Provide support to schools in effective use of Pupil Equity Funding to help close the poverty related attainment gap	Pupil Equity Fund (PEF) - an equity bullet 'PEF Post' continues to be issued termly to schools to update them on equity-related matters. @SLCAttainment Twitter feed continues to be utilised to share good practice across the authority. Equity Strategic Lead has undertaken a number of school visits to support schools in delivering the equity agenda. 2019-2020 mid-year impact PEF reports are being analysed; school-level feedback will be given to each school. Planned '#its SLC' showcase event postponed due to COVID-19 crisis, this will allow establishments across SLC to showcase their good practice along the themes of excellence, equity and empowerment. A small working group of Head Teachers has been established to look at how small allocations of PEF can be spent effectively for maximum impact. General equity support on procurement, finance, equity approaches, etc is on-going, and is given as required by schools. Audit of new equity promoted posts has been undertaken. Planning and reporting formats for PEF are being reviewed to reduce unnecessary bureaucracy.	Green	---	---	---	---	---
	100% of schools to include a 'Cost of the School Day' position statement in their 2019-20 handbook	96% of schools have Position Statements on Cost of the School Day. Position Statements from the remaining schools are expected before the end of the school session.	Green	100.0%	96.0%	0.0%	0.0%	0.0%

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			------- Last 3 Years -------		
				Target	To Date	2016/17	2017/18	2018/19
	Provide 'Cost of the School Day' training to all twelve SAC schools and all other establishments who request support during school session 2019/20	All Scottish Attainment Challenge (SAC) Head Teachers attended an information session. All South Lanarkshire Council schools were invited to a Cost of the School Day conference in January 2020. Evaluations from this Conference were incredibly positive.	Green	---	---	---	---	---
	Produce a 'Best practice Guide' for 'Cost of the School Day' for establishments based on results of staff, pupil and parent/carer surveys	Schools who attend training have been given a 'handy hints' guide containing good ideas gathered from a range of sources.	Green	---	---	---	---	---
	Overall Average Total Tariff	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 892.	Report Later	901	------	890	919	893
	Average Total Tariff SIMD Quintile 1	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 625.	Report Later	632	------	662	605	629
	Average Total Tariff SIMD Quintile 2	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 740.	Report Later	786	------	787	794	776
	Average Total Tariff SIMD Quintile 3	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 872.	Report Later	927	------	882	977	923
	Average Total Tariff SIMD Quintile 4	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 1,013.	Report Later	1,077	------	1,072	1,088	1,072

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			------- Last 3 Years -------		
				Target	To Date		2016/17	2017/18	2018/19
	Average Total Tariff SIMD Quintile 5	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 1,193.	Report Later	1,202	------		1,186	1,222	1,198
	Percentage of pupils achieving 1 or more awards at SCQF level 4 or above (on leaving school)	There was a slight reduction in attainment from the previous year. A reduction was also recorded at the national level. Over a 5 year period attainment in South Lanarkshire has increased by 0.9% while the national level has reduced by 0.2%.	Green	96.3%	95.6%		96.6%	96.0%	96.2%
	Percentage of pupils achieving 1 or more awards at SCQF level 5 or above (on leaving school)	There was a slight reduction in attainment from the previous year. Over the last 5 years attainment in South Lanarkshire has increased by 1.3% which is equal to the increase at the national level.	Green	87.0%	86.5%		86.0%	87.8%	87.2%
	Percentage of pupils achieving 1 or more awards at SCQF level 6 or above (on leaving school)	The percentage of pupils achieving 1 or more awards at SCQF level 6 or better on leaving school increased to 66.5% and is above the national level of 66.2%.	Green	65.9%	66.5%		65.4%	66.8%	65.6%
Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed	Percentage of pupils gaining 5 or more awards at Level 5	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 63%.	Report Later	63.0%	------		61.0%	63.0%	64.0%
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 5 (SIMD)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 44%.	Report Later	43.0%	------		43.0%	41.0%	45.0%
	Percentage of pupils gaining 5 or more awards at Level 6	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly equal to the national figure of 35%.	Report Later	35.0%	------		35.0%	36.0%	35.0%

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
	Percentage of pupils from deprived areas gaining 5 or more awards at Level 6 (SIMD)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 18%.	Report Later	18.0%	------	19.0%	17.0%	19.0%
Take forward key aspects of Curriculum for Excellence in all schools and establishments	Improve the effective use of Benchmarks to assess pupil learning	The use of National Benchmarks on the Experiences and Outcomes from Curriculum for Excellence continues to feature as a major part of moderation and other learning, teaching and assessment training to support the development of effective assessments and improve the robustness of teacher professional judgements.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
			Status	Target	To Date	2016/17	2017/18	2018/19
	Provide professional learning activities which support the learning and teaching of Literacy and English for all children and young people	Seven Primary Early Level Literacy training twilights for practitioners, have taken place in venues across Clydesdale, Cambuslang-Rutherglen and East Kilbride. Attendees received training on learning, teaching and assessment of the main components of early literacy. Feedback has been very positive across all seven training twilights. The South Lanarkshire 'Teachers as Readers' group has met four times so far this session. The group of twenty five primary teachers has been established with the aim of fostering children's reading for pleasure through supporting adults own reading for pleasure and research-informed practice. Members of the group will share the impact they have had on developing pupils' reading habits at a showcase event planned for 27th May 2020.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | This Year | | Last 3 Years | | |
				Target	To Date	2016/17	2017/18	2018/19
	Provide professional learning activities which support the learning and teaching of Numeracy and Mathematics for all children and young people	The first of this year's numeracy co-ordinator events took place, 11th October 2019. South Lanarkshire Psychological Services delivered a thought-provoking presentation on Effective Pedagogy in Mathematics and Numeracy. This was followed by a 'Share, Learn, Collaborate' session where 12 establishments showcased effective practice in Numeracy. Training has also been offered in Number Talks, Catch-Up Numeracy ® and Maths Recovery this session, uptake for these interventions continues to be popular. Added to this, sessions for our Newly Qualified Teachers with a focus on 'Numeracy for All' was delivered for both Primary and Secondary practitioners. During the COVID-19 crisis the development and identification of on-line training is being explored to support teacher Career Long Professional Learning activity.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
	Continue to implement the actions in the Science, Technology, Engineering & Maths (STEM) Strategy to achieve better outcomes for learners	To further develop and coordinate Science, Technology, Engineering & Maths (STEM) work across the authority, a consultation group has been set up by key officers in the Curriculum and Quality Improvement Service. This consultation group is made up of key leaders from establishments across the authority with an interest in developing STEM both within their schools and across the authority. This group will have involvement with initiatives such as - Primary STEM Leaders, Mission Discovery 2020 programme, Upstream Battle.	Green	---	---	---	---	---
Continue to support the implementation of Languages 1 + 2 through training for teachers	Continue to support establishments in delivering Languages 1 + 2 through professional learning	Further training for primary staff in Spanish learning across the curriculum is planned before the end of June 2020. Newton Farm Primary School will host the Euroquiz South Lanarkshire Final 2019-2020, twenty three schools will take part in the competition.	Green	---	---	---	---	---
Provide high quality learning experiences for all	Percentage of primary pupils consulted as part of HMIE process who express satisfaction with school	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	Report Later	------	------	91.0%	100.0%	95.4%
	Percentage of secondary pupils consulted as part of HMIE process who express satisfaction with school	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	Report Later	------	------	78.8%	0.0%	78.0%
	Percentage of parents of pre-school pupils, consulted as part of HMIE or Care Commission process, who express satisfaction with service provision	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Education Resources Committee.	Report Later	------	------	100.0%	94.0%	93.0%

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
	Percentage of adults satisfied with local schools	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 71.8%.	Report Later	75.0%	------	75.7%	73.3%	76.1%
Progress the key themes of self-evaluation and leadership in all establishments and services	Provide support for establishments to engage in rigorous and robust self-evaluation using How Good is our School (4th Edition) which results in improved outcomes for learners	The Curriculum and Quality Improvement Service continue to provide support for establishments in using 'How Good is Our School' to achieve improved outcomes. Plans are in place to continue with the Validated Self Evaluation programme and discussions about what this will look like given current circumstances are currently in process.	Green	---	---	---	---	---
	Provide support to establishments on improvement planning and reporting which leads to focused delivery of key priorities	Quality Link Officers provide one to one support for establishments through their annual visit schedule. These visits are shaped by both local authority and school improvement priorities. The service also runs a programme of training for Head Teachers (and other relevant colleagues) called 'Improving our Schools'. Schools are able to opt in to sessions to suit their Improvement Planning priorities.	Green	---	---	---	---	---
	Percentage of funded Early Years provision which is graded good/better	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was above the national figure of 90.6%.	Report Later	94.5%	------	95.2%	94.5%	93.8%

Improve achievement, raise educational attainment and support lifelong learning

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Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------		-------- Last 3 Years --------		
				Target	To Date	2016/17	2017/18	2018/19
	Proportion of schools receiving positive inspection reports	Due to current Covid crisis, update is incomplete. This will be pursued and completed prior to presenting the report to Committee.	Report Later	------	------	100.0%	100.0%	100.0%
Implement the requirements of General Teaching Council for Scotland's, Professional Review and Development and Professional Update	Continue to ensure Professional Review and Development and Professional Update takes place in all schools in line with GTCS standards	New guidelines for Professional Review and Development have been launched by the General Teaching Council for Scotland (GTCS). These have been circulated to all establishments. We have liaised with GTCS and staff to monitor staff engagement and completion of Professional Update. Four focus groups of teaching colleagues ranging from supply/area cover, unpromoted and promoted staff engaged with the GTCS as part of South Lanarkshire Coucil's revalidation process and a working group will be set up to review our guidelines for publication next session.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	----------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Progress leadership development at all levels, within schools and all learning establishments	Continue to develop leadership for Newly Qualified Teachers (NQTs)	All 190 Newly Qualified Teachers have engaged in seven professional learning opportunities facilitated by South Lanarkshire Council. The focus is on National and Local priorities and delivered by a range of professionals including Lead Officers and Educational Psychologists. All probationers will engage in a further two professional learning events next term and engage in Practitioner Enquiry which will concluded in May 2020.	Green	---	---		---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2016/17	2017/18	2018/19
			---------- This Year ----------			------- Last 3 Years -------		
	Continue to develop leadership at all levels through the Leadership Framework	Education Scotland has developed its online resource for Educational Leadership and the Career Long Professional Learning opportunities offered within South Lanarkshire Council align with these to support leadership at all levels. So far this session we have had a good uptake and very positive feedback on the delivery of our Aspiring Heads course and excellent feedback from the Coaching & Having Difficult Conversations input. Our new head teachers have benefited from various induction sessions and there has been an opportunity for serving head teachers to have a professional reflection session. We continue to engage with Education Scotland's programmes for Teacher and Middle Leadership as well as having a number of teachers successfully gaining entry to Cohort 6 of the 'Into Headship' Programme.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
	Continue to develop leadership capacity through our programme of 'Professional Learning Trios'	The Head Teacher professional Learning Trios continue to support school improvement through local authority guided peer support and challenge. The professional dialogue and sharing practice which is afforded through this opportunity has been very well received. This work is currently progressing in an online platform with a view to continuing with this work during current circumstances.	Green	---	---	---	---	---
Ensure the roll out of the new Shared Inspection Framework	Deliver a programme of training and directed support for Early Years staff to all Early Learning and Childcare establishments on key aspects of new Shared Inspection Framework by June 2020	Education Scotland and the Care Inspectorate have postponed the publication of the Shared Inspection Framework until after the implementation of 1,140 hours. Training and directed support will commence for Early Learning and Childcare (ELCC) staff when the final document is published post August 2020. All ELCC settings have been made aware of the new Shared Inspection Framework and the postponement.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2016/17	2017/18	2018/19
Develop awareness raising, training and support materials for all Early Learning and Childcare establishments	Ensure implementation of the new Scottish Government 'National Standard' for Early Learning and Childcare by December 2019	Information and training events have taken place for managers and cascaded to staff. Further support and information on is provided on SWAY.	Green	---	---	---	---	---
Report on the outcome of inspections of Early Learning and Childcare as part of the improvement planning framework	Support the delivery of key aspects of 'How Good is our Early Learning and Childcare?'	A 'How Good is our Early Learning and Childcare Self-Evaluation Toolkit' has been successfully produced and is being implemented in Early Learning and Childcare (ELCC) settings. ELCC Quality Officers and Locality Lead Officers continue to support settings in self-evaluation processes using 'How Good is Our Early Learning and Childcare'. Training is took place March 2020 using "How Good is Our Early Learning and Childcare' to support the self-evaluation process and the production of high quality Establishment Improvement Plans and Standards and Quality Reports.	Green	---	---	---	---	---

Above columns grouped: "---------- This Year ----------" (Status, Target, To Date) and "------- Last 3 Years -------" (2016/17, 2017/18, 2018/19)

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	Last 3 Years 2016/17	Last 3 Years 2017/18	Last 3 Years 2018/19
	Implement monitor and evaluate a range of supports for leaders and practitioners in managing change towards 1140 hours to ensure sustainment and improvement of the quality of provision	A monthly Early Learning and Childcare (ELCC) Bulletin is now produced and issued to both local authority and funded partners, sharing important local and national ELCC information to successfully manage change and ensure continuous improvement. A team of 4 permanent ELCC Quality Officers have been in post for a year providing support to funded providers. 2 temporary Quality Officers have been in post for 6 months delivering training and leading working groups to create new ELCC documentation. The Early Years Central Team also now host a termly meeting for Local Authority head teachers and heads of establishment.	Green	---	---	---	---	---
Ensure the delivery of an action plan to implement the new Scottish Government 'National Standard' for Early Learning and Childcare	Develop an action plan for validation/evaluation process for the implementation of the new national standard for Early Learning and Childcare	Process being finalised.	Report Later	---	---	---	---	---
Ensure the implementation of the revised curriculum guidance Building the Ambition	Deliver a programme of training and directed support to all Early Learning and Childcare establishments on the revised curriculum guidance Building the Ambition	The new Building the Ambition guidance has been released. The Central Team are familiarising themselves with the document and formal training will be designed for the new term in August 2020.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2016/17	2017/18	2018/19
Ensure the delivery of Scottish Government Additional Graduate commitment in line with national and local priorities	Ensure additional graduates are targeted to specific nurseries within SIMD areas leading to improved outcomes for children	Staff actively engaged in establishments. Positive outcomes reported.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Build sustainable confidence and capacity in Quality improvement arising from the Children and Young People's Improvement Collaborative	Present a progress report on building capacity and capability within the children's services workforce to the Community Planning Partnership	A progress report with high level outcomes was presented to the Community Planning Partnership Board in October. Copies of the 2018/19 Annual Report also distributed to Community Planning Board members. The Children's Service Plan was a feature of the locality event programme in November/December 19 which engaged the wider children's services workforce in identifying where partners at different levels could improve on the current level of performance and inform the next cycle of the Children's Services Plan 2020-23.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

				---------- This Year ----------			------- Last 3 Years -------		
Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2016/17	2017/18	2018/19
	Support the local implementation of effective changes in the Children and Young People's Collaborative and engage with national events	Work continues with all partners locally and nationally linking into the continuous improvement agenda . The child poverty -income maximisation work continues to draw national interest and has assisted in informing national work around Health Visiting Pathways. The team have on two occasion's presented at the UPQIC Financial Inclusion Practicum and the project has been included in an Scottish Government evaluation 'The Way Forward'.

In addition a new piece of improvement work around improving the partnership response to Care Experienced health needs assessment has commenced.

Next steps include considering which projects will be selected for the Quality Improvement awards submissions in May 2020 .

We continue to build quality improvement capacity with attending the Health and Wellbeing practicum and spreading the talking and listening improvement project to 4 more primary schools. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Review and revise the attendance operating procedure	Implement revised Operating Procedure on promoting attendance in establishments	The Operating Procedure A5 on attendance has been revised and published after consultation with school managers and stakeholders. This operating procedure will form part of a suite of revised operating procedures Around Inclusion which ensure that South Lanarkshire is compliant will all current guidance and instructions from Scottish Government.	Green	---	---	---	---	---
Effectively manage the planning, delivery and performance of projects and services defined within the Education ICT Managed Service Contract	Ensure that the ICT managed service supports the delivery of digital learning and teaching in a safe and secure manner	The managed service continues to perform well, and all Service Levels achieved.	Green	---	---	---	---	---
Promote and celebrate the achievements of young people	Organise the annual achievement award ceremony to celebrate children's success by June 2019	Over 300 pupils attended the Pupil Award Ceremony 3 June 2019, in the Town House, Hamilton.	Green	---	---	---	---	---
Assess the impact of a maths assessment and intervention programme on raising attainment in numeracy and closing the poverty related attainment gap	Evaluate and report on improvements in attainment scores for children with lower levels of numeracy in SIMD Deciles 1 and 2 catchment areas	The impact of the Maths Recovery Programme has been measured, achieved and report available. These have been shared with the CQIS team who have passed this onto East Dunbartonshire as part of the West Partnership collaboration. Research has found that at a whole class implementation level Maths Recovery has raised attainment scores in the area of problem solving for primary 1 children in schools in SIMD 1 and 2 catchment areas.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Progress plans to create a tool to support parental engagement, confidence and knowledge in developing children's emerging numeracy skills	Produce a parental leaflet and run workshops on early numeracy skills development	A parental leaflet has been drafted and workshop guidance designed based on consultation feedback. Parental workshops have been piloted in early years establishments in the Hamilton/Larkhall areas and evaluated.	Green	---	---	---	---	---
Implement the Council's accommodation strategy to achieve the increase of nursery hours for three and four year olds and eligible two year olds to 1140 hours by August 2020	Identify accommodation projects to ensure strategic number of places for three and four year olds and eligible two year olds are met	Programmes are in place and construction projects are progressing to ensure the strategic number of places are met. Robust monitoring and evaluation procedures are in place.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures (non statistical measures shaded grey)	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
Roll out Breakfast Clubs to all schools	Increase the number of Breakfast Clubs during school session 2019/20 from 40 to 77	All primary schools now have a breakfast club.	Green	125	125	0	0	40

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date		2016/17	2017/18	2018/19
Deliver services and programmes to further improve literacy and numeracy skills among learners	Number of learners that have improved their literacy, numeracy, IT skills and budgeting skills	During Quarter 4 a further 636 learners have improved their literacy skills, 443 have improved their numeracy skills, 513 have improved their IT skills, and 271 have improved their budgeting skills. There is a broad range of learning opportunities that have contributed towards these outcomes. In Carluke Universal Connections (UC) 15 learners participating in an IT course have improved their knowledge and understanding of IT. 9 have also increased their literacy skills through practicing tasks on Microsoft Word. The Hillhouse Hub in Hamiton works with adult learners from the Hillhoue community and delivered a range of workshops to improve budgeting skills and managing money. Adults to take part in activities such as Arts and Crafts, Mindfulness, Massage and listening to guest speakers. 76 ALAN learners have improved their numeracy skills. 102 learners attended a maths event to celebrate world maths week with 2 local primary schools.	Green	------	5,380		0	0	0

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year		Last 3 Years		
				Target	To Date	2016/17	2017/18	2018/19
Provide opportunities for learners to achieve awards through the Youth, Family and Community Learning Service	Number of learners that have achieved a nationally recognised award, qualification or received an award to recognise their achievements	During Quarter 4 a further 538 learners achieved a range of awards such as Youth Achievement Awards, Dynamic Youth Awards, ASDAN Expressive Arts award, and ASDAN accredited PSD Programme. A further 151 learners completed Duke of Edinburgh Awards across South Lanarkshire and 17 expeditions took place. Participation in nationally recognised awards support learners work towards their aspirations, recognise their abilities and plan towards work outcomes, further education or to support others in the community access the opportunities that they have experienced. The impact of recognition of achievement sees improvement in self-esteem and self-belief in learners and raises aspirations To that end a further 314 received awards to celebrate their achievements, such as completing a group work programme.	Green	------	2,596	0	0	450

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Take forward key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually	Provide professional learning activities which support the learning and teaching of Health and Wellbeing to help improvement outcomes for children and young people	A Secondary School Network of Depute Head Teachers was formed with responsibility for Personal & Social Education (PSE) and Health and Wellbeing (HWB). This provides opportunities for sharing strategies to tackle recommendations from PSE Review. A schedule of monthly meetings was created and is now underway which is targeting curricular aspects of the PSE curriculum along with input from 3rd Sector partners. Principal teachers of guidance are able to share good practice in relation to the learning and teaching content and approaches.	Green	---	---		---	---	---
Progress the Scottish Government's commitment to increase nursery hours for three and four year olds and eligible 2 year olds by August 2020	Lead a range of consultation events to ensure the planning and delivery of flexible 1140 hours meets the future needs of children, families and communities for implementation over the period to August 2020	Completed and referenced in the report entitled 'Review of Admissions Policy for Early Learning and Childcare Establishments' at Education Resources Committee on 10th December 2019 and at Executive Committee on 29th January 2020.	Green	---	---		---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
Ensure the commitment of Early Learning and Childcare to the Foundation Apprentices Programme	Develop and deliver training and support programme for Early Learning and Childcare Foundation Apprentices	Close links are maintained with Employability to ensure appropriate training and support is available to the Early Learning and Childcare Foundation Apprentices. We have successfully recruited two of last years Foundation Apprentices onto the Modern Apprenticeship programme. Quality Officers will visit two of the learning hubs and speak to the students prior to the next recruitment for Modern Apprentices next month.	Green	---	---	---	---	---
Complete an evaluation of Phase 1 & 2 of the rollout of additional hours for Early Learning and Childcare 1140 hours	Evaluate and report on the outcomes and impact for children and parents of the 1140 hours across 12 nursery classes and 12 stand-alone establishments	Extremely positive outcomes for children and their parents reported.	Green	---	---	---	---	---
Complete the implementation of Phase 3 and beyond of the rollout of additional hours for Early Learning and Childcare 1140 hours nursery establishments	Report on progress on Phase 3 and beyond 1140 hours Early Learning and Childcare by December 2019	Reported and featured in Education Committee ELC 1140 hours update. In addition positive outcomes reported on progress achieved from Scottish Government.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | This Year | | Last 3 Years | | |
				Target	To Date	2016/17	2017/18	2018/19
Develop an implementation plan for Free at 3 from August 2019	Develop and implement an action plan for Free at 3 for all Early Learning and Childcare providers	All children receiving free at 3. Fully implemented.	Green	---	---	---	---	---
Deliver change through implementing improvement methodology on a partnership basis	Implement the Children and Young People's Health and Wellbeing in Education Quality Improvement Practicum and ensure all partners contribute appropriately	All identified partners fulfilled their agreed commitments and participated fully. This phase of the CYPIC Practicum is nearing completion and an Education Management Team paper highlighting impact and proposals for further development will be prepared in the near future. A celebration event with presentation was delayed due to Covid 19 situation, which will be arranged when appropriate.	Green	---	---	---	---	---
Maintain the Children's Services Partnership commitment to implementing parts one and three of the Children and Young People's Scotland Act 2014	Publish a Children's Services Plan annual report by October 2019	The annual report for 2018-19 was published in August 2019 and the final report covering all three years of the Children's Services Plan 2017-20 is currently being developed. There may be a slight delay in the publication of this report due to a slower pace of responses from partners, as a result of the COVID-19 crisis.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year		Last 3 Years		
				Target	To Date	2016/17	2017/18	2018/19
	Produce suitable materials for children and young people that reflect key themes contained in the Children's Services Plan	Work is on-going with partners to discuss the engagement of children, young people and parents in building the 2020-23 Children's Services Plan. A working group is developing tools to involve specific groups of children and young people, however progress has been interrupted by the Covid 19 situation. The intended outcome is still that the 'Final Report' of the 2017-20 plan will incorporate an animation of highlights from the preceding three years, in a more child and family friendly format.	Green	---	---	---	---	---
Maintain the Children's Services Partnership commitment to addressing poverty, inequality and disadvantage	Implement Education Resources linked aspects of the Child Poverty Action Plan	All linked actions to Education Resources are on target. End year reporting has still to be agreed and will be impacted due to the Covid crisis. Discussions are ongoing about the content of Child Poverty Action Report and the relationship with Education Resources activity.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | ----------- This Year ---------- | | | ------- Last 3 Years ------- | | |
			Status	Target	To Date	2016/17	2017/18	2018/19
Through partnership working access the capacity of schools to use nurture strategies focussing on the indicators set out in the document "Applying nurture as a whole school approach"	Develop and implement a comprehensive nurture/attachment training programme for schools to support the embedding of attachment informed practice with staff	Accredited Training has taken place as has Lego ABC and Emotion Coaching. This has been very well received by all staff who reflect that it will impact positively on their practice. Attachment strategy will be launched, 27 March 2020. All supporting documents have been completed and are ready for distribution. A plan has been developed to roll out training across all educational establishments.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Plan and implement revisions to the Promoting Positive Relationships and Behaviours (PPRB) guidance in collaboration with Education Resources partners	Consult with key Education Resources partners to review revised Promoting Positive Relationships and Behaviours (PPRB) guidance and training plan	The SEBN Team have a regular sitting representative member on the PPRUDB Monitoring Group. Advice and consultation has been offered on an ongoing basis through this forum. The SEBN Team representative has also provided specific input to the paperwork and process for schools seeking consideration of more physically supportive/interventive measures with children and young people.	Green	---	---		---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Support the embedding of attachment informed practice in the Education Resources workforce	Develop and distribute learning materials to support the implementation of the Attachment Strategy	An awareness raising presentation took place at the Inclusion Conference by members of the Attachment Strategy Implementation Group, 17 January 2020. Training for all Newly Qualified Teachers (NQTs) took place, 3 February 2020 and 13 February 2020. The final draft of the Attachment Strategy has been produced by graphics along with the accompanying resources including the A to Z of Attachment-Informed Practice posters and leaflets and the Attachment Strategy Pledge Cards. The Attachment Strategy Implementation Group have also produced a short awareness raising film for practitioners. All Specialist Support Staff and Senior Managers Pupils Support received Level 2 training, 14 February 2020. A launch of the materials was planned for 27 March 2020 and will now be postponed due to current public health guidance. A training plan has been agreed to commence August 2020 when all facilities staff will receive level 1 training in line with the agreed plan. It has been agreed the further discussions on training for school staff should take place at the forthcoming Learning Community meetings.	Green	---	---		---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Enhance principles of attachment, resilience and child development within the context of future parenting for secondary pupils	Produce and disseminate a programme for secondary school pupils to teach principles of attachment, resilience and child development within the context of future parenting	A paper has been submitted to Action Enquiry for Education Scotland outlining the programme, research findings and relevance to practitioners. A final draft of the programme has been approved. Discussions are ongoing with the Curriculum & Quality Improvement Service around dissemination.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2016/17	Last 3 Years 2017/18	2018/19
Deliver learning programmes to promote positive health and wellbeing	Number of Individuals and/or families that report improved confidence, self-esteem, health and wellbeing	During Quarter 4 a further 3032 learners have improved their confidence and self esteem, 1224 have improved their mental health and wellbeing, and 1198 have improved their physical health and wellbeing. Currently measures are being put in place to ensure learners, and particularly young people, are still engaged with through the Covid-19 crisis such as social media and online platform. These are already proving to be very effective. In Quarter 4 a broad range of learning opportunities have led to these outcomes such as structured youth work targeted at vulnerable learners, activity within the awards network, and opportunities within the participation network. One emerging focus has been on young males suffering anxiety, depression, mental/physical health and social isolation by providing a safe space to talk and build on self-esteem, health and wellbeing and sign posting onto other groups or agencies as appropriate. Walking Football groups have been established with adults who wish to improve their health and wellbeing through participation. Caruke Having completed a Healthy Cooking on a Budget course, 11 adult learners improved their confidence and increased their levels of self –esteem. The course also had a positive impact on their mental health and general well being and social skills.	Green	------	14,593	0	0	0

Improve achievement, raise educational attainment and support lifelong learning

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Establish a coherent plan to deliver training to staff on attachment theory in order to support the care and wellbeing of children and young people	Number of Education Resources staff trained on attachment theory in order to support the care and wellbeing of children and young people	Year to date number of Education Resources staff trained in attachment theory - 688 (745 including Early Years staff). An Attachment Strategy (AS) Training Plan has now been agreed by the Attachment Strategy Implementation Group. Level 2 training has taken place with all Specialist Support Staff and Senior Managers Pupil Support (14 February 2020) and all Newly Qualified Teachers (3 February 2020 and 13 February 2020). Level 1 training is planned for all facilities staff over 15 sessions in August 2020. Discussions have been taken forward with Psychological Service Management and Curriculum and Quality Improvement Service to agree AS training for all establishments. Further planning around Level 2 training for school staff will take place at learning community meetings and training will be taken forward at a learning community level. There will be a meeting with Early Years Development Officers and Youth Family & Community Learning managers next term to agree a programme of training.	Green	200	688		0	0	0

Improve achievement, raise educational attainment and support lifelong learning

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | This Year | | Last 3 Years | | |
				Target	To Date	2016/17	2017/18	2018/19
Develop employability skills and sustained, positive school leaver destinations for all young people	Support establishments to take forward Developing Scotland's Young Workforce and improve outcomes for young people	Developing the Young Workforce (DYW) Depute Head Teacher leads meeting held throughout the academic year (October 2019 and March 2020) and the focus of these is the 3 documents that steer DYW in Scotland. These meeting as supported by Education Scotland, GATEWAY, Skills Development Scotland (SDS), and the DYW regional team. All relevant guidance and updates are shared at these meetings.	Green	---	---	---	---	---
	Continue to build and sustain strategic partnerships with local authorities, establishments, colleges and universities and business partners to widen the offer to young people in the Senior Phase	New contact has been established with City of Glasgow college and schools are taking up the additional senior phase offers for session 2020-2021. Widening Access is offered in all secondary schools by University of Glasgow and we also have a very successful Access to Engineering Academy with University of Strathclyde.	Green	---	---	---	---	---
	Continue to support the implementation of the Standard for Work Experience, Career Education Standards and School/Employer Partnerships	Work Placement Coordinator meetings took place, November 2019 and March 2020. All updates and guidance are reinforced at these meetings.

We continue to work in partnership with Skills Development Scotland, Youth Employability and GATEWAY to offer young people their work placement entitlement. | Green | --- | --- | --- | --- | --- |

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2016/17	2017/18	2018/19
	Provide high quality professional learning activities in partnership with our key stakeholders to support the implementation of Developing Scotland's Young Workforce work streams	Education Scotland and Skills Development Scotland (SDS)offer a range of Developing Scotland's Young Workforce activities and professional development opportunities. These are circulated and many establishments from all sectors have enrolled on courses.	Green	---	---	---	---	---
	Implement the MCR Pathways programme to support young people to achieve positive outcomes	In all secondary schools, the numbers of young people who are accessing wither groupwork or mentoring through MCR Pathways is increasing on a weekly basis. Around 200 young people are working with MCR across the South Lanarkshire. A progress and impact review is underway and a full report will be provided on completion.	Green	---	---	---	---	---
Work with key partners to ensure that young people enter a positive and sustained destination	Percentage of Pupils Entering Positive Destinations	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 95.0%.	Report Later	96.0%	------	95.8%	96.4%	95.7%
	Participation rate for 16-19 year olds (per 100)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of 91.6%.	Report Later	92.1%	------	91.2%	92.5%	92.6%

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
	Maintain the percentage of young people entering and sustaining a positive destination	The School Leaver Destinations Return (SLDR) for pupils leaving school in 2018-2019 was published in February 2020. This year the South Lanarkshire SLDR rate decreased slightly from to 95.7% from a high of 96.4% the previous year. However, the Council achieved the target set and remains above the national level (95.0%) for the 5th consecutive year.	Green	94.4%	95.7%	94.0%	95.8%	96.4%
	Close the poverty related gap in positive and sustained destinations for young people between the most and least deprived areas	The School Leaver Destinations Return 2018/19 shows that the gap between the leaver destinations of young people in most deprived 20% and least deprived 20% in South Lanarkshire increased slightly from 4.6% to 4.9%. However, the target was met and the gap in South Lanarkshire remains smaller than the national level of 5.3%.	Green	6.8%	4.9%	0.0%	0.0%	0.0%
Develop Foundation Apprenticeship opportunities for young people in S5 and S6 (Senior Phase)	Provide up to 400 Foundation Apprenticeship opportunities for young people during 2019/20	400 Foundation Apprenticeship opportunities are available for session 2019/20 with 329 young people participating in Foundation Apprenticeships since August 2019. Planning has taken place for 2020/21 and around 500 places will be available.	Green	400	329	0	0	0

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------		------- Last 3 Years -------		
				Target	To Date	2016/17	2017/18	2018/19
Develop the Gradu8 programme which will provide a college based learning opportunity with a focus on a vocational learning experience with a nationally recognised qualification	Provide up to 600 opportunities in the Gradu8 programme which offer work based learning experiences and qualifications from August 2019	860 young people took part in the GradU8 programme offering work based learning experiences and qualifications in 2019/20.	Green	600	860	0	0	0
Deliver the Training for Trades programme to provide a vocational learning experience and industry related qualifications through work placements	Deliver up to 100 places to meet the needs of young people who require additional support to achieve and sustain a positive post school destination	In 2019/20, 358 young people were engaged in the programme offering additional support to achieve and sustain a positive post school destination.	Green	100	358	0	0	100
Sustain the Aspire project that identifies and provides bespoke employability and general support for young people identified as being at risk of not achieving or sustaining a positive destination post school	All young people engaging with the Aspire programme will have an individual support package	All young people who engaged with the Aspire programme in 2019/20 were supported by an identified key worker to develop and complete an individual action plan.	Green	---	---	---	---	---

Improve achievement, raise educational attainment and support lifelong learning

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			------- Last 3 Years -------		
				Target	To Date		2016/17	2017/18	2018/19
Work with key partners to ensure all care experienced young people are supported to achieve a positive post school destination	Continue to work with partners to effectively identify, track and deliver individualised employability support packages for care experienced young people	Meetings have taken place throughout 2019/20 to track the destinations of all care experienced young people. The 2019/20 School Leaver Destinations Return showed that 91% of care experienced school leavers moved to a positive destination, significantly above the national rate of 82%.	Green	---	---		---	---	---
Development of a package of support and advice for education practitioners in the areas of Extreme Demand Avoidance and pathological demand avoidance	Assess Extreme Demand Avoidance and pathological demand avoidance and produce and disseminate a resource package of advice for education practitioners in supporting children and families by December 2019	Extreme Demand Avoidance Draft 1 of resource package complete. A Multiagency Meeting of CAMHS, EPs, NHS staff was held and draft 2 is imminent as a result.	Amber	---	---		---	---	---

Ensure schools and other places of learning are inspirational

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed	Provide a range of supports to schools and establishments to facilitate development of 'Curriculum Rationale' and 'Learner Journey' to enable all learners to succeed	Staff meetings took place November 2019 and January 2020 to discuss support and guidance around curriculum rationale and learner journey. The Curriculum and Quality Improvement Service (CQIS) have also created and issued a Curriculum Folder, guidance for schools to refer to and use effectively in their curriculum reviews. Speakers from Education Scotland and the University of Stirling have contributed at recent Head Teachers meetings to reinforce the national message for Broad General Education and senior phase curriculum.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			------- Last 3 Years -------		
				Target	To Date	2016/17	2017/18	2018/19
Support learning and raise attainment through the use of digital technologies and the ICT infrastructure	Continue to support schools to implement national and local digital learning strategies in order to embed the use of digital technologies and lead to increased attainment	The South Lanarkshire Council (SLC) Certified Google Educator programme is progressing extremely well – 25 teachers are now Level 1 certified educators (October 2019), 22 of them have also secured Level 2 status (November 2019) and 15 SLC teachers are now fully Certified Google Trainers (January 2020); a further 5 are working towards achieving Certified Trainer status with applications pending with Google. The success achieved through the SLC programme has almost doubled the number of certified trainers across Scotland. Trainers will be used, in part, to support the development of digital skills within our 17 learning communities. The joint SLC/Education Scotland 'Using Digital Tools to Support Literacy' event attracted over 60 attendees and was rated highly positive by staff. A formal showcase event is being planned to raise awareness of the Digital Schools Award and to provide support to schools who have registered an interest but stalled in their progress towards achieving the award. This will be supported by colleagues from schools that have already achieved their award.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Provide high quality continuous professional learning activities for practitioners (based on the needs identified in the CQIS audit) which equip staff to inspire learners, improve attainment and celebrate success	Continue to deliver a high quality programme of professional learning opportunities across a range of themes e.g. Learning and Teaching and the Curriculum	There are regular opportunities to engage in a wide range professional learning throughout the school year. Opportunities include external and internal input, sharing good practice from within the authority, guided networking and many more. On online website has been produced to signpost how staff working from home can access professional learning opportunities.	Green	---	---	---	---	---
Continue to develop the use of digital technology and the ICT infrastructure to support learning and raise attainment	Support the evolution of ICT use to enable it to become an increasingly transformational element of learning and teaching	Wireless refresh programme is now complete and a number of sites have invested in wireless expansion to maximise coverage throughout their school and to support increasing numbers of devices. Volumes of Chromebooks continue to grow and this continues to be an area of growth. With new Google trainers in place, planning is underway to grow the skills across the estate and exploit transformative technology in all areas. Unfortunately, a clear solution to deliver livestream learning has not yet been found and we continue to work with Education Scotland to look at solutions which may be delivered nationally.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year		Last 3 Years		
				Target	To Date	2016/17	2017/18	2018/19
	Ensure that the ICT infrastructure is fit for purpose and supports the growing and evolving needs of learners and practitioners	Secondary Refresh 2.3 completed, November 2019 on target with over 1700 devices replaced. Primary, Additional Support Needs and Early Years refresh is now underway with 32 schools completed by the end of December 2019. This will deliver over 2300 contract stations plus school buys. 180 Wireless Access Points have also been refreshed in primary schools since August 2019, ensuring that the ICT infrastructure remains fully supportable and performant.	Green	---	---	---	---	---
Embed the objectives of the Digital Education Strategy	Continue to support digital learning to enhance the learning skills of young people through the managed service contract and Glow	Schools continue to increase use of Glow and the number of Google Classrooms continues to increase across the estate. We continue to engage with Education Scotland in consideration of new functionality, particularly around video conferencing.	Green	---	---	---	---	---
Complete the Council's Schools Modernisation programme transforming the learning and teaching environment for all	Complete the building of new schools/establishments during 2019/20 to meet the target of modernising all 128 primary schools by June 2020 and any proposed new builds	The Primary School Modernisation programme is complete and there are now 128 primary schools in modernised accommodation.	Green	---	---	---	---	---
Complete the Council's Nursery Modernisation programme transforming the learning and teaching environment for all	Complete the build of the new Early Learning Unit to conclude the Council's nursery modernisation programme	The Early Learning Unit build is complete and has been occupied by staff and children since October 2019.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
Monitor the efficient use of the school estate and progress accommodation planning for housing and population growth	Take forward plans for planning consent to build a new primary school for the East Kilbride Community Growth Area	Planning permission has been granted to build a new primary school for the East Kilbride Community Growth Area.	Green	---	---	---	---	---
	Conduct up to 3 statutory public consultations on suitable accommodation in suitable locations by the end of school session 2019/2020	Newfield/Stonehouse outcome has been approved and the catchment changes implemented. Report to seek approval to alter the catchment areas of Glengowan, Machanhill and Robert Smillie Primary Schools will be sought at the next available Executive Committee	Green	------	1	0	0	0
	Complete work on Woodhead Primary School (extension) and St Athanasius PS Nursery (adaptation) by the end of school session 2019/2020	Work on Woodhead Primary School (extension) and St Athanasius PS Nursery (adaptation) is complete.	Green	---	---	---	---	---
	Commence work on St Charles PS (extension), St Mary's PS, Hamilton (extension) and Crawforddyke PS (adaptation) by the end of school session 2019/2020	The St Charles Primary School extension construction is underway.
The adaptation to Crawforddyke Primary is designed and programmed for mid 2020 commencement.
The monitoring programme for St Marys Hamilton is continuing.	Green	---	---	---	---	---

Ensure schools and other places of learning are inspirational

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Lead Education Resources on supporting a coherent and evidence based response to the Scottish Government`s suicide prevention agenda	Provide progress reports on the revision of documentation on Suicide Prevention to Education Management Team and the Children`s Services Strategy group	Draft of Lifelines Lanarkshire circulated for consultation across agencies, and update provided to Head of Education (Inclusion). The collation of feedback from the Children's Services Strategy Group, the Child Protection Committee, an Education Resources reference group and from other agencies has been paused due to meeting cancellations and in light of school closures and social distancing measures, but remains a priority.	Green	---	---	---	---	---
	Hold a Head Teachers / Head of Establishment conference on children and young people's mental health and wellbeing focussing on trauma, distress and issues related to self-harm and suicide by May 2019	This conference took place in the summer term of session 2018-2019. The keynote speaker was Professor Rory O'Connor of Glasgow University. The evaluations of the conference were very positive and a video was taken of the input and made available to practitioners on YouTube.	Green	---	---	---	---	---

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Ongoing review of school estate to meet developing needs of children with Additional Support Needs (ASN)	Implement the recommendations of the review of the quality of accommodation in order to meet the needs of learners with additional support needs	Work continues with the Inclusion Service to identify requirements and priorities within the Additional Support Needs establishments.	Green	---	---	---	---	---

Protect vulnerable children, young people and adults

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

				----------- This Year -----------			------- Last 3 Years -------		
Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	Target	To Date	2016/17	2017/18	2018/19
Support the effective implementation of the Education Resources Literacy Guidance across the authority	Disseminate the literacy guidance document 'Identifying, understanding and addressing weak literacy skills and dyslexia' within South Lanarkshire' to all schools and services	The guidance document 'Identifying, understanding and addressing weak literacy skills and dyslexia' has been disseminated to all Head Teachers and other key staff (Additional Support Needs Coordinators, literacy coordinators, Specialist Support Teachers) and is available online. Training has taken place and work has continued on the next stage of supporting the use of the guidance such as further drafts of parent leaflet, explanatory poster. Assessment tool for staff has been produced and further consultation is planned. A literacy consultation review to establish identification or otherwise of a pupil dyslexic profile is being prepared.	Green	---	---	---	---	---

Protect vulnerable children, young people and adults

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2016/17	2017/18	2018/19
Revise Promoting Positive Relationships and Behaviours guidance	Publish and implement revised Promoting Positive Relationships and Behaviours (PPRB) Guidance by June 2020	Promoting Positive Relationships and Behaviours (PPRB) guidance was published and launched, January 2020. All establishments have been made aware of the ethos and the strategies to support them in managing distress and forming relationships.	Green	---	---	---	---	---
Extend the bereavement and loss training to the Education workforce who work with children and young people with additional support needs	Publish and implement a differentiated version of the Give us a break! Programme and associated resources for the Education workforce who work with children and young people with additional support needs	The Guide for Give us a break! Plus is complete and is ready for use with groups of children and young people. It has been discussed in the most recent Give us a break! Initial Facilitator Training (IFT), 5/6 March 2020, and will feature in all future IFT. Resources and web links to aid the delivery of the programme are also complete. These are being uploaded to the Give us a break! website to enable facilitators to select and download what is appropriate for their groups.	Green	---	---	---	---	---
Support the delivery of Parental Pathways	Number of participants successfully using new skills to enhance their parenting skills	During Quarter 4 there continues to be a range of learning opportunities within both community and school based settings for parents to develop their skills to become more confident in supporting their child's educational development. New young parents groups established within Universal Connection facilities for parents under 25 improve their parenting skills and increase their social skills, confidence and self-esteem. Across the service in Q4 76 parents feel better able to support literacy and numercy, 45 health and wellbeing, and 43 curricular learning. 38 feel they have improved parenting skills.	Green	------	491	0	0	0

Protect vulnerable children, young people and adults

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | This Year | | Last 3 Years | | |
				Target	To Date	2016/17	2017/18	2018/19
Support the Broad General Education of vulnerable young people and improve life chances through learning, personal development and active citizenship	Provide a range of blended learning opportunities to support learners to broaden their perspectives, through new experiences and thinking, to make informed decisions and to participate safely and effectively in groups	During Quarter 4 a further 2,312 learners improved their social skills, 1,166 reduced risk related behaviour, and 1,224 improved their mental health and wellbeing. This was achieved by a broad range of Community Learning activity, delivered at times that suit learners such as evenings, weekends, and holiday periods where there is limited support elsewhere. A number of programmes are also developed with school and the blended learning approach is key to delivery within KEAR Campus. For exmple K-Active provides young people from KEAR Campus and its supporting bases with opportunities and skills to become sports coaches. The programme has a number of stages with the group currently on the delivery stage within primary schools. The 5 participants in the programmes are working towards achieving their SCQF level 4 sport leaders qualification . This unique opportunity allows young people to develop their coaching skills, confidence and experiences by leading fun games and sport specific sessions in primary schools, building on each individuals social, educational and personal development.	Green	---	---	---	---	---

Protect vulnerable children, young people and adults

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

| Action | Measures (non statistical measures shaded grey) | Comments/ Progress | Status | ---------- This Year ---------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Progress approaches in respect of national education priorities	Exclusion incidents per 1,000 pupils in primary schools	There was a decrease in the number of exclusion incidents per 1,000 pupils. The figure recorded remains very low and the target was met. Exclusions account for only 0.005% of possible attendances.	Green	8	4	7	10	6
	Exclusion incidents per 1,000 pupils in secondary schools	There was a decrease in the number of exclusion incidents per 1,000 pupils. The figure recorded remains very low and the target was met. Exclusions account for only 0.06% of possible attendances.	Green	48	42	51	53	41
	Reduction in the overall number of days lost through exclusion in secondary schools	There was a decrease in the overall number of days lost through exclusion. The figure recorded remains low and the target was met. Exclusions account for only 0.06% of possible attendances.	Green	2,662	1,938	2,927	2,970	2,088
	Reduction in the overall number of days lost through exclusion in primary schools	There was a decrease in the overall number of days lost through exclusion. The figure recorded remains very low and the target was met. Exclusions account for only 0.005% of possible attendances.	Green	456	247	460	545	363
	Reduction in the average number of half days absence per pupil in primary schools	There was a decrease in the average number of half days absence per pupil to 20 from 21 the previous year. Over the same period absence fell from 5.6% to 5.4%.	Green	19.0	20.0	18.0	19.0	21.0
	Reduction in the average number of half days absence per pupil in secondary schools	The target based on a 3 year average was not met but the average number of half days absence per pupil remained consistent with the previous year (34). Overall absence remained consistent at 9.5%.	Amber	31	34	28	32	34
	School attendance rate	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was equal to the national figure of 92.9%.	Report Later	93.4%	------	93.9%	93.4%	92.9%

Protect vulnerable children, young people and adults

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
	School attendance rate - looked after children	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021.	Report Later	------	------	91.1%	89.5%	------
	School exclusion rates (per 1,000 pupils)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021.	Report Later	------	------	25.6	28.0	------
	School exclusion rates (per 1,000 looked after children)	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021.	Report Later	------	------	80	86	------

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Improve recording and reporting of bullying incidents	Implement the use of the SEEMIS Bullying & Equalities module in all schools by the end of session 2019/20 to ensure continued development of the key messages within "Treat Me Well"	All Learning Community meetings were visited by Inclusion Officers to support the launch of the SEEMIS Bullying & Equalities module. All establishments aware of key messages. Treat Me Well Training completed for all outstanding staff members who required it.	Green	---	---	---	---	---

Support our communities by tackling disadvantage and deprivation and supporting aspiration

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
In line with South Lanarkshire's approach to tackling poverty, roll out summer school holiday clubs across targeted locations building on the success of the pilot in summer 2018	13 summer holiday clubs to be delivered in targeted locations	13 Holiday clubs were run during the summer of 2019 with 727 young people accessing the provision. Of the 727, 445 young people achieved nationally recognised awards (Hi5 and Dynamic Youth Award), 70 required additional support to engage in the activities, and the activities themselves were supported by 7 young volunteers and 1 adult volunteer, trained through the Youth, Family and Community Learning Service Volunteer Development Programme and the Burnbank Family Centre. Young people were supported to access a range of health and wellbeing and physical activities including sports and nerf wars, first aid, fire safety, drama, dance, music, storytelling, arts and crafts, and railway safety, whilst accessing nutritious meals each day they attended the Holiday club. The Holiday Lunch Clubs also provided the opportunities for partner agencies to engage in activity such as NHS Child Smile initiative. Staff reported positive feedback from both parents and young people accessing the provision, with children gaining more confidence and an increased willingness to engage in physical activities as well as their social interactions. A review of the summer holiday clubs has taken place and a report has been drafted for Education Committee with recommendations, drawing other experiences locally and models across Scotland, to take forward provision for 2020.	Green	13	13	0	0	0

Support our communities by tackling disadvantage and deprivation and supporting aspiration

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Domestic violence multi agency working to develop strong procedures for communicating and acting on information around domestic violence so that children and vulnerable adults get the help they need that is proportionate and effective	Introduce, in partnership with other agencies, a clear protocol for the communicating of information around incidents of domestic violence and also a consistent plan for proportionate interventions in such circumstances by June 2020	Education Resources continue to monitor on a daily basis incidents recorded in Concern Reports shared by Police Scotland where domestic violence is recorded and share/liaise with partners in other agencies to agree proportionate interventions.	Green	---	---		---	---	---

Support our communities by tackling disadvantage and deprivation and supporting aspiration

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Continue the implementation of the Early Bird Training programme across all localities in partnership with the National Autistic Society	In partnership with the National Autistic Society, deliver the Early Bird training programme across South Lanarkshire establishments	Early Bird Programme now has resources, a plan for the year to deliver training in all localities and a list of Licence holders. A termly meeting is now in place with planned pathways to referral and to planning training in place.	Green	---	---		---	---	---
Provide opportunities to celebrate success within the Youth, Family and Community Learning Service	Organise a range of Youth, Family and Community Learning Service celebration events and/or awards ceremonies that recognise the achievements of young people, adults, families and communities	There have been a number of celebration events throughout the service in Quarter 4. For examplein East Kilbride 17 learners contributed to a stencil graffiti exhibition which took them six weeks to complete, the exhibition ceremony was well attended by parents and carers and the young people were extremely proud of their accomplishments. Vertigo Theatre had celebration of success after the production of the Hired Man at the Village Theatre East Kilbride. The number of events were unfortunately curtailed by the Covid-19 crisis. This meant that the annual Duke of Edinburgh Awards ceremony which usually attracts over 500 people had to be postponed in March.	Green	---	---		---	---	---

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

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

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	Last 3 Years 2016/17	Last 3 Years 2017/18	Last 3 Years 2018/19
Through engagement with Early Learning and Childcare for third sector and childminders ensure the delivery of 1140 hours	Deliver a programme of development and support for third sector partners for 1140 hours Early Learning and Childcare through Support for Play and Learning in Lanarkshire (SPELL)	Support continues to be provided through Support for Play and Learning in Lanarkshire (SPELL) in relation to support visits and training and development to third sector providers.	Green	---	---	---	---	---
	In partnership with Scottish Childminding Association (SCMA) Develop and implement programme of training and support for Childminders for 1140 hours Early Learning and Childcare	Support continues to be provided through the Scottish Childminding Association (SCMA) in relation to advice, network meetings and training and development to Childminders across South Lanarkshire Council.	Green	---	---	---	---	---

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

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
			Status	Target	To Date	2016/17	2017/18	2018/19
Continue to engage young people, pupils and the wider community in environmental education through Eco schools and similar programmes	Further embed climate change awareness and sustainability in Curriculum for Excellence	The reconvened Sustainability group devised a questionnaire to audit of the work currently undertaken by schools related to climate change and sustainability; the survey was rolled out to all primary establishments in February and was in the process of rollout to secondary schools when events were overtaken by the Covid-19 outbreak and subsequent school closures. When appropriate, schools will be contacted to complete the survey and results analysed to help determine what further support is required at local and national levels.	Green	---	---	---	---	---

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

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
	Continue to support involvement in programmes and initiatives that help reduce climate change including Eco-schools programme; Earth Hour and Globally Aware Schools	In addition to the Sustainability group's survey/audit, the organisation of a Pupil Conference on Sustainability and the Environment was well underway and due to take place in March 2020. This was postponed in light of the Covid-19 outbreak. All 17 secondary schools and ASN establishments are engaged in this initiative and will showcase their activities related to climate change, eco-schools and sustainability at a future date. Schools continue to engage with Eco-schools/Keep Scotland Beautiful with 66 having achieved their Green Flag and 14 with applications underway. We have Climate Ready Classrooms workshops due to be delivered within SLC which will need to be rescheduled when learners and staff return, physically, to school.	Green	---	---	---	---	---
	Number of schools involved in Eco schools projects	The newly established Sustainability Group are have begun an audit of all schools to establish those who are currently engaged in Eco-schools projects but not directly pursuing Green Flag status; the figure reported, therefore, is a raw statistic that includes 66 schools that have a valid Eco-Schools Green Flag and 14 schools who have submitted applications (still to be approved).	Green	90	------	0	0	0

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

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Deliver at least a 10% reduction in vehicle emissions by March 2021 in accordance with the corporate carbon reduction target	Continue to reduce vehicle emissions in 2019-2020 against the baseline of 2014-15	Education Resources has a relatively low Fleet carbon usage in comparison with other resources. The annual target of reduction is 6% per year against a 2014-2015 baseline. Quarter 4 figures show a reduction on this of 37.9%. End of year figures show an overall reduction 29.6% compared with baseline.	Green	6.0%	29.6%		0.0%	34.1%	27.8%
	Resource Services engage with Community and Enterprise Resource's Fleet Services to develop service specific vehicle emissions reduction strategies in line with service delivery requirements	Education Resources has a relatively low Fleet carbon usage in comparison with other resources. The annual target of reduction is 6% per year against a 2014-2015 baseline. Quarter 4 figures show a reduction on this of 37.9%. End of year figures show an overall reduction 29.6% compared with baseline.	Green	---	---		---	---	---

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

Improve health and wellbeing to enable children and families to flourish

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------		------- Last 3 Years -------		
				Target	To Date	2016/17	2017/18	2018/19
Progress the council's sustainable development and climate change strategy within the Resource	New or ongoing sustainable development and climate change activity with the Resource	All South Lanarkshire Council schools and nurseries are registered with the Eco Schools Programme with 67 schools currently having Green Flag status demonstrating the school's commitment to Learning for Sustainability. All East Kilbride schools participated in the Beat the Street competition which although had to be completed earlier than planned, was deemed to be very successful despite some very poor weather. Beat The Street is aimed at changing individual's travel choices to be more sustainable. Other initiatives such as a pupil Sustainability Conference planned for March, and a range of planned Air Quality Workshops running in schools until June, were unfortunately cancelled as a result of the COVID-19 crisis.	Amber	---	---	---	---	---
Contribute to reducing the Council's reliance of avoidable single-use plastic items	Demonstrate action to reduce the reliance of single-use plastic items across the Resource	An initiative in high schools has resulted in 5 schools having installed water fountains within their Street areas. This encourages pupils to bring their own bottles for refill at these points. On site sale of bottled water in vending machines is being phased out as a result of this. A number of other high schools are planning on taking this forward and some schools have managed to negotiate the supply of water bottles free from providers for personal use.	Green	---	---	---	---	---

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

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Review the Education Resources Parental Involvement Strategy	Review and disseminate a revised Parental Involvement and Engagement Strategy by December 2019	New Parental Involvement and Engagement strategy launched at the Parents Conference in November 2019.	Green	---	---	---	---	---
	Organise an annual parents conference in partnership with parents by March 2020	Rearranged to take place in November 2020.	Green	---	---	---	---	---
	Percentage of schools with a Parent Council/Group	96% of schools have a Parent Council/Parent Group with some additional support needs schools having less formal structures for engaging with parents/carers.	Green	95.0%	96.0%	0.0%	0.0%	0.0%
Promote and support the role of volunteering for all ages within local communities and enhance social commitment	Maintain the number of volunteers supporting Youth Family and Community Learning Service activities	In Q4 an additional 113 people have been involved in volunteering to become active within their community through local youth work, literacy and numeracy provision, delivery of learning opportunities within communities, sports clubs, gala days and celebration events. For example a new training programme within East Kilbride supported 10 learners to undertake an 8 week training programme and 6 learners have now begun their placement element of the training which is a further 8 weeks. 8 learners have started the SVQ qualification.	Green	450	817	0	260	393
Promote and support the role of volunteering for all ages within local communities and enhance social commitment	Maintain number of volunteer hours delivered in support of Youth Family and Community Learning Service activities in local communities	In Q4 there was approximately an additional 10472 hours of volunteering. The total number would likely have been higher but volunteer activity was curtailed in Q4 due to the Covid-19 crisis. The number far exceeds the target and this should be put in the context of the launch of the new YFCL Service where there was still uncertainty about how potential volunteers would respond. As the numbers are very strong the annual target will be adjusted this year.	Green	18,752	40,996	0	------	18,572

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

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
			Status	Target	To Date	2016/17	2017/18	2018/19
Increase opportunities for English for speakers of other languages (ESOL) learners to actively engage in local communities	The number of learners improving their English Language skills	English as a Second or Other Language (ESOL) Classes continue to be delivered across the 4 localities and learners are placed in the appropriate level for their ability (Beginner, Elementary, or Intermediate). A further 88 learners now feel more confident in speaking English as a second language. A further 84 ESOL learners feel more able to support their children's learning. Adjustments are currently being implemented to ensure that learners are still reached through online platforms and telephone through the Covid-9 crisis.	Green	------	183	0	0	0

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

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
			Status	Target	To Date	2016/17	2017/18	2018/19
	The number of learners participating in other learning and/or community activity	During Quarter 4 53 learners participated in learning and/or community activity including uptake of other educational programmes within centres / areas. In addition, as part of the English as a Second or Other Language (ESOL) development, an ESOL Buddying scheme was set up to match ESOL learners with volunteers from their local community. The aim is to support the integration of ESOL learners into their local community and to practice communicating in English out with the ESOL class. A volunteer support structure has been established to offer ongoing supervision and training for volunteers throughout the year. Please note that the total numbers have been adjusted from Q3 to rectify an error that had been made in the count.	Green	------	53	0	0	0

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

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

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ----------- This Year ----------- | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Promote a consistent focus on local and national democratic learning, as defined within the Community Learning Development Strategic	Engage learners to empower them to participate in local decision making through consultation activities which promote the voice of learners and communities	During Quarter 4 a further 360 learners improved their understanding of community and world issues, 705 were involved in consultation activity, 215 have contributed to local or national decision making, and 363 support and influence their own community. This is facilitated through a number of centre 'user committees', youth council, enagagement with Members of the Scottish Youth Parliament, and work with community groups. For example The Whitehill Activity Group are a constituted group with 9 members who are supported by Youth Family and Community Learning staff to learn and develop a range new skills that enable them to organise, fundraise & deliver a variety of family learning opportunities to residents in and around the Whitehill Community. These learning opportunities include seasonal family holiday events and outings. In additon to this the Youth Action Plan launch happened in Quarter4 attracting 150 young people, lead officers within Education, and elected members.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Improve wellbeing outcomes for children and families and getting it right for every child	Continue to provide a range of supports to all establishments to embed Health and Wellbeing in the curriculum	The Glow Health and Wellbeing tile has been updated with resources and weblinks to support curriculum delivery. There are working groups on-going with NHS colleagues to evaluate the Healthy Schools resource.	Green	---	---	---	---	---
Continue to develop new approaches to ensure high quality Physical Education in establishments	Continue to deliver a range of professional programmes for practitioners, with partners, focused on the quality of provision of Physical Education	Partnership working with South Lanarkshire Leisure and Culture colleagues is ongoing to identify and meet Career Long Professional Learning needs. Primary Dance, Netball, Volleyball and Fun Fitness events are underway to support teachers in their delivery of Physical Education.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | ----------- This Year ---------- | | | -------- Last 3 Years -------- | | |
			Status	Target	To Date	2016/17	2017/18	2018/19
	Percentage of establishments undertaking 2 hours of Physical Education through the Healthy Living Survey	The Healthy Living Survey took place 18 February 2020 with 100% of primary establishments reporting that they are undertaking 2 hours of Physical Education. In Secondary Schools , 100% of Broad General Education (S1-3) pupils receive a minimum of 2 periods of Physical Education and the majority of Senior Phase (S4) pupils receive 2 periods of Physical Education.	Green	------	------	100.0%	100.0%	100.0%

Encourage participation in physical and cultural activities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | -------- Last 3 Years -------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Promote the development of the right range of skills, qualifications and achievements to enable all learners to succeed	Develop the skills of young people in instrumental music tuition through the Youth Music Initiative	During 2019/20 there has been an ongoing rise in Youth Music Initiative instrumental music tuition and music-making opportunities for children and young people in South Lanarkshire, including: approximately 7000 young people taking part in school-based musical learning and significant representation from South Lanarkshire Council pupils in national ensembles; over 1,000 primary children have completed a 20 week practical music making project; primary instrumentalists have taken part in school assemblies, concerts, inter-disciplinary learning events as well as community-based performances at Care Homes and Church Services; 11 school rock and pop bands took part in the annual Battle of the Bands competition where the Instrumental Music Service introduced a Career's Corner; the South Lanarkshire Schools' Big Band, and over 50 pupils from St Bride's PS Cambuslang, performed to a sold audience at the Rutherglen Town Hall; many pupils successfully auditioned for the National Youth Choir of Scotland, West of Scotland Schools Orchestra as well as numerous successful entries to colleges and universities to continue the study of music and instrumental studies.	Green	---	---	---	---	---

Encourage participation in physical and cultural activities

Improve health and wellbeing to enable children and families to flourish

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | ---------- This Year ---------- | | | ------- Last 3 Years ------- | | |
				Target	To Date	2016/17	2017/18	2018/19
Continue to develop and consolidate the SLC Confucius Hub	Sustain the provision of Mandarin and Chinese language and culture lessons in primary and secondary schools throughout South Lanarkshire	Session 19/20 started off really positive with 32 educational establishments across the authority in primary, secondary and community settings continuing with Mandarin as an second foreign language (L3). The Confucius hub currently has 6 Mandarin teachers delivering the provision successfully across the authority. Five pupils from the South Lanarkshire hub have applied for the 2020/21 scholarship to study in Tianjin, China for 1 year.	Green	---	---	---	---	---
Broaden the perspectives of learners through new experiences, thinking and learning	Increase access to a broad range of physical, cultural, and creative learning opportunities	In Q4 there have continued to be a number of learning opportunities in relation to the arts, drama, and learning about different cultures. For example 73 young people from across South Lanarkshire are accessing drama and music classes that take place 4 times per week through Vertigo Theatre. 54 Young people have also joined the Community Creator project in Hamilton. This gives them the opportunity to be creative and to develop content that explores and celebrates their communities, the people in them and the issues that impact upon them from the perspective of a young person.	Green	---	---	---	---	---

Delivering the plan and achieving best value

Deliver and communicate the Council Plan and ensure high standards of governance

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	2016/17	2017/18	2018/19
Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA	96% of Freedom of Information (FOISA) requests to be processed within the 20 working day period	Data for Freedom of Information (FOI) requests is reported one quarter in arrears. In Quarter 3, 44 requests were received and 40 (90.91%) were responded to within the statutory time period. To date 169 requests were received 92.9% were responded to within the statutory time period not meeting the target. The year to date percentage of requests processed within 20 working days for Education Resources is 92.9% which is below the SLC percentage of 93.34%. The response rate should be considered in the context of the number and complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods. Education Resources is reviewing the impact of school holiday dates on response times and have raised this matter with the Commissioner's Office.	Red	96.0%	92.9%	83.9%	95.1%	------

Delivering the plan and achieving best value

Deliver and communicate the Council Plan and ensure high standards of governance

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Compliance with statutory response timescales for information in terms of the EI(S)Rs and FOISA and for subject access requests under the DPA	96% of Environmental Information (Scotland) Regulations EI(S)R requests to be processed within the 20 working day period unless extended to 40 working days in exceptional circumstances	Data for Environmental Information (Scotland) Regulations EI(S)R requests is reported one quarter in arrears. There were no requests made to Education Resources during Quarter 3, under the Environmental Information (Scotland) Regulations.	Green	96.0%	0.0%		0.0%	------	0.0%
	90% of General Data Protection Regulation (GDPR)/Data Protection Act (DPA) requests to be processed within 30 calendar days	Data for General Data Protection Regulation (GDPR)/Data Protection Act (DPA)requests is reported one quarter in arrears. In Quarter 3, 18 requests were received of which 11 (64.7%) were completed within the statutory time period. To date 36 requests were received and 20 (54.29%) were responded to within the statutory time period not meeting the target. The response rate should be considered in the context of the number and complexity of the requests received. In addition, the time taken to process some requests may take longer due to school holiday periods. Education Resources is reviewing the impact of school holiday dates on response times and have raised this matter with the Commissioner's Office.	Red	90.0%	54.3%		100.0%	100.0%	------

Delivering the plan and achieving best value

Promote equality and the wellbeing of staff

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------			-------- Last 3 Years --------		
				Target	To Date		2016/17	2017/18	2018/19
Reduce the annual rate of accidents and violent incidents involving employees	Achieve a 5% reduction in the rate of accidents / violent incidents involving employees by June 2020 and report this rate and preventative actions to Education Resources Committee	A new on-line health and safety platform is being used to record accident and incidents. The new system is at the early stages of implementation and to support teachers and other staff in schools and educational settings a flowchart with supportive guidance has been issued following dialogue with the trade unions. By way of comparison, the new data that is being produced is likely to present different information and therefore not be as easy to compare on a like for like basis as the previous data set reported. Once the training roll of the new A30 procedure has taken place and a qualitative review of returns are carried out, updates will be provided to Committee. Work is also ongoing to further develop, review, record and report incidents appropriately to ensure that staff are supported when incidents occur and that strategies are identified with a view to reducing the number of incidents. Where patterns or concerns emerge, more in depth support can be offered including multi agency meetings, outreach support, psychological services, specific planning for the individual child, training and/or guidance. This is a new measure for 2019/20 incorporating a new system for recording and the rate of accidents/violent incidents will be used to determine the benchmark for a 5% reduction in 2020/21.	Report Later	5.0%	------		0.0%	0.0%	0.0%

Delivering the plan and achieving best value

Develop improvement activity and promote scrutiny

| Action | Measures *(non statistical measures shaded grey)* | Comments/ Progress | Status | This Year | | Last 3 Years | | |
				Target	To Date	2016/17	2017/18	2018/19
Progress the council's Digital Strategy within the Resource	Provide updates on digital transformation activities within the Resource	The rollout of Online School Payments using ParentPay is now complete, with over 25,000 parental users now registered. Calderglen cluster is fully setup, but their go live, which was scheduled for end March, has been delayed. As we enter year 3 of the contract, consideration will have to be given to contract extension, due April 2021.	Green	---	---	---	---	---
Ensure that high standards of governance are being exercised	90% of risk control actions completed by due date	All risk control actions identified within the Resource risk management process have been completed by the due date.	Green	90%	100%	100%	80%	100%
	90% of audit actions completed by due date	As at the end of Quarter 4, 11 out of 11 (100%) of audit actions due were complete. The target of 90% has been achieved.	Green	------	100.0%	100.0%	60.0%	100.0%
Continue the roll out of ParentPay across all establishments	Percentage of establishments using Parentpay	All learning communities rolled out except Calderglen which is scheduled for completion April 2020.	Green	------	------	0.0%	0.0%	0.0%

Delivering the plan and achieving best value

Develop improvement activity and promote scrutiny

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	---------- This Year ----------		-------- Last 3 Years -------		
				Target	To Date	2016/17	2017/18	2018/19
Progress the key themes of self-evaluation and leadership in all establishments and services	Provide support for establishments and services to engage in rigorous and robust self-evaluation that results in service improvement	During Quarter 4 Staff througout the service, starting with managers, were trained on best practice in relation to Youth Family and Community Learning Service's data gathering method using the Community Learning Development Impact Measures. This training has now been cascaded to the rest of the staff to ensure consistency in approach, including in relation to the gathering of evidence. The inspection model and associated Quality Indicators for Community Learning and Development is currently being reviewed through Education Scotland but there has been a delay in this being issued for consultation.	Green	---	---	---	---	---

Delivering the plan and achieving best value

Improve the skills, flexibility and capacity of the workforce

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	To Date	2016/17	2017/18	2018/19
Ensure our commitment to employees through the development and implementation of personnel policies and employment learning and development (L&D) opportunities	Labour turnover rate less than 5%	The labour turnover rate for April 2019 to March 2020 is 4.1% which is below the Council target level (4.9%).	Green	4.9%	4.1%	2.1%	3.9%	3.9%
	100% coverage of Performance Appraisals (PAs) of employees in scope	Education Resources are on track to continue to achieve 100% of performance appraisals as most for the teachers, school and nursery based staff are completed as part of their continuing professional learning requirement between the Spring break and June the end of the school term. There has been a slight lag due to the Covid19 pandemic but with access from home now in place for staff the CPL statistics will increase as evidenced in previous years from May until the end of June. An action has been taken to ask Head Teachers and Managers to ensure the statistics are input into the system.	Amber	100.0%	27.0%	85.7%	100.0%	------
Utilise the council workforce strategy toolkit to review and produce revised Resource Workforce plans and continue the cyclical reporting framework	Continue to review workforce plans and monitor actions to respond to workforce changes and meet future needs in line with the workforce planning review cycle	The review of the Workforce Plan is complete and relevant actions developed to respond to workforce changes and future needs. The South Lanarkshire Council Workforce Plan 2017-20: Right people, right place, right time report was put to the Executive Committee on 8 March 2017.	Green	---	---	---	---	---

Delivering the plan and achieving best value

Provide sound financial stewardship for the council

Action	Measures *(non statistical measures shaded grey)*	Comments/ Progress	Status	This Year Target	This Year To Date	Last 3 Years 2016/17	Last 3 Years 2017/18	Last 3 Years 2018/19
Implement effective Best Value management arrangements to ensure continuous improvement and efficient and effective service delivery	Cost per primary school pupil	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was slightly above the national figure of £5,250.	Report Later	------	------			
	Cost per secondary school pupil	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was below the national figure of £7,185.	Report Later	------	------			
	Cost per pre-school education registration	This is a Local Government Benchmarking Framework (LGBF) indicator 2019/20 figures will be available in January 2021. The 2018/19 figure was below the national figure of £5,070.	Report Later	------	------			

**Education Resources Quarter 2 to Quarter 4 2019-20:
Scrutiny of change in RAG status**

In total 32 out of 168 measures (19.0%) changed allocated status from Quarter 2 to Quarter 4. Excluding changes to or from 'to be reported later' or "unassigned", 4 out of 116 (19.0%) changed status and these are set out below:

Measure	Status at Quarter 2	Status at Quarter 4	Reason for change
Deliver a programme of training and directed support for Early Years staff to all Early Learning and Childcare establishments on key aspects of new Shared Inspection Framework by June 2020	Amber	Green	Education Scotland and the Care Inspectorate have postponed the publication of the Shared Inspection Framework until after the implementation of 1,140 hours. Training and directed support will commence for Early Learning and Childcare (ELCC) staff when the final document is published post August 2020. All ELCC settings have been made aware of the new Shared Inspection Framework and the postponement.
Identify accommodation projects to ensure strategic number of places for three and four year olds and eligible two year olds are met	Amber	Green	Programmes are in place and construction projects are progressing to ensure the strategic number of places are met. Robust monitoring and evaluation procedures are in place.
Assess Extreme Demand Avoidance and pathological demand avoidance and produce and disseminate a resource package of advice for education practitioners in supporting children and families by December 2019	Green	Amber	Extreme Demand Avoidance Draft 1 of resource package complete. A Multiagency Meeting of CAMHS, Education Psychologists, NHS staff was held and draft 2 is imminent as a result.
New or ongoing sustainable development and climate change activity with the Resource	Green	Amber	All South Lanarkshire Council schools and nurseries are registered with the Eco Schools Programme with 67 schools currently having Green Flag status demonstrating the school's commitment to Learning for Sustainability.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Resource Plan 2020/2021**

1. Purpose of Report

1.1. The purpose of the report is to:-

- present the Education Resource Plan 2020/2021 for consideration and endorsement

2. Recommendations

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

(1) that the Resource Plan 2020/2021 attached as Appendix 1, be endorsed and referred to the Executive Committee for approval;

(2) that the Resource Plan 2020/2021 be uploaded onto the council's website once approved by the Executive Committee; and

(3) that a Quarter 2 Progress Report on the Resource Plan 2020/2021 be provided to a future meeting of the Committee.

3. Background

3.1. The Resource Plan sets out the objectives and actions to be managed and delivered by the Resource for the financial year.

3.2. The Resource Plan follows the agreed corporate structure and style. The Plan is a key element of the council's performance management arrangements. It provides details of the context within which the Resource operates and establishes actions and measures for the year ahead based on the objectives set out in the Council Plan Connect 2017-22.

3.3. Performance management is a keystone of Best Value, and ensures that the council can demonstrate sound governance arrangements. The Resource Plan is one part of the council's framework for planning and budgeting, and demonstrates how this leads to effective front line service delivery.

3.4. As part of this framework, the Resource Plan reflects the aspirations of the Council Plan and the Community Plan as well as being complemented by the details of individual Service, Business and other Plans. Ultimately, these details are included in the key work objectives of individual officers. This demonstrates the 'Golden Thread' of performance management which ensures a clear understanding of the council's vision, values, ambitions and objectives at all levels.

3.5. The current format for performance reporting has been established since 2007 and is used for Executive Directors' reports to the Chief Executive, Resource Management Teams and Resource Committees. The focus has been on reporting progress on council objectives, statutory performance indicators, other key performance measures and high level Resource priorities.

3.6.   In preparing the Plan, account has also been taken of the need to ensure a robust response to Risk Management and Control. Risks associated with delivery of the actions in this Resource Plan have been identified and evaluated and are listed in the Resource Risk Register. Where necessary, controls or further actions to mitigate these risks have been agreed. Such actions are tracked through the Resource Risk Control Plan which is kept under review by the Risk Sponsor for the Resource.

4.   Resource Plan 2020/2021
4.1.   The Resource Plan 2020/2021 is attached as Appendix 1 and is structured around the following headings:
1. Introduction
2. Key areas for the year ahead
3. Resource objectives/outcomes
4. Measures and actions
5. Resourcing the Plan

4.2.   Resource Objectives 2020/2021
The Resource has established a number of objectives to support the delivery of the Connect priorities in 2020/2021. These are detailed in Appendix 2. To support these objectives, the Resource has developed performance measures and an action plan which are set out in section 4 of the Resource Plan. A selection of these will be included in the Council Pan Connect Quarter 2 and Quarter 4 Progress Reports 2020/2021, with the rest being monitored and reported at Resource level.

4.3.   Monitoring and reporting
As part of the performance management arrangements, the Committee will also receive a mid-year update of progress on the measures in the Resource Plan – Quarter 2 Progress Report 2020/2021.

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

6.   Financial Implications
6.1.   The objectives within the Resource Plan are reflected in the respective Resource Revenue and Capital budgets and, longer term, within the framework of the council's approved Financial Strategy.

7.   Climate Change, Sustainability and Environmental Implications
7.1.   There are no climate change implications as a result of this report.

8.   Other Implications
8.1.   The Community Plan 2017 to 2027 was agreed at the Community Planning Partnership Board on 11 October 2017. A significant element of the delivery of the outcomes in the Community Plan will come through the achievement of the actions contained within Connect.

8.2.   Resource Plan actions are assessed as part of the Resource's risk management arrangements and relevant issues have been added to the Resource Risk Register.

8.3.   The Resource Plan takes into account Resource responsibilities in relation to sustainable development.

9. Equality Impact Assessment and Consultation Arrangements

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

Tony McDaid
Executive Director (Education Resources)

10 August 2020

Link(s) to Council Values/Objectives
- The Resource Plan has been structured upon the Vision, Values, Ambitions and Objectives in the Council Plan Connect 2017 to 2022

Previous References
- Education Resource Plan Quarter 4 Progress Report 2018-19 and Education Resource Plan 2019-20 – 6 August 2019

List of Background Papers
- Council Plan Connect 2017 to 2022

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

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Education Resources

Education

Resource Plan 2020/2021

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Section One – Introduction

I am pleased to introduce our Resource Plan for 2020-21 which sets out our objectives and priorities for the coming year**.** This Resource Plan has been prepared in the context of the COVID-19 pandemic and the measures the council has taken to minimise its spread and support communities. The long-term impact on the council and its services, including the financial impact, will not be fully understood for some time. However, all Resources have prepared Recovery Plans which will be developed in parallel with the Resource Plans.

Looking back over the year no one could have predicted the dramatic turn of events we have all had to face and the impact on our personal lives as well as those of the fifty thousand children and young people who attend our schools and educational settings. I believe, '*that our unity is our strength, as is our ability to make a difference to the lives of young people'.* There is no doubt that the outcomes of this commitment to work together in the best interests of our community are strong evidence of what we can achieve when faced with adversity.

The Council continues to prioritise education as a key service and, we have a highly dedicated workforce who do some inspirational and amazing things to support children, young people and families. Creating inspirational learning environments, transforming the educational experiences of all learners and building on the strength of our partnerships with parents/carers, our professional associations, trades unions and our communities, and recognising the achievements of all our learners and staff is something that we wish to deliver on during 2020/21.

We want all our children and young people to receive the best education possible through high quality learning experiences and to achieve their potential. Our investment in education can be seen by example, through our modernised school estate where every child is learning in a new school or nursery building.

Our focus once again will be on taking forward the drivers in the National Improvement Framework and on ensuring inclusion and equality are at the heart of what we do. But in doing so, we must first of all adapt to the challenge of supporting our schools as they plan to re-open in August 2020, on the basis that it is safe to so, and in line with national guidance centred on medical and scientific advice.

Our agenda for improvement reflects this in our actions and measures for 2020-21 set out within section 4 of the Plan.

In summary this includes, the attainment of young people particularly from backgrounds of disadvantage; tackling poverty, improving literacy and numeracy, delivering a curriculum to more readily meet the needs of young people; supporting learners to develop their skills; and taking forward the implementation of 1140 hours of early learning and childcare provision. However, 2020-21 will be one where we will need to flexible and agile as we take the first steps in our COVID-19 recovery plan and our measures and actions will be subject to change in light of this.

The work with our partners within the West Partnership Regional Improvement Collaborative continues, to ensure we share practice and gain a collective benefit from the expertise available across our region.

Finally, I would like to take this opportunity to thank our staff for their commitment and dedication in continuing to adapt to the changing landscape and in providing high quality learning experiences for all learners.

Tony McDaid
Executive Director
Education Resources

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 in the coming year. These are outlined briefly below.

Our key areas of focus for the year ahead will be on the following and will be adapted if the need arises due to the Covid19 pandemic.

2.1. Continue to support the **re-opening of schools/establishments** in partnership with council services to deliver safe environments in line Scottish Government and Public Health guidance.

2.2. **Wellbeing** – progress the review of Getting it Right for Every Child (GIRFEC) multiagency planning processes to ensure supportive and positive outcomes for children and young people.

2.3. **Health and Wellbeing** – continue to develop approaches to health and wellbeing, with a focus on mental health strategies to support staff and learners in the recovery phase.

2.4 **Curriculum** – progress the implementation of a consistent curriculum tracking, monitoring and reporting system across our Additional Support Needs provision to improve learning outcomes for children and young people.

2.5. **Attachment** – continue to deliver our awareness raising and training programme to support the implementation of the Education Resources Attachment Strategy to achieve a consistent approach in ensuring all schools and settings are seen by children and young people to be safe and supportive environments.

2.6 Implement **counselling through schools** for children aged 10 and over in line with the Scottish Government framework.

2.7 **Early learning and childcare** – restart of the 1140 hours early years and childcare capital programme in line with Scottish Government expectations.

2.8 **Equity** – support schools to understand school recovery for vulnerable groups and learners living in deprived areas with a view to continuing to close the poverty related attainment gap.

2.9. **Curriculum and Attainment** – continue to support curricular recovery, continuity of learning and attainment in the following areas: Literacy across learning, Numeracy across learning, senior phase qualifications and digital learning.

2.10 **Digital learning** – support the roll-out of remote/distance learning and virtual learning environments to close the equity gap and improve learning outcomes.

Section Three – Resource Objectives/outcomes

3.1. Resource Objectives/outcomes

Education Resources has established the following Resource objectives to support the delivery of Connect priorities in 2020-21.

Council Priority	Resource Objective
Ensure communities are safe, strong and sustainable	• 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 we do
Promote sustainable and inclusive economic growth and tackle disadvantage	• Raise standards in literacy, numeracy and close the poverty-related attainment gap • Support children and young people to develop their skills for learning, life and work
Get it right for children and young people	• Raise standards in literacy, numeracy and close the poverty-related attainment gap • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do
Improve health, care and wellbeing	• Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do

3.2. Delivering the Plan and achieving Best Value

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

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

	Resource Objectives
Delivering the Plan and achieving Best Value	• Deliver and communicate the Council Plan and ensure high standards of governance • Promote equality and the wellbeing of staff • Develop improvement activity and promote scrutiny • Improve the skills, flexibility and capacity of the workforce

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 objectives; 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.

In 2020-21 we will need to flexible and agile as we take the first steps in our COVID-19 recovery plan and our measures and actions will be subject to review and change in light of this.

4.a. How we will measure our performance

Resource Objective:	Raise standards in literacy, numeracy and close the poverty-related attainment gap			
Measure	Baseline	Annual target	Links	Service
1. Percentage of schools able to stay open after the re-start in August 2020	100%	100%		Support Services
2. Improve the attendance of children and young people at school	93.0%	93.1%	9.3	CQIS
3. Increase the % attendance of looked after children	89.6%	89.7%		Inclusion Services (IES)
4. Reduce the number of exclusions (openings per 1,000 pupils) of care experienced children and young people	681	675		Inclusion Services (IES)
5. Reduce the number of exclusions (openings per 1,000 pupils) of children and young people in all schools	100	98	9.3	Inclusion Services (IES)
6. Percentage of pupils gaining 5 awards at SCQF Level 5 or better	64%	65%		CQIS (Senior Phase)
7. Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 5 or better	45%	46%		CQIS (Senior Phase)
8. Percentage of pupils gaining 5 awards at SCQF Level 6 or better	36%	37%		CQIS (Senior Phase)
9. Percentage of pupils from deprived areas gaining 5 awards at SCQF Level 6 or better	19%	20%		CQIS (Senior Phase)

Resource Objective:	Improve health and wellbeing to enable children and families to flourish			
Measure	**Baseline**	**Annual target**	**Links**	**Service**
10. Reduce the gap for positive destination outcomes for care experienced young people	4.1%	4.0%		CQIS (Youth Employability)
Resource Objective:	**Support children and young people to develop their skills for learning, life and work**			
Measure	**Baseline**	**Annual target**	**Links**	**Service**
11. Percentage of pupils entering positive destinations	95%	95%	9.8	CQIS (senior phase)
12. Reduce the gap for positive destination outcomes for those pupils in the most deprived 20% data zones	2.2%	2.1%	9.3	CQIS (senior phase)
13. Number of young people taking up the offer of foundation apprenticeships	350	350		CQIS (senior phase)
14. Number of young people taking up the offer of work-based learning and qualifications through the GradU8 programme	600	600		CQIS (senior phase)

* *Please note: these measures are for performance in school session 2020/21 and progress will be reported at Quarter 2 in financial year 2021/22.* The targets set for 2020/21 reflect the potential impact of Covid-19 from March 2020.

4.b. What actions will we take in 2020-21?

Resource Objective:	Raise standards in literacy, numeracy and close the poverty-related attainment gap		
Action	**Measure**	**Links**	**Service**
1. Continue to support the reopening of schools/establishments in line with Scottish Government and Public Health guidance	Deliver safe environments for the new session in August 2020, and beyond, by completing a dynamic review of risk assessments and safe systems of work, and putting in place hygiene and cleaning practices in partnership with council services		Support Services & School Estate
2. Continue raise attainment in literacy and numeracy across learning in the Broad General Education and in the Senior Phaase	Provide support, guidance and challenge to schools through training, sharing of best practice and through the development of self-improving networks. Lead Officer workstreams reflect targets set	9.3	CQIS
3. Take forward Curriculum for Excellence in schools and establishments	Provide professional learning activities which support learning and teaching in line with the National Improvement Framework and which will deliver better outcomes for learners	9.2	CQIS (BGE)
4. Support effective learning and teaching programmes to improve the literacy and numeracy skills among learners	Numbers of learners who achieve the Curriculum and Excellence levels	9.2	CQIS (BGE)
5. Progress implementation of a consistent tracking, monitoring and reporting system across ASN provision	Assess the attainment of children and young people in ASN provision through the tracking and monitoring system to effect improvement.		Inclusion Services (IES)
6. Support vulnerable groups and learners living in deprived areas to help close the poverty related attainment gap taking account of the impact of Covid-19	Assess the impact of pupil equity support for the most vulnerable groups and learners living in deprived areas and report on progress made in terms of closing the poverty related attainment gap		CQIS

7. Continue to explore the roll-out of remote/distance learning and virtual learning environments to improve learning outcomes	Ensure schools have access to appropriate support to access and develop new digital technologies to support learning.		CQIS (Senior phase)
8. Increase opportunities for English for speakers of other languages (ESOL)	Provide programmes in local communities to enable learners to develop their language skills		Inclusion Services (YFCL)
9. Deliver on the legislative actions in the Learning Together Action Plan	Ensure that the legislative actions in respect of parental involvement and engagement are met to improve support for Parent Councils/groups		CQIS
	Provide opportunities for parents/carers to be active participants in their children's learning		CQIS
	Take forward the learning community model of engagement with parents/carers in line with the Parental Involvement Strategy (SLC 2019)		CQIS
10. Use digital technology to reach and engage with parent councils/forums	Establish 4 on-line forums for parent council/forums on a locality basis to support a more inclusive approach of engagement.		Operations
11. Ensure the requirement by the General Teaching Council for Scotland's professional, review and development and professional update is met	Continue to ensure professional, review and development and professional update takes place in all schools in line with GTCS standards		CQIS (BGE)
12. Take forward actions that will help to address the 'cost of the school day'	Implement actions from the Child Poverty Action Plan which will help to reduce the financial impact on families with sending their child to school		CQIS (BGE)
13. Provide free emergency sanitary products within schools and educational settings	Continue to maintain the provision of free emergency sanitary products for access by young people.		Support Services and school estate

Resource Objective:	Improve health and wellbeing to enable children and families to flourish		
Action	**Measure**	**Links**	**Service**
14. Progress review of Getting it Right for Every Child multiagency planning processes	Ensure child protection and wellbeing practices are being applied consistently in schools and settings to help deliver positive outcomes for children and young people	9.2	Inclusion Services (IES/EPS)
15. Implement Counselling through schools for children aged 10 and over in line with the Scottish Government framework.	Assess the impact of the involvement of young people aged 10 and over in the 'counselling service in schools' programme by June 2021		Inclusion Services (IES/EPS)
16. Continue to provide and deliver effective nurture-based approaches in schools	Numbers of young people participating in and benefitting from nurturing programmes		Inclusion Services (IES/EPS)
17. Continue to develop approaches to health and wellbeing with a focus on mental health strategies	Assess the impact of health and wellbeing strategies on learners and staff during the recovery phase, in partnership with the educational psychologist team to determine what works well.		Inclusion Services (IES/EPS)
18. Continue to provide breakfast clubs when safe to do so.	Provide breakfast clubs when safe to do so to support families and to help close the poverty related attainment gap.		Support services and school estate
Resource Objective:	Support children and young people to develop their skills for learning, life and work		
Action	**Measure**	**Links**	
19. Consolidate and extend the range of vocational programmes designed to support the learner journey	Increase the numbers of young people involved in the Foundation Apprenticeship Scheme at National 4/National 5 level by June 2021		CQIS (Senior Phase)
	Increase the uptake of young people on work-based learning through the GradU8 programme by June 2021		Inclusion Services (YFCL)
	Provide opportunities for young people to receive accreditation through Youth, Family and Community Learning programmes by June 2021		Inclusion Services (YFCL)

Action	Measure	Links	Service
20. Further develop the employability skills of young people	Continue to build and sustain the strategic partnerships with colleges, universities, business partners to widen the employability opportunities for learners in the senior phase.		CQIS (Senior Phase)
21. Take forward with schools the Developing Scotland's Young Workforce actions.	Implement the actions in the Developing Scotland's Young Workforce report designed to improve outcomes for learners on a school by school basis.		CQIS (Senior Phase)
Resource Objective:	**Ensure inclusion and equality are at the heart of what we do**		
Action	**Measure**	**Links**	**Service**
22. Continue to roll-out awareness raising and training to support the implementation of the Attachment strategy	Deliver further awareness raising and training on attachment, to achieve a consistent approach and to ensure children and young people feel schools and establishments are safe and supportive environments by May 2021		Inclusion (EPS)
23. Further embed the principles of attachment and resilience across establishments and with families to support the care and wellbeing of learners	Continue to promote and share best practice on attachment to support and build the resilience of learners.		Inclusion (EPS)
24. Implement the delivery of 1140 hours early learning and childcare in line with the revised Scottish Government timetable for 2020-21	Restart of the 1140 hours early years and childcare capital programme line with Scottish Government expectations in partnership with council services	9.1	School Estate/ Early Years
	Engage with partner providers to further support the roll-out of 1140 hours of early learning and childcare and to meet the needs of communities		School Estate/ Early Years
25. Engage with children and young people to empower them to influence and contribute to policy and guidance that impacts on them.	Provide opportunities for children and young people to be actively engaged in activities that empower them to influence and shape policy and guidance.		Inclusion (YFCL)
26. Deliver a summer programme of activities for children and young people	Provide a 'summer programme' to meet the help reduce food poverty amongst families.		Support Services/YF CL Service
27. Embed climate change	Promote curricular programmes on climate change through Curriculum for		CQIS (BGE)

awareness and sustainability more widely in schools and educational settings	Excellence including further engagement with young people to help shape and influence the next steps		

CQIS - Curriculum and Quality Improvement Service
YFCL - Youth, Family and Community Learning
IES – Inclusive Education Service
EPS – Educational 6rPsychology Service

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 2020-21

The Resource has a Net Revenue Budget of £347.070 million for 2020-21. The table below allocates this budget across the services:

NET Budget by Service	2020-21	
Detail	**£ million**	**%**
Central Admin	1.815	0.52
Curriculum & Quality Improvement Service	1.778	0.51
Directorate	0.676	0.19
Early Years	29.111	8.39
Inclusion	1.085	0.31
Youth Employability	1.255	0.36
Learning Community	3.607	1.04
Operations	0.163	0.05
Primary Schools	123.499	35.58
Psychological Services	1.841	0.53
School Modernisation	35.546	10.24
Secondary Schools	120.407	34.69
Special School	17.109	4.93
Support Services	3.899	1.12
Youth Family and Community Learning	5.278	1.52
Total	**£347.070**	**100.0**

5.2. Capital Budget 2020-21

The following capital budget of £30.057million is allocated to the Resource for 2020-21

Capital Programme 2020-21	
Detail	**£ million**
Accommodation Pressures	3.057
Growth and Capacities	1.450
City Deal projects	3.400
Early Years 1140 hours	18.350
ICT	3.680
Primary Schools Modernisation Programme	0.120
Total	**30.057**

The above figures reflect the Capital Programme for 2020/21 as approved by the Council on 25 March 2020. The delivery of the 2020/2021 Capital Programme has been affected by the lockdown due to COVID-19. A review of the General Services Capital Programme is therefore underway, with a view to providing a realistic estimate of anticipated spend levels for 2020/2021. The outcome of this review will be reported to a future Executive Committee meeting.

5.3. Resource Employees

Education Resources has 6,902 employees as at the end of March 2020. 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	3,868
Local Government staff	3,034
Total	**6,902**

5.4. Organisational structure

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                        │     Executive Director       │
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Head of Education (Inclusion)

- Cambuslang/Rutherglen Area
- Inclusive Education Service
- Safeguarding and Child Protection
- Youth, Family and Community Learning Service
- Education Psychological Services
- Partnership planning

Head of Education (Broad General Education)

- Clydesdale Area
- Broad General Education
- Curriculum and Quality Improvement Service
- School Improvement
- Closing the Gap (SAC/PEF)
- Quality Improvement
- Leadership development

Head of Education (Support Services and School Estate)

- East Kilbride Area
- Education Resources' Estate
- School Support Staff and Services
- Capacity Planning
- Risk Management
- Health and safety

Head of Education (Senior Phase)

- Hamilton Area
- Senior Phase
- Employability
- Early Years
- Instrumental Music Service
- Digital Learning Infrastructure
- Workforce planning and employee relations

The Resource has established a number of objectives to support the delivery of the Connect priorities in 2020/2021:

Council Priority	Resource Objectives
Ensure communities are safe, strong and sustainable	• 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 we do
Promote sustainable and inclusive economic growth and tackle disadvantage	• Raise standards in literacy, numeracy and close the poverty-related attainment gap • Support children and young people to develop their skills for learning, life and work
Get it right for children and young people	• Raise standards in literacy, numeracy and close the poverty-related attainment gap • Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do
Improve health, care and wellbeing	• Improve health and wellbeing to enable children and families to flourish • Ensure inclusion and equality are at the heart of what we do

Report

Report to:	**Education Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

| Subject: | **COVID-19 Update on Education Recovery** |

1. Purpose of Report

1.1. The purpose of the report is to:-

   ♦ provide a summary of the Education response to COVID-19 with a focus on reopening schools in August 2020.

2. Recommendation(s)

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

(1) that the Scottish Government guidance on Scottish Government Guidance on preparing for the start of the new school term in August 2020 published on 30 July 2020 and the measures being taken forward to ensure a safe return of staff, children and young people to school and early years establishments be noted.

3. Background

3.1. All schools in Scotland were closed from 20 March 2020 as a result of the COVID-19 global pandemic, with a national lockdown announced that following weekend.

3.2. The initial COVID-19 response focussed particularly on:
   • The safety and welfare of vulnerable children.
   • The provision of emergency childcare for the children of key workers.
   • Making provision for the continuity of learning for all children.

3.3. Work was undertaken to support schools following the announcement that the 2020 SQA examination diet was to be cancelled and replaced by awards based on school estimates. SQA

3.4. Emergency childcare hubs in 20 schools and 6 nursery centres were set up across South Lanarkshire staffed by volunteers. Separate provision was also established for young people with particular ASN requirements.

3.5. Systems were put in place to provide meals for children entitled to free school meals, superseded by a system of direct payments to families.

3.6. Home learning was established, mainly provided through GLOW, and schools and teachers were supported by the provision of the SLC Staff Learning Centre which hosted resources and materials as well as providing information and training materials relating to new technologies and new ways of working.

3.7.   This was supplemented by the provision of learning packs and a range of and materials by schools and the Youth Family and Community Learning Service.

3.8.   In April the legislation relating to the expansion of Early learning and Childcare by August 2020 was revoked in recognition of the suspension of all construction work, including new builds and adaptations. Admissions for August 2020 were reviewed in light of the delays. Further information is provided in section 7 of this report.

3.9.   At this time planning and preparation for learning in term 4, including transition planning for those due to start P1 and S1 in August 2020 took place.

3.10. Throughout the period of closure, Education has been represented on the NHS Incident Management Team, enabling access to up-to-date medical information and advice.

4.   Local Phasing Delivery Plan - Preparing for recovery in schools/educational settings and services

4.1.   The Scottish Government in June announced that schools would reopen for staff on 11 August 2020 and for pupils from 12 August 2020, based on a 'blended learning' model – a blend of part-time attendance at school and part-time home learning – to allow for physical distancing to be observed.

4.2.   Planning for restart was initiated and an Education Recovery governance model and was developed. Education Resources prepared a Local Phasing Delivery Plan within the wider context of the South Lanarkshire Council Recovery Plan. The Local Phasing Delivery plan set out: its place within the Council plan, the key areas of activity, a timeline for recovery and detailed action plans for each recovery theme. Section 4 sets out the major themes and a summary of areas of activity.

4.3.   Ongoing communication and consultation with stakeholders, including headteachers of primary, secondary and additional support needs schools, representatives of the professional associations and unions, took place and detailed advice was provided to schools and education establishments enabling them to complete their individual and detailed plans for reopening.

4.4.   It was subsequently announced on 24 June 2020 that schools would re-open in August on a full-time basis subject to the ongoing control of the virus and low levels of infection in the community. Further announcements confirm that there is no requirement for pupils to socially distance in schools or on transport to and from schools. The Local Phasing Delivery Plan was reviewed to consider the implications of this change.

4.5.   As part of the Local Phasing delivery plan the Education Recovery Consultative Group (ERCG) was formed. The ECRG includes stakeholders and partners from a range of services, resources, trade unions and NHS Public Health Lanarkshire. The purpose of the group is to involve, support and work in partnership with key stakeholders in sharing information through dialogue and consultation to influence and shape our Covid19 recovery plans in support of Education Services and the five recovery themes outline in Appendix 1.

4.6.   On 30 July 2020, the First Minister confirmed to the Scottish Parliament that schools would reopen for all pupils in August 2020 and provided further guidance on preparing for the start of the new school term. The key steps taken in respect of reopening schools are described in section 5, based on the Scottish Government Guidance

4.7. Provision of emergency childcare hubs concluded on 5 August, allowing those buildings to be included in the preparatory programme. This followed national advice that emergency childcare hubs were not required from 31 July 2020 to enable schools and educational settings to prepare for pupils and staff returning in August. A contingency plan for the provision of emergency childcare is in place, should it be required to re-start.

5. Reopening of schools

5.1. The national guidance on the re-opening of schools highlighted, that *we do not expect the return to school in August to be a return to normality.* Given that children and young people have not been in school since March, it was important that both staff and pupils had the opportunity to become familiar with the new layouts in their school, introduce hygiene practice of washing or sanitising, implement arrangements for entering and exiting, lunch and interval breaks and new routines. Following engagement and dialogue with the professional association and trade union representatives, it was agreed that Tuesday 11 August is an in-service day for staff with children and young people returning initially on a phased basis beginning Wednesday 12 August, with all children and young people returning full time from Monday 17 August.

5.2. **Safety and infrastructure**
School and educational establishment buildings were prepared prior to reopening. This included 'deep cleaning' and the provision of hand sanitisers, soap and PPE, as per the risk assessments and in line with medical advice. Work was undertaken jointly with the facilities team, Community and Enterprise Resources, to plan enhanced cleaning schedules and for the safe provision of school meals. National advice and guidance provided detailed recommendations on a number of areas including:-

- ♦ Infection control
- ♦ Hygiene measures
- ♦ Risk assessments
- ♦ Cleaning specification
- ♦ PPE
- ♦ Test and protect protocols

5.3. A response protocol in the event of localised COVID-19 outbreaks is being developed in partnership with NHS Lanarkshire Public Health on a pan Lanarkshire basis which will see the establishment of an Incident Management Team led by health if positive cases or clusters occur.

5.4. In line with the Scottish Government guidance, further advice has also been developed to limit the number of adults eg peripatetic staff, external visitors/speakers attending school buildings including restrictions on parents and carers entering school buildings.

5.5. **School Transport**
The national guidance states that dedicated school transport should be regarded as an extension of the school estate and it is not necessary to maintain distance between children and young people of all ages (subject to continued low levels of infection within Scotland). Important mitigations include: hygiene, ventilation, improved cleaning regimes including regular and thorough cleaning of surfaces, and regular handwashing. Hand sanitising is required for everyone prior to boarding dedicated

school transport. The Council continues to work closely with contractors, including ASN taxis contractors to support the safe travel of pupils.

5.6. The use of active travel routes by parents/carers, staff and children and young people is also being encouraged, as well as schools working with local communities to appropriate identifying *park and stride* options.

6. Supporting pupils

6.1. Mental health and wellbeing
It is recognised that there will be a requirement to support pupils in a number of ways. The Education Committee reports on *(i) the preliminary results of survey consultations with Children and Young People and Parents/Carers regarding Covid-19 experiences and return to school* and *(ii) Supporting Mental Health and Wellbeing through transition, reconnection and recovery: an attachment informed approach* provide an insight to the issues that schools may face and the approaches that will be taken to support children and young people's emotional wellbeing.

6.2. Pupils with additional support needs
Education Resources' *Framework for Inclusion and Equality* provides a clear process for supporting children and young people with additional support needs and is based on a staged intervention approach. It is acknowledged that the individualised planning outlined within the framework will be vital in the days and months ahead and focussing on additional support plans/coordinated support plans, where appropriate, taking account of specific need. Schools and establishments have been asked to revisit the staged intervention processes to assess emerging need.

6.3. Vulnerable pupils
The period of lockdown has been challenging for many members of our community and this includes vulnerable children and young people. Close working between colleagues in Education Resources and Social Work services as well as a range of agencies and third sector partners has continued throughout the school closure period. A number of vulnerable children were able to access the emergency childcare hubs during this time.

6.4. As schools return, support will continue for children and young people at risk of harm including providing support for their learning. School leaders will work with the relevant Council Senior Manager Pupil Support (SMPS) or Inclusion officer as they have the overview of vulnerable children within areas through the period of lockdown. The SMPS and Inclusion officers will advise schools on any additional support or liaison that has taken place, or may now be required.

6.5. Learning
The Curriculum and Quality Improvement Service provided schools with detailed *Recovery Guidance* on supporting learning. The learning focus for our schools as they return will be based on the following areas:

- ♦ Health and wellbeing;
- ♦ Equity; and
- ♦ Continuity of learning

The Recovery Guidance highlights that schools need to give careful consideration to the curriculum and teaching approaches we in place to ensure maximum impact for learners. This document is designed to support school leaders and management teams plan for the recovery phase regarding Curriculum and School Improvement. It provides guidance, points to consider and reflection stops.

6.6. **Digital Learning**
There has been a significant focus on the role of digital technologies to support communication and contact, and as a platform for teaching and learning. During the period of extended school closure, a website was created to support continuity of learning called the South Lanarkshire Council Staff Learning Centre. All teachers, support assistants and early years workers were given to access this site.

6.7. The site provided information and guidance documents during the ever changing landscape at the time of extended closure, access to a range of resources that could be used to support learning at home, advice and links for Health and Wellbeing, Career Long Professional Learning and advice from GTCS and other national bodies.

6.8. Some key digital developments included the introduction of Guardian Email Summaries that allows teachers to send updates of classwork and homework directly from Google Classrooms to parents and carers, and Google Meet for Learners, allowing videoconferencing to take place with learners.

6.9. The importance of access to digital technology and connectivity for children and young people has been highlighted nationally and internationally over the past few months. While many of our schools distributed their own devices to pupils, there has been national agreement that a more permanent solution was needed. Consequently, the Scottish Government has provided grant funding to support digital inclusion. South Lanarkshire Council submitted a successful bid for 5400 Chromebook devices, 300 laptops and 800 connectivity solutions to enable families to access digital resources and blended learning approaches as we progress into the new term.

6.10. Approximately 2200 chromebook devices have been provided to children identified as high priority in order to support their learning using digital platforms. Almost 500 families have been provided with mi-fi devices and data plans to allow them to access the internet. A further 3500 devices and 300 connectivity packages have been provided through schools to support families facing difficulties with digital access. These will be distributed on the basis of work undertaken with schools to identify children and young people from backgrounds of deprivation who do have access to digital technology.

7. Early Learning and Childcare provision
7.1. As a consequence of the cessation of all construction works, the capital programme for delivering 1140 hours has been delayed. This resulted in insufficient physical capacity to provide all children with 1140 hours places, as had been planned.

7.2. Admissions were reviewed and places reallocated. All families (approximately 7300 children so far) have been allocated the statutory minimum of 600 hours, however, it has been possible to provide 1140 hours places to almost 6000 (83%) eligible families. As the capital programme progresses, it is anticipated that further 1140 hours places will be able to be offered.

7.3. Approximately 2200 families are accessing places through our contracted funded providers, all at 1140 hours. This is a similar proportion to previous years. As per national guidance, the funded providers continued to be paid their contracted amounts during the period of lockdown to support the sustainability of the sector.

8. Workforce
Additional teachers have been recruited in line with the SG commitment to offer all NQTs a post. In addition to the ninety NQTs already recruited to permanent posts, a further seventy-four FTE have been appointed to temporary posts to support the recovery process.

8.1. In line with the recent Scottish Government announcement, additional support staff, including school support assistants are being recruited to support recovery. The allocation of staff will support ongoing staffing requirements and identified pupil need.

9. Employee Implications
9.1. As per paragraph 5.6, 74FTE teachers have been recruited on a temporary basis, utilising additional funding provided for this purpose.

10. Financial Implications
10.1. Grant funding of £1.42m was made available to support the provision of digital devices and connectivity solutions as mentioned in paragraphs 6.6 and 6.7.

10.2. Further funding has been announced by the Scottish Government to support additional costs for cleaning, transport and other measures to ensure the return of schools. The funding process allocation is being discussed with Cosla and the Scottish Government.

11. Climate Change, Sustainability and Environmental Implications
11.1. There are no implications for climate change, sustainability or the environmental in terms of the information contained in this report.

12. Other Implications
12.1 The requirement to update risk assessments is set out in the Scottish Government guidance and steps have been taken to do this as the safety and wellbeing of all adults, children and young people is paramount.

13. Equality Impact Assessment and Consultation Arrangements
13.1. This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

13.2. Consultation has taken place with a wide range of stakeholders on a variety during the period of school Closure including children and young people, parents, staff and unions in a range of areas such as digital access, safe return to school, emergency childcare, access to free school meals.

Tony McDaid
Executive Director (Education Resources)

10 August 2020

Link(s) to Council Values/Ambitions/Objectives
- Increase achievement, raise educational attainment and support lifelong learning
- Protect vulnerable children, young people and adults

Previous References
Education Committee – March 2020

List of Background Papers
- Education Resources Local Phasing Delivery Plan
- Scottish Government Guidance on preparing for the start of the new school term in August 2020.

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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Appendix 1 – Local Phasing Plan Recovery Themes

The Education Resources Recovery Process and the development of a *Local Phasing Delivery Plan* sets out the overarching approach to service recovery stemming from lockdown and school and establishment closures due to the COVID-19 outbreak in March 2020.

The overall recovery process will seek to:
- Support education establishments across South Lanarkshire Council to return, taking into account national guidance.
- Prioritise the health, safety and wellbeing of all children, young people and staff working in our schools and establishments.

A successful recovery process will require all areas of the council to work in partnership with the community and key stakeholders. The Education Recovery Process is based on our existing structures and the establishment of key themes. The development of a *Local Phasing Delivery Plan* and a successful recovery is underpinned by the following: Education recovery planning included actions and activity organised under the following thematic areas:

Safety and infrastructure:
- Risk assessment readiness for re-opening – all education settings
- PPE and hygiene guidance
- Sanitisers, cleaning
- Transport and traffic management
- Janitorial arrangements
- Cleaning schedules
- Catering including free school meals
- Set up assistance - furniture moves, creation of new areas, including potential use of

Workforce:
- Recruitment, including the recruitment of additional NQTs
- Revised arrangements for absence cover
- Arrangements for working from home – clinically vulnerable staff
- Liaison with Professional Associations
- Working Time Agreements
- ITE – student placements
- Teacher Induction Scheme (TIS) - new NQTs
- Resources and training materials relating to learning through digital platforms

4.3. Wellbeing:
- Equity and inclusion
- Pupil and family wellbeing
- Staff wellbeing
- Providing support to learners most adversely affected by C-19
- Recognising the impact of social isolation on children and young people's wellbeing
- Supporting schools to build resilience
- Identifying new risks or newly vulnerable children and young people as a result of the changing circumstances
- Providing ASN support to learners and families
- The impact of a phased reopening of schools on disadvantaged learners

- The impact of poverty on families

Curriculum, learning and teaching:
- Recovery Planning for Schools
- Blended Learning
- School Improvement and Statutory Reporting
- Curriculum
- Teaching, Learning and Assessment
- 2020 & 2021 exam diet, qualifications & certification
- Professional learning
- Equity including PEF and SAC
- Post 16

Communication:
- Disseminating national and local decisions
- Effective communication and engagement systems
- Engagement and communication with stakeholders:
  - Staff
  - Trade unions / professional associations
  - Elected members
  - Parents / carers / families
  - Children and young people
  - Council services, partners, (agencies e.g. SPT, NHS, Partners, Voluntary)
  - West Partnership, Education Scotland, SQA, Skills Scotland

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Scotland Inspection Update**

1. Purpose of Report
1.1. The purpose of the report is to:-

- ♦ provide an update on the work of the Curriculum and Quality Improvement Service (CQIS) in relation to supporting schools to achieve positive outcomes for inspections;
- ♦ provide an update of the outcome of school and early years' inspections 2019/2020; and
- ♦ provide an update on future developments to support schools for 2020/2021.

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

(1) that current and planned progress relating to Education Scotland inspection support be noted

(2) that results of this year's Education Scotland inspection results for schools and Early Years' establishments be noted.

3. Background
3.1. Schools in Scotland are subject to external inspections from HMIe (Her Majesty's Inspectors of Education) who are employed by the Government body Education Scotland.

3.2. The number of inspections carried out within each local authority within a school session depends largely on the size of that authority. South Lanarkshire council had 14 school inspections during 2019/2020. Information on other authorities is contained within Appendix 1.

3.3. Inspection activity ceased following the lockdown in late March 2020.

4. Inspection Models
4.1. In August 2016, HMIe introduced a range of new inspection models to suit particular circumstances and contexts and to reflect the changing educational landscape.

The inspection models introduced were:-

- Full 'inspection' model
- Short 'inspection' model
- Localised thematic model
- Neighbourhood model

4.2.   Since August 2016, for both types of 'inspection' model, HMIe inspectors have been using new quality indicators (QIs) outlined in "How good is our school?"(4th edition) (HGIOS4). In inspections of nursery classes and early learning and childcare centres, the equivalent QIs from "How good is our early learning and childcare?" (HGIOELC) have been used.

4.3.   The Quality Indicators from HGIOS4 and HGIOELC being used during inspections have been refocused to align with the National Improvement Framework. In particular, QI 1.3 (Leadership of Change), QI 2.3 (Learning, Teaching and Assessment) and QI3.2 (Raising Attainment and Achievement) feed directly into the evidence base for the National Improvement Framework.

4.4.   A full model of inspection evaluates four quality indicators (QIs 1.3, 2.3, 3.2 (as described above) and QI 3.1 (Ensuring Wellbeing, Equality and Inclusion), whilst a short model evaluates two (QIs 2.3 and 3.2).

4.5.   Each QI inspected is evaluated on a 6 point scale as follows:-

1. Unsatisfactory
2. Weak
3. Satisfactory
4. Good
5. Very Good
6. Excellent

4.6.   The publication in 2016 of the update to the 'Statutory Guidance Standards in Scotland's Schools Etc. Act 2000' places a statutory duty on schools and local authorities to raise attainment for all and close the equity gap. There is a focus on three main areas: pupils experiencing equalities of outcome; delivery of the priorities of the National Improvement Framework; and the duty of schools and local authorities to plan and report on improvement activity around reducing socio-economic disadvantage and pursuing the NIF priorities. This has been an additional focus for inspections this session and will continue to be during 2020-2021.

5.   Support for schools
5.1.   It is recognised that schools and their staff can find the process of preparing for inspection challenging. In addition, significant and rapid changes in National educational policy and inspection models over recent years have left schools less certain about new expectations for inspections.

5.2.   In order to best prepare schools for the increased rigour and focus areas of changing educational policy, expectations around self-evaluation for improvement and the new inspection models, CQIS support and challenge for establishments has been wide-ranging. It is important to note that support is given to all schools, not just those pending inspection. This support has comprised of a number of key elements, including:

- the launch of a School Improvement Manual which provides guidance on a range of school improvement policy and practice
- the provision of resources to support self-evaluation for self-improvement e.g. HGIOS4 and HGIOELC Toolkits, summary of inspection findings analysis and a preparation for inspection pack
- revised School Improvement Planning and Standards and Quality Reporting frameworks which reflect all National Guidance and support self-evaluation for self-improvement. Head Teachers are provided the opportunity to attend a one

to one support and challenge 'clinic' session with the Lead Officer for School Improvement to discuss this documentation

- Validated Self Evaluation (VSE) - The VSE approach has helped establishments strengthen their self-evaluation processes and gain information which influences their School Improvement Planning and Standards and Quality Reporting processes
- the establishment of an SLC Tracking and Monitoring system for Primary and Secondary establishments respectively including training opportunities to support implementation
- focused dialogue on establishment evaluation during Quality Link Officer visits
- the continuation of a targeted Active Literacy programme to support identified schools
- the creation of the central Learning and Teaching Group which has worked to develop resources to support schools in their evaluation of learning and teaching. Schools have been offered the opportunity to participate in a Professional Learning Community Programme to further enhance consistency across establishments with particular reference to improving pedagogy for equity. An associated training programme is also planned for play based learning in the early years and a self-evaluation programme for classroom practitioners
- attendance at National and West Partnership events to support Moderation and Achievement of a Level
- the use of Statistical Summary Report (SSR) data for both primary and secondary schools, which has focussed on the use of data to inform school improvement
- the successful and increasingly popular Self-Improving Attainment Family Groups (previously called Professional Learning Trios) which focus on supporting schools with school improvement, facilitating increased collaborative activity between schools

5.3. Particular support is provided to those schools who are potentially facing an inspection in the next few years, this support includes:-

- voluntary after-school training sessions where Head Teachers are provided with the opportunity to work together on self-evaluation activities and hear from colleagues who have recently been inspected. These sessions are very well attended and evaluations of this programme are very strong. For this reason, during session 2019/2020, these sessions were opened up to all establishments

- support from a central HMIe Inspection Support Team which provides professional and pastoral support to establishments through the inspection process. Evaluations from all establishments inspected identify this support as excellent or very good

5.4. Education Scotland place importance on the role of Associate Assessors (AAs) on their inspection teams. AAs are usually experienced Head Teachers who have been nominated by the authority, trained by Education Scotland, and then deployed on HMIe inspections. Currently, SLC has 8 AAs. The AA Network continues to provide an opportunity for AAs within the authority to meet and discuss issues relating to inspection and to contribute to, and inform, the support provided for schools.

6. Inspections during session 2019/2020
6.1. During 2019/2020, 14 South Lanarkshire Council (SLC) schools were inspected. This breaks down as:-

- 12 primaries in total – 8 primary schools experienced the full model for inspection; 6 of those primary schools with nursery classes
- 4 primary school inspections experienced the short inspection model; 1 of those primary schools with nursery classes
- 2 Secondary Schools

7.   Outcome of inspections during session 2019/2020
Schools
7.1.   Of the 14 schools inspected this session, all received "positive" outcomes i.e. a grade of satisfactory or above for all Quality Indicators. There were no evaluations of either "weak" or "unsatisfactory" awarded during any inspection for any of the Quality Indicators. **Appendix 3** illustrates this.

7.2.   In addition, there was no requirement for follow-up inspection activity as an outcome of any of the school inspections.

7.3.   Although referenced in 3.2, it is difficult to compare school inspections across authorities because of the varying numbers involved.   However, a comparative analysis which scrutinises SLC primary inspection outcomes with some comparator authorities demonstrates that SLC's current inspection profile continues to be positive with 67.9% of inspections outcomes for the inspected Quality Indicators as good or very good compared to Aberdeenshire at 65.4%, Fife at 64.7%, Highland at 50.0% and North Lanarkshire at 56.3%.

7.4.   An analysis of establishment's self-evaluations compared with the evaluations that they receive during inspection activity demonstrates that there is little variance between these i.e. establishment evaluations are reasonably well aligned to those of inspection teams.   Alignment is important given that, as part of the National Improvement Framework requirements for data from Local Authorities, this information is collected and evaluated by Education Scotland and helps form a view of how well we know our schools.

8.   Early Years Establishments
8.1.   Early Years' establishments and school nursery classes are inspected both by Education Scotland around the quality of educational provision using Quality Indicators and separately
by the Care Inspectorate.   This report only concerns inspections conducted by Education Scotland.

8.2.   During 2019/20 7 Early Years inspection reports were published, with associated evaluative grades for Quality Indicators.   All 7 inspections were inspections of nursery classes within primary schools.   There were no inspections in standalone centres or partner providers this session.

8.3.   Of the 7 nursery classes inspected this session, all received "positive" outcomes i.e. a grade of satisfactory or above for all Quality Indicators. There were no evaluations of either "weak" or "unsatisfactory" awarded during any inspection for any of the Quality Indicators.

8.4.   In addition, there was no requirement for follow-up inspection activity as an outcome of any of these Early Years inspections.

9.   Reporting on inspections
9.1.   South Lanarkshire Council reports on individual inspections through the established Area Committee structure. This allows local elected members to hear a presentation

from the Headteacher and/or Senior Officer and to ask questions around the inspection. A committee paper is prepared for each of these inspections.

9.2.	In addition, data from inspections feeds into the evaluation of our Education Resources plan through the IMPROVE mechanism.

9.3.	Education Resources publicises new inspection reports through the weekly Education newsletter by providing a web-link to the Education Scotland website.

9.4.	Each school is responsible for sending communication regarding the inspection outcome to parents following an inspection. Paper copies can be made available for those who are unable to access the internet. It would be expected that a schools' inspection report and associated evidence would be fully discussed with the Parent Council. It is worth noting that the chair of the Parent Council is fully involved with the inspection and receives an advance copy of the report.

## 10.	Next Steps
10.1.	Education Scotland have indicated that there will be no school inspections during Session 2020/2021 to allow schools to return to normal post COVID 19.

10.2.	Formal inspections notwithstanding, it is planned that support and challenge for schools around self-evaluation continues to be developed further in order to secure further advances in school improvement. This support will be a bespoke package including professional learning opportunities, provision of resources and targeted support. It is important that Central Teams are sensitive to the particular needs of schools as they return to the "new normal" with the primary focus being on Health and Wellbeing.

10.3.	The School Improvement Team will continue to develop the suite of resources which will further enhance support for schools' self-evaluation work and be a valuable tool to support school improvement and readiness for inspection. Two strategic school improvement groups, comprising of primary and secondary Head Teachers will continue to contribute to this workstream. In addition, consultation with these groups will ensure that future training and resources represent the ongoing needs of our establishments. CQIS will also support schools to further develop pupil voice using the "How Good Is **Our** School" toolkit to support learner participation in self-evaluation for school improvement.

10.4.	"Self-Improving Attainment Families" will continue to be used as a vehicle to support school improvement however the VSE programme will be paused in its current format. Instead, officers will focus on continuing to support schools to build their own capacity around school self-evaluation.

10.5.	The establishment of the national Regional Improvement Collaborative has provided an opportunity to extend our work beyond SLC to work in partnership with colleagues from other West Partnership local authorities. These opportunities will continue to be explored during session 2019/2020.

## 11.	Employee Implications
11.1.	None

## 12.	Financial Implications
12.1.	Financial implications are within existing budgetary resources.

13. Climate Change, Sustainability and Environmental Implications

13.1. There are no implications for climate change, sustainability or the environment associated with this report.

14. Other Implications

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

15. Equality Impact Assessment and Consultation Arrangements

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

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

Tony McDaid
Executive Director (Education Resources)

23 July 2020

Link(s) to Council Values/Ambitions/Objectives
♦ Improve achievement, raise educational attainment and support lifelong learning

Previous References
None

List of Background Papers
None

Contact for Further Information
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Appendix 1 Information available on the number of Published Inspections 2019-2020 across authorities of comparable size

Authority	Number of inspections
South Lanarkshire	14
Aberdeenshire	9
Fife	12
Glasgow City	15
Highland	15
North Lanarkshire	10

Authority	Number of QIs evaluated as 'good' or better	% of QIs evaluated as 'good' or Better
South Lanarkshire	31	67.4%
Aberdeenshire	17	65.4%
Fife	22	64.7%
Glasgow City	28	70.0%
Highland	21	50.0%
North Lanarkshire	18	56.3%

Appendix 2 SLC Analysis of Quality Indicators; Schools

SLC School Analysis of Quality Indicators inspected 2019/20

Legend: Unsatisfactory | Weak | Satisfactory | Good | Very Good | Excellent

17.4%
32.6%
50.0%
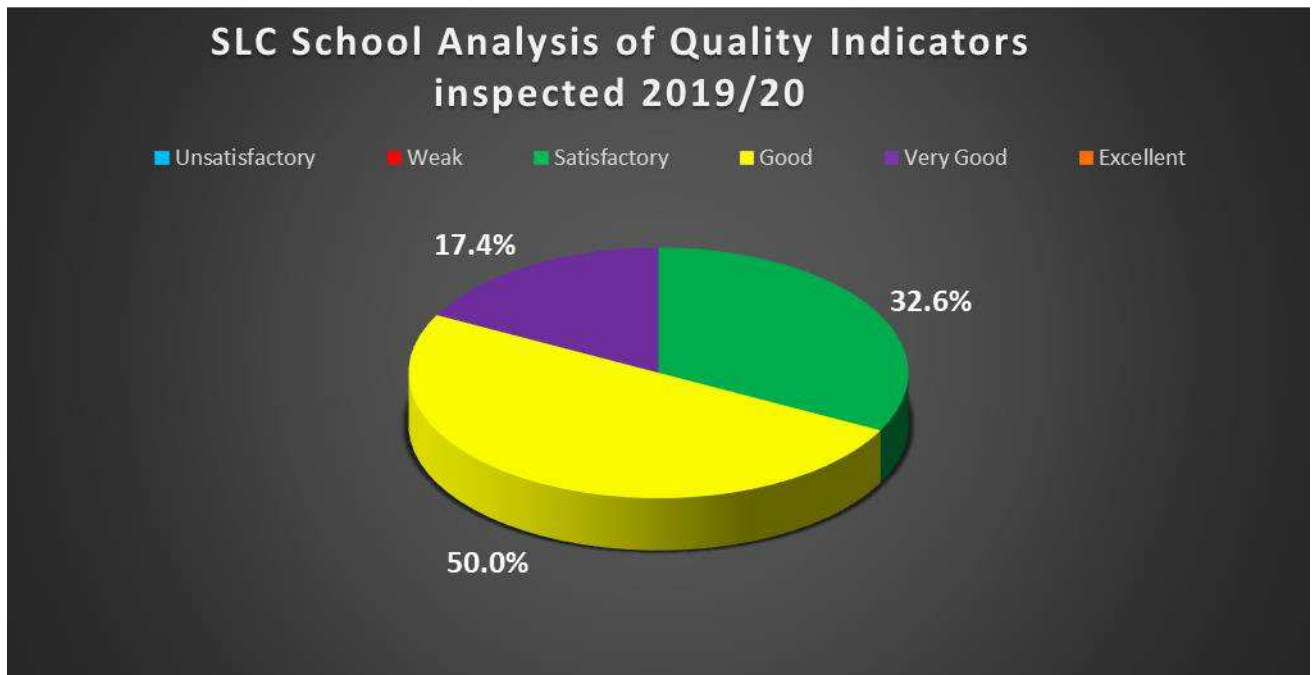
Appendix 3 SLC Analysis of Quality Indicators; Early Years
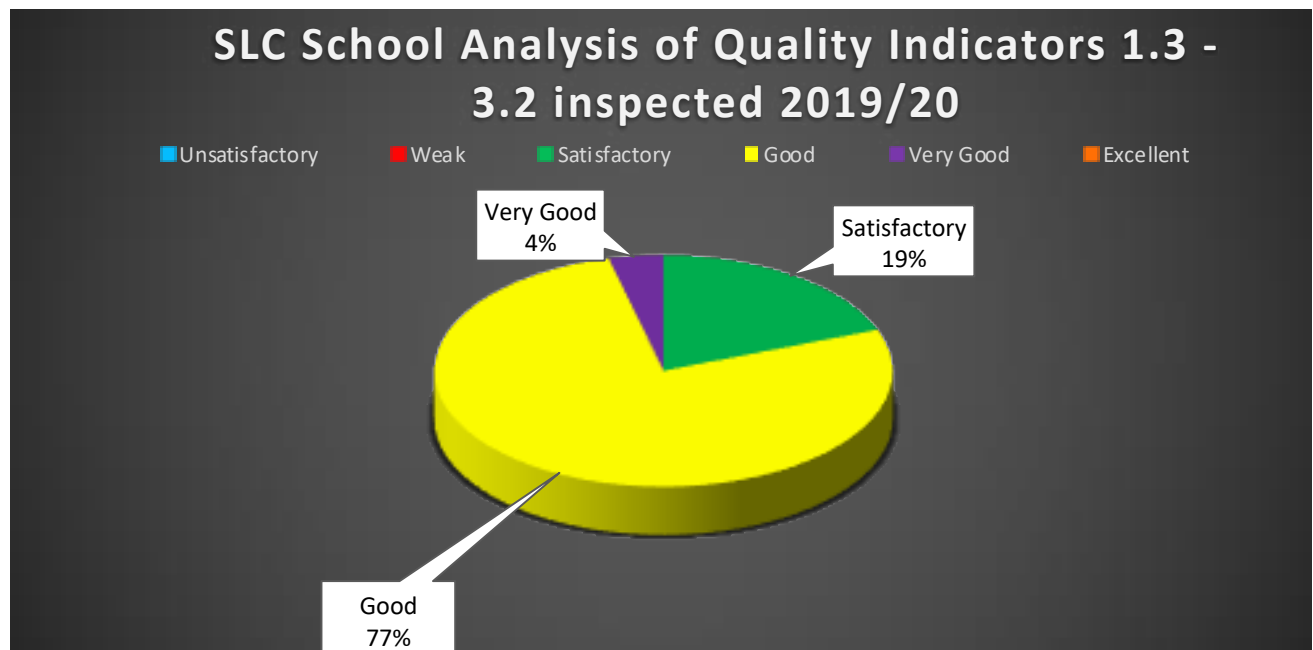
SLC School Analysis of Quality Indicators 1.3 - 3.2 inspected 2019/20

Unsatisfactory ■ Weak ■ Satisfactory ■ Good ■ Very Good ■ Excellent

Very Good 4%

Satisfactory 19%

Good 77%

SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**Supporting Mental Health and Wellbeing through Transition, Reconnection and Recovery: An Attachment Informed Approach**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ provide an update on the guidance prepared for educational establishments to support positive mental health and wellbeing during the post COVID recovery period; and

♦ report on progress made on the implementation of the Education Resources Attachment Strategy.

2. Recommendation(s)

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

(1) note the guidance prepared during the period of the pandemic for educational establishments, on supporting mental health and wellbeing through transition, reconnection and recovery: an attachment informed approach

(2) note the revised arrangements for the launch and implementation of the Education Resources Attachment Strategy

(3) note additional approaches available in schools and services to support mental health and wellbeing

3. Background

3.1. It is acknowledged that the Coronavirus pandemic has had an unprecedented impact on our lives. As we move forward into a 'new normal', it is recognised that we must take account of the individual experiences of our children, young people, families and staff, consider that for some there will be a need for recovery and acknowledge that for all there will be a need to reconnect. Moving forward, relationships will matter more than ever and establishments will need to take an attachment informed approach to support reconnection and promote recovery and resilience.

3.2. Against this backdrop, the Educational Psychology Service has developed guidance to support the promotion of positive health and wellbeing across educational establishments during the period of post COVID recovery- *Supporting Mental Health and Wellbeing through transition, reconnection and recovery: an attachment informed approach*.

3.3. The guidance is intended for senior managers and practitioners across South Lanarkshire Education Resources in considering their forward planning as we develop new ways of working and move forward, responding to the needs of our education communities.

3.4. It is rooted in an attachment informed approach and takes account of:

- best practice, including literature on recovering from critical incidents
- the Scottish Government's five principles for reopening educational establishments: safe, fair, ethical, clear and realistic
- South Lanarkshire Council's Education Resources building blocks to recovery.

Critically, the guidance takes full account of South Lanarkshire Education Resources Attachment Strategy.

3.5. The guidance outlines the key aspects of whole school wellbeing illustrated within ten factors necessary in supporting mental health and wellbeing through transition, reconnection and recovery. Staff are offered guidance and prompted to consider key aspects of practice and next steps for action within the following areas of practice:

1. Promoting an attachment informed ethos and environment that promotes safety, reconnection and belonging
2. Leadership and action
3. Effective curriculum, teaching and learning to promote resilience and support mental, emotional and physical wellbeing
4. Enabling children and young people's voices to influence decisions
5. Staff support and development to support their own wellbeing and that of their children and young people
6. Identifying need and monitoring impact
7. Working with parents and carers
8. Engagement with stakeholders in the wider school community
9. Transition
10. Authority approaches to supporting mental health and wellbeing

The guidance document can be accessed via the link below:

https://t.co/r74sZM2fBu?amp=1

4.   Implementation of Education Resources Attachment Strategy
4.1. The official launch of the Education Resources Attachment Strategy for all staff was planned for 27 March 2020 but was unfortunately and unavoidably cancelled due to the pandemic crisis.

4.2. Elements of the launch included the sharing of the strategy document, distribution of posters, leaflets and pledge cards which illustrate the key elements of attachment-informed practice and the outline of a training plan to incorporate on-line learning and to be compulsory for all staff throughout Education Resources.

4.3. The pledge which is central to reconnection and recovery and which is illustrated in the related resources is as follows:

- See the 'whole person'
- Recognise behaviour as communication

- Respond with compassion
- Act to make a difference
- Believe in change

A short film which sets the scene for the work within the context of the key messages (pledge) central to reconnection and recovery, can be accessed via the link below:

https://youtu.be/bhsJHUiRV8k

4.4. In order to maintain momentum and progress the implementation of the Attachment Strategy, it was agreed that it would be launched at each of the seventeen Learning Community meetings taking place virtually during May and June 2020, by a representative of the Educational Psychology Service/Attachment Strategy Group. The launch was successfully achieved in this way and generated a high level of enthusiasm and demand from senior leaders for the information to be further disseminated to staff within their educational establishments. This was implemented through a series of webinars for access by all staff from 15-19 June 2020 across each Learning Community, utilising the materials from the original launch events which had been refreshed to take account of the potential impact of the COVID pandemic on school communities. Sessions were recorded to enable staff unable to access in real time, to view at a later date. This staff development activity was accessed by over 2000 education staff and has significantly contributed to laying the foundations for a positive return to education for our children, young people and staff.

4.5. The Attachment Strategy training plan will be delivered at three levels:

Level 1 – awareness raising for all facilities staff
Level 2 – basic attachment strategy training for all teaching, Youth, Family and Community Learning Service and Early Years staff
Level 3 – attachment leads and ambassador training for senior managers nominated by establishments. The purpose of level 3 training is sustained implementation at the whole school level.

Mode of delivery will depend on public health advice as it develops.

5.   Additional approaches to supporting mental health and wellbeing in educational establishments

5.1. Education Resources' establishments and services will continue to work collaboratively to provide a staged intervention approach to support the mental health and wellbeing of children and young people through session 2020-21 and beyond. Establishments already meet the mental health and wellbeing needs of learners by creating the right culture and ethos, delivery of Personal, Social and Health Education within Curriculum for Excellence, provision of personalised learning and targeted support for those in need.

5.2. Universal approaches will be further strengthened by thorough implementation of the Education Resources' Attachment Strategy to support wellbeing, positive relationships, resilience and connection to school.

5.3. There will be a continued and enhanced focus on supporting children and young people who have experienced loss and bereavement, including facilitator training for *Give us a Break!,* the loss and bereavement programme developed by South Lanarkshire Council Psychological Service, in collaboration with MacMillan Cancer Support and NHS Lanarkshire. *Give us a Break!* is an eight session group work

programme based on a solution focused approach. It is aimed at 10-14 year olds who have experienced loss and negative change and encourages young people to develop their personal strengths, meet others who have experienced similar changes, think towards their future, develop effective coping strategies, and reduce inappropriate distress. The groups are managed by two trained facilitators. *Give us a Break Plus!* Has been developed to support a differentiated approach to the delivery of the programme for young people with additional support needs, and will be launched during session 2020-21.

5.4.   A new on-line mental health and wellbeing resource known as Togetherall (formerly *Big White Wall* and rebranded in the context of the Black Lives Matter movement) has been introduced by Education Resources.   All 16-19 year olds living in South Lanarkshire are able to access Togetherall by providing their postcode and date of birth when they register.

www.Togetherall.com

5.5.   Once registered young people will have access to the 24/7 online global community which offers:

- A safe space to express how they are feeling
- On-line anonymous support from other members of the Togetherall community
- Access to resources about mental health and wellbeing
- Courses to learn how to self-manage aspects of mental health and wellbeing
- On-line support from trained counsellors who act as moderators and can intervene if a user is at high risk

5.6.   The main way in which young people access Togetherall is through self-referral and secondary schools and the Youth, Family and Community Learning Service have been instrumental in raising awareness of the resource through social media, support networks and the range of communication systems available to them.

5.7.   Some children and young people may benefit from a more individualised approach to mental health and wellbeing. Therapeutic interventions can be offered to identified pupils aged 10 and above through the *Counselling through Schools* initiative. Comprehensive guidance for schools when considering the provision of counselling for a child or young person, is detailed in the South Lanarkshire Framework for the Delivery of Counselling through Schools.

6.   Employee Implications
6.1.   There are no employee implications in terms of the information contained in this report.

7.   Financial Implications
7.1.   There are no financial implications in terms of the information contacted in this report.

8.   Climate Change, Sustainability and Environmental Implications
8.1.   There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

9.   Other Implications
9.1.   There are no implications for risk in terms of the information contained in this report.

10. Equality Impact Assessment and Consultation Arrangements

10.1. Training content and related materials will be influenced by the findings generated from the Education Resources COVID-19 children, young people and parent/carer well-being surveys conducted in June 2020.

Tony McDaid
Executive Director (Education Resources)

10 August 2020

Link(s) to Council Values/Ambitions/Objectives
♦ Protect vulnerable children, young people and adults
♦ Deliver better health and social care outcomes for all
♦ Support our communities by tackling disadvantage and deprivation and supporting aspiration
♦ Improve achievement, raise educational attainment and support lifelong learning

Previous References
♦ Education Resources Committee – 3 March 2020
♦ Education Resources Committee – 19 February 2019
♦ Education Resources 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:-

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Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

| Subject: | **Provision of Emergency Childcare Provision for Keyworkers and Services for Vulnerable Children and Families during Summer Holiday Period 2020** |

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ Provide an update on provision of emergency childcare for keyworkers (Summer Sessions) and services for vulnerable children and families during the Summer holiday period 2020.

2. Recommendation(s)

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

(1) that the delivery and impact of the Summer 2020 provision of emergency childcare for keyworkers be noted

(2) that the activities and impact of services delivered to meet the needs of vulnerable children and families be noted

3. Background

3.1. As part of our response to the COVID-19 pandemic all schools, early learning and childcare (ELC) and other childcare services were closed to children and young people from 17:00 on Friday, 20 March 2020 with the exception of critical provision to protect some key groups or activities.

Critical provision included the delivery of childcare for the children of keyworkers on the basis that key workers help deliver essential services which support the vulnerable and aid local community resilience. They play a vital role in the national response to the pandemic. The Scottish Government issued guidance to local authorities that set out eligibility criteria for admission to emergency childcare provision. It is important to note that the position from the outset was that if children could be cared for at home, then they should be cared for at home.

The requirement for education authorities to provide ongoing critical childcare was enshrined in the Coronavirus (Scotland) Act 2020 and emergency childcare provision has continued to be delivered throughout the Summer holiday period from 25 June – 5 August 2020.

The central admissions processes established to support management of the term time Emergency Childcare Hubs was continued to support the Summer sessions programme led by Youth, Family and Community Learning Service, with eligibility for admission based on defined Scottish Government criteria. This enabled us to support a number of key worker groups employed in the NHS, within the care sector, the emergency services, prison services, funeral director services, the food sector, essential direct transport services related to health and food sectors, direct support to utilities and within the financial sector, specifically for HMRC and DWP employees.

4.   Emergency Childcare Provision-*Summer Sessions*

4.1   *Location and Attendance*
Ten school and twelve early years provision based services were established across the four localities.

Appendix 1 details the locations and average weekly attendance.

4.2.   *Operational Detail*
Summer sessions emergency childcare provision commenced on Thursday 25 June and ceased on Wednesday 5 August 2020. This enabled deep cleaning of all locations prior to schools re-opening to staff for the new session on Tuesday 11 August 2020. The service was delivered Monday to Friday from 9:00am until 5:00pm and was staffed by a range of staff from the following services:

- Youth, Family and Community Learning
- Early Years and Childcare
- Aspire Employability
- School based non- teaching staff

At 23 July 2020, 4,542 meals had been served to children.

4.3.   *Health and Safety arrangements*
Central to the strategy of safe delivery of the emergency childcare provision has been guidance from Public Health Scotland and the continued advice of the Scottish Government.

Risk assessments and participant information had been established for term time Emergency Childcare Hubs and these assessments and information were transferred to the new provision. Medical forms were updated for participants and Personal Emergency Egress Plans (PEEPs) were put in place for children that required them.

A strict cleaning regime continued to be delivered by the Community and Enterprises Facilities Service, utilising PPE as advised in guidance and ensuring children and staff were aware of and following the appropriate hygiene requirements.

4.4 *Activities and experiences*
Children attending the Summer sessions benefited from a full range of activities and experiences delivered through a youth work approach. In order to meet the broad range of needs of children in each location, care was taken to ensure that activities were age and ability appropriate to promote and secure participant engagement.

Activities were explored and agreed with participants at the beginning of the programme and included:

- arts and crafts
- films
- physical activities
- fitness fun sessions;
- planting sunflower seeds and growing plants
- treasure hunts
- stop frame animation
- old school games (skipping, hula hoops etc.)
- group games
- non bake baking

From these discussions, a range of themes developed that provided a framework for the development of weekly activities which included:

- Rainforest
- Harry Potter
- Shrek
- Forest school
- Science and Space;
- Carnival and Circus
- Sun and Sea
- Superheroes
- STEM (Science, Technology, Engineering and Mathematics)

Participants across all provisions engaged in the creation of a keepsake DVD recording of their Summer sessions experience and every participant designed their own t-shirt which captured their experiences and memories of 'Summer sessions life'.

Due to the restrictions imposed due to the pandemic, it was not possible to invite partners to deliver programmes as in previous years. However, NHS Lanarkshire were able to supply the provisions with toothbrushes and toothpaste for each child to take home, as an element of the annual Summer Child Smile programme.

4.5 *Awards and achievements*
The Youth Scotland Hi5 award was offered to every participant aged 5 and over who attended Summer Sessions. The Award is owned and operated by Youth Scotland and has been credit rated and levelled by the Scottish Qualifications Authority (SQA) on the Scottish Credit and Qualifications Framework (SCQF). The Hi5 award provides a means of recording and evidencing the achievements of individual children and young people through their participation in the activities that the Summer Sessions programme offered.

In line with the 'Plan, Do and Review' cycle, the young person sets themselves a challenge based on an activity or series of activities they have chosen. In progressing through their challenge, they gather the evidence of their participation and achievements and in reviewing, the young person considers and comments on how they performed in their challenge.

During the period of COVID-19 lockdown with the resultant impact on learning, this award has helped those children and young people attending the Summer sessions programme to reflect on their experiences and identify how their participation has impacted on them, what they have learned and how they can use that learning in other settings.

The self-reflection element of the award is the basis for the evaluation process as it presents accessible questions that seek to determine the impact of the programme and activity on the participant.

4.6. *Evaluation and Impact*
A central element of the process of evaluating and understanding the impact of the summer programme is through the set of challenge questions within the Hi5 award. In order to support the collection of evidence, each Summer sessions location was given a digital camera to capture photographs and video footage of participants.

Staff will participate in an evaluation exercise to explore the delivery model in order to highlight good practice and areas for improvement for future delivery. This is the third year of summer activity programmes delivered in school settings and the service is keen to continue to learn from good practice and those areas for improvement that can help build a positive experience for staff and participants, year on year.

Anecdotal evidence has been received from parents, carers and children ranging from improvements in speech and language skills, enjoyment in attending the hubs and the scope of the activities on offer.

Thanks very much for this. I just want to say a huge thanks to SLC education and the volunteers at St Cuthbert's hub. It has been so well-organised and I don't know what I would have done without it being open. My children have enjoyed going each day. Thank you so much to all involved. (Summer provision parent)

I just wanted to take the opportunity to say thank you to all staff involved with any aspect of the emergency care provision, without it we would have found it incredibly difficult to attend our places of work. The children have loved their time in the hub and it provided a much needed distraction and reassurance for them in these unsettling times. I have found the whole process very easy to access from start to finish which is quite an achievement given that the world we knew changed almost overnight! (Summer provision parent)

Faultless, was anxious when it moved here but everything went well. If this happens again, I'd recommend you. (Summer provision parent)

Done a great job, thanks for all the help. Without it I wouldn't be able to keep working. (Summer provision parent)

I enjoyed the games room, gym hall and going outside when it wasn't raining. (Summer provision child)

I want to stay till 5! (Summer provision child)

Thank you for looking after my son so well (Nursery parent)

To everyone at Westburn Nursery, Thank you so much for making my daughter feel so welcome. She loved coming here! (Nursery parent)

Thank you all so much for making a difficult time easier for key workers. We appreciate all that you do and have done to make sure that our son was safe and happy when the world seemed to be turned upside down. He has loved his adventures at Glenburgh, especially jumping in puddles and cleaning with Margaret! (Nursery parent)

It was a magic nursery and I loved being here. (Nursery child)

I love my big nursery. I like playing the garden. (Nursery child)

Attendance at an Early Years Hub has led to a number of parents making an application for their children to attend that particular nursery post lockdown,

5.   Outreach provision – Activity Packs
5.1   *Themed Family Activity Packs*
A range of activities and supports were established to maintain contact with vulnerable learners and families during the Summer period. These activities drew on the pre-Summer COVID-19 experience and continued to meet the needs of new learners and maintain well established relationships with communities. The purpose of this activity was to promote engagement of children, young people and families who may have found themselves increasingly isolated and vulnerable during the period of lockdown. The activities were designed to be carried out on their own and/or with their families and were individualised, learner centred, and prioritised for those learners and families with limited access to technology or printing facilities.

The activity packs had diverse content and included the resources required to enable young people and families to carry out the activities. Themes for packs included: health and wellbeing, STEM, family learning, cooking on a budget and gardening.

The packs were made up on a weekly basis and distributed directly by staff to the home of the recipient. This enabled regular face-to-face contact (maintaining social distancing rules) and the opportunity for staff to offer and arrange support if required. Over 1,000 activity packs have been distributed to families since March 2020.

5.2   *After School Club Busy Bags*
The initiative was developed as a way in which to maintain engagement with remotely with the children and young people who under ordinary circumstances would have attended after school provision.

The original Busy Bags were large activity packs that included colouring-in sheets, pens, paper and skipping ropes and were followed by weekly themed 'top ups' including 'Make your own crispy-cakes' and 'Grow your own sunflower'. All of the resources and ingredients required to complete the activities were contained in each bag.

5.3 *Evaluation and Impact*
Weekly feedback from parents and learners has been extremely positive. Feedback has taken place through photographs, videos, face-to-face discussion and messages and examples are detailed below:

Thank you for the great packs we have received, loved the video. (Young person)

I loved making the crispy cakes, please can we have more baking busy bags it's so much fun! (Young person)

My son is thoroughly enjoying the busy bags, it's keeping him off the I-pad and Playstation and it's giving us time to sit together. There is a wide variety of activities for him to pick and instead of playing Fortnite on the computer, he loved filling out the Fortnite word search and activity sheets. (Parent)

Due to the busy bags, my daughter now has something to look forward to each week, she looks out for staff arriving every week. Thank you so much. (Parent)

I think a fantastic effort has been made by all staff to ensure our children are receiving imaginative and creative activities for us to take part in as a family and individually each week. It has made a massive difference to us having the resources available to complete the activities within each bag. I cannot thank you enough for bringing a smile to my kid's faces each week. (Parent)

The packs are excellent, a good time filler and a good mixture for the different age groups. We are enjoying doing the activities together as a family, my daughter really liked the Covid-19 time capsule booklet. (Parent)

The packs are amazing. I feel very happy watching my son enjoy using the pack. I also enjoyed getting involved in the rainbow scavenger hunt (Parent)

They were great, fantastic! The kids enjoyed doing the activities, particularly the dot to dot and the colouring. There was a good variety for different ages. (ParThe activity packs are fun and very good. They provide something different for the children to do other than school work. They are still learning and the variety of activities holds their interest longer. This gives us as parents a much needed time to relax and do other things. My child likes the dot to dots and colour by number using addition as this helps her number work. (Parent)

6. Virtual Connections
6.1 *Staying connected*
A key approach to maintaining connections with learners, families and communities has been through social media, telephone and provision of online learning activity (#YFClonline).

Through these approaches, telephone and social media platforms are being used to stay in touch with staff for help, advice and even just someone to talk to. Young people are taking part in online mental health check-ins, enabling workers to provide assurances and signposting as required.

6.2   *Learning Online*
Learners have been engaging with learning videos on social media in subjects including positive mental health; mindfulness; healthy eating and cookery; physical exercise; arts and crafts; dance; drama; online guitar lessons and weekly challenges and quizzes, with regular group work sessions taking place across a full range of topics, allowing learners to remain in contact with staff and have an opportunity to talk to people from out with their own household.

6.3   *Health and Wellbeing*
Further examples of the broader social media engagement include: Stay at Home Challenge; GBX Workout; What A Load of Craft & Rainbow Pics; Arts and Crafts sessions; Photography Competition; Throwback Thursdays; Mental Health Check In; Movie Night;Tik Tok Challenge; Drawing Challenge; Question Time; Toilet Roll Keepie-Uppie Challenge; virtual 'drop ins'; IT 'drop in' and Employment Gateway groups.

6.4   *Learner engagement*
Social media pages have shown increased 'hits', 'likes' and views of material that has been posted online. Staff were able to analyse engagement with learners which informed the service in relation to the optimum times of day to post and the content which was most relevant. This targeted approach was adopted and led to staff having ownership of creating posts, videos and having dialogue with learners across the various social media platforms.

This approach proved invaluable with increasing views being recorded. For example @hamiltonuc17 posts were viewed in excess of 12,500 times, and over 230 hours of educational video were viewed through @ekuniversalconnectionsatthekey with a daily reach of over 1300 (number of unique Facebook Feeds post content originally appeared on).

6.5   *Video production – child protection*
In recognition of the impact social media engagement was having, the Youth, Family and Community Learning Service was approached by South Lanarkshire Child Protection Committee to design and produce an online video to promote the child protection service to children and young people during the lockdown period. Delivering the message about personal safety and child protection through social media and film, has allowed significant engagement with the information and there have been more than 30,000 views of the video to date. Presenting it in this way has also enabled partners, parents and carers to quickly direct to others and share the content widely.

The video can be accessed via the link below:

https://www.facebook.com/watch/?v=3400825979939003

6.6   *Empowering learners*
Learners have also supported the development and delivery of social media content. Vertigo Theatre for Youth, a group based at East Kilbride Universal Connections and supported by South Lanarkshire's Youth, Family and Community Service, have been undertaking a number of initiatives over the lockdown period. Every Thursday evening, an average of 22 young people from the senior group have been coming together online to talk about how they are feeling, participate in interactive drama sessions and discuss and plan projects that they can undertake to keep themselves creatively engaged and also entertain families and other young people within South Lanarkshire.

These projects include story-telling videos for children and families, including stories told through British Sign Language (BSL) and Makaton that are published weekly. The young people have also been producing videos of themselves performing music from their homes. During the course of one week, the videos produced by the young people reached over 1,200 members of the public and have had 395 engagements. (@Vertigo360TY).

7.   Pathfinders Summer programme

7.1   *Operational detail*
The Pathfinders Summer programme, supported by a grant of £10,000 from YouthLink Scotland, is supporting young people on the edges of care and at risk of disengaging from school. The Programme provides opportunities to build relationships and develop resilience, delivered alongside activities to address learning loss.

32 families have been invited to participate in the programme which includes horticulture, fitness and wellbeing, cooking and issue-based work such as health issues in the community. Activities offered have been aligned to the experiences and outcomes of Curriculum for Excellence.

7.2   *Activity*
Each week, young people received a delivery of food and activities to undertake at home with online activity and digital group work sessions supporting the resources. Completed activity was uploaded to Glow. For some young people, this has represented a major breakthrough in terms of engagement with their education.

7.3   *Achievement Awards*
Young people are engaged and working on the Dynamic Youth Award supported by a Youth, Family and Community Learning Service worker.

7.4   *Evaluation*
The programme is being independently evaluated by 'The Lines Between' social research organisation.

8.   KEAR campus Summer provision

8.1   *Support framework*
The KEAR Youth, Family and Community Learning Service team has delivered weekly support to each young person from a designated keyworker. This support varied in levels depending on what was required for the young person and their family and involved a weekly phone call and check-in via text or social media. This information was recorded, collated centrally and shared weekly with KEAR's Senior Leadership Team and the central Inclusive Education Team to enable additional support to be provided timeously where appropriate.

8.2 *Themed family activity packs*
Themed family activity packs were delivered to 191 families (294 individual young people) during each week of the Summer holiday period. To date delivery has included:

- Family Movie Pack – including all of the things needed to have a family night in together, with a strong focus on including food that can double as store cupboard staples and act as a food parcel if required (without the stigma attached to receiving a food parcel).

- Family Sports Day – Complete with instructions on how to play games with the components of the pack (skipping ropes, pedometer, hula hoops etc.).Instructions on how to play games that require no outside components, to ensure family fun can happen without a budget being required. This pack also includes a food element for a family picnic including ingredients that can also be used as store cupboard staples.

- Family Cook Off – This pack was food themed, aiming to increase family confidence in cooking together as well as providing various fun activities. In addition to ingredients for a hot meal, this pack included all of the ingredients required to do some non-cook family baking, enabling young people of all ages to be included in the process. Inclusion of typed menus and a link to the KEAR Youth, Family and Community Learning Service social media pages, allowed access to video instructions for young people and adults with literacy issues.

    Additional packs include:

- Family Games Night –board game, cards & snacks.

- Memory Scrap Book –disposable camera (with a voucher to get the photos printed) and everything needed to complete a family photo album.

- Back to School / Ready for Work - These packs will be delivered in the week prior to the end of the Summer Holidays. The inclusion of shampoo, shower gel, bubble bath, school stationery and ingredients for a family meal will give all KEAR young people the best possible start to returning to school or moving on to their post school destination.

8.3 *Feedback*
Feedback from families via text, phone call and social media – has been extremely positive and they have have praised how much it is bringing them together. Families are 'tagging' KEAR Youth, Family and Community Learning Service social media (@yfclkearcampus) weekly in Instagram posts to show the packs in use, generating great evidence of impact!

9. Next Steps
9.1. Formal evaluation of the impact of all aspects of the delivery of services for the children of keyworkers and vulnerable children during Summer 2020 will inform future activity in this area, and this is currently underway.
9.2. Early indication is that the provision has had extremely positive impacts on the health and wellbeing of children, parents, carers, families and staff.

10. Employee Implications
10.1 A total of thirty five school support staff received training in the Hi5 Award to enable them to support children's engagement.

10.2 Staff have indicated that working and engaging with communities across the provision referenced within the report has resulted in positive impact in their mental health and wellbeing during the period since lockdown began in March 2020.

11. Financial Implications
11.1 The costs associated with running the summer programme have been met.

12. Climate Change, Sustainability and Environmental Implications
12.1 There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report.

13. Other Implications
13.1 None

14. Equality Impact Assessment and Consultation Arrangements
14.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.

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

Tony McDaid
Executive Director (Education Resources)

11 August 2020

Link(s) to Council Values/Ambitions/Objectives
- Protect vulnerable children, young people and adults
- Increase achievement, raise educational attainment and support lifelong learning

Previous References
- None

List of Background Papers
Scottish Government Guidance – emergency childcare provision

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
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Name of establishment	22 June Average numbers per day	29 June Average numbers per day	6 July Average numbers per day	13 July Average numbers per day	20 July Average numbers per day	27 July Average numbers per day
Biggar Primary School	11	12	12	13	10	11
St Mary's School	20	24	25	25	20	23
St Athanasius' School	24	27	22	20	15	17
Machanhill School	15	23	21	22	21	18
Woodside School	30	38	40	35	35	26
St Cuthbert's School	44	48	44	42	35	43
Loch School	20	16	16	14	11	9
Calderwood Primary School	13	36	32	32	26	23
St Hilary's School	13	36	32	32	15	25
Halfmerke School	12	39	42	41	34	35
Ballerup Nursery Centre	14	4	6	4	3	5
Calderside Nursery	12	14	14	14	14	14
Cathkin Community Nursery	6	6	4	5	7	7
Early Learning Unit	10	12	11	10	10	10
First Step Community Nursery	11	5	5	5	4	4
Glenburgh Nursery	10	9	10	10	9	7
Halfmerke Community Nursery	12	11	13	11	7	7
Hollandbush Nursery	10	6	8	7	6	6
Larkhall Children's Centre	10	11	8	9	8	12
Rigside & Rural Communities Nursery	4	4	4	5	6	4
Westburn Nursery	6	5	5	5	5	5
Woodlands Nursery Centre	8	7	8	8	7	8

A total of 346 children aged 3-13 years attended the school based provision. 73 were aged 3-5 years and 39 had additional support needs.

Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 August 2020**
Report by:	**Executive Director (Education Resources)**

Subject:	**Celebrating the Success of Young People and Staff in Schools and Services**

1. Purpose of Report

1.1. The purpose of the report is to:-

♦ advise on a range of some recent achievements and success of children, young people, and staff in 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 children, young people, and staff in schools and services across South Lanarkshire, be noted.

3. Background

3.1. The wider achievements and the learner journeys of children and young people, as well as the good work undertaken by teachers and staff are something that the Council, through Education Resources, believes should continue to be recognised during the COVID-19 pandemic.

3.2. Young people now have a stronger role in shaping their learning and are supported to lead healthier and active lives. In this current climate we also recognise the need to focus on the health and wellbeing of children and young people and to help improve their resilience by enabling their voice to be heard and acted upon. This enables young people to have a stronger role in shaping their learning.

3.3 The planned return of schools will provide a semblance of getting back to normal for many and a key factor will be continuing to build on what they have achieved so far and what they are striving to achieve in the future. The role of teachers, support staff and many others involved in the life of a school all play a key role in supporting and encouraging young people to have high aspirations and to generate an ethos which shows how hard work can lead to rewards in terms of achievement and success.

4 Adapting to change

4.1 We recognise the role of education to make a difference to the lives of young people. There is no doubt that this commitment to work together in the best interests of our community is strong evidence of what we can achieve when faced with adversity.

- Staff throughout the Education service working beside colleagues from other Resources have played a pivotal role in adapting to the challenges faced during this pandemic. There are numerous examples where the commitment of staff has been heart-warming, courageous, and quite outstanding on many fronts. Tribute

is paid to staff across the Council who for many months have worked each day to support our most vulnerable members of the community.

- Through our Hubs and 'summer sessions' volunteers have delivered meals, collated food parcels, dropped off medicine to those most in need, supported helplines which has enabled the Council, NHS and social care to deliver essential services in these unprecedented times has been a lifeline for our communities.

5   **Celebrating and recognising success**

5.1.   The following table highlights some of the achievements which capture the essence of education in South Lanarkshire which is to, inspire learners, transform learning and strengthen communities #ITSslc

Blackwood Primary School	Blackwood Primary was a winner in the First Minister's Reading Challenge. This was a tribute to the involvement of children in reading books to improved their literacy skills.
Loch Primary,	Loch Primary School as a 'Hub' school took part in a VE Day live link-up with veterans in the David Walker Care Home and engaged in a question and answer commemorative event. Inset link to the View
Greenburn School, East Kilbride	Caring for each other was the theme of the brilliant and inspirational film which featured the children, staff and families of Greenburn school which went viral. An example of how a school is at the heart of its community and the importance of staying connected. Insert link
Hamilton Grammar School	The school received two awards for the work of young people in the Young Enterprise Scotland Awards, namely; - People's Choice Award - Social Impact Award
Trinity High School	The school achieved an MB Quality Mark Award for their work in Nurture. They are the first Secondary in Scotland and the UK to be re-accredited for this work and for the difference this is making to the lives of many young people.
Make Your Own Kind of Music Project	Pupils from *all* learning areas and *all* educational sectors have thoroughly enjoyed taking part in this IMS project. They have broadened their skills set to become recording artists, editors, videographers, photographers, as well as developing their musical skills. https://www.youtube.com/watch?v=MP-WWCOPgW0
The Youth Scotland Hi5 award	The Youth Scotland Hi5 award was offered to every child aged 5 and above that attended the summer hubs. The Award is accredited by Scottish Qualifications Authority (SQA) on the Scottish Credit and Qualifications Framework (SCQF).

6 Employee Implications

6.1 None

7. Financial Implications

7.1. None

8. Climate Change, Sustainability and Environmental Implications

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

9. Other Implications

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

10. Equality Impact Assessment and Consultation Arrangements

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

10.2. This report provides an update on celebrating success which can be widely shared.

Tony McDaid
Executive Director (Education Resources)

29 July 2020

Link(s) to Council Values/Ambitions/Objectives

♦ Increase achievement, raise educational attainment and support lifelong learning

Previous References

♦ Education Resources Committee – March 2020

List of Background Papers

None

Contact for Further Information

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